



Morgridge College
of Education

**EDUCATIONAL ADMINISTRATION
and POLICY STUDIES**

Certificate, Principal Preparation
Certificate and M.A. Concentration, Early Childhood Leadership
M.A. Educational Administration & Policy Studies
Ph.D. Educational Administration & Policy Studies

STUDENT HANDBOOK

2009-2010

The Student Handbook for the University of Denver Educational Administration Programs provides prospective and admitted students with policies and procedures to assist them with their progress through the requirements of the Educational Administration Principal Preparation and Buell Early Childhood Leadership certificate, and M.A. and Ph.D. programs.

In addition to this handbook, students are subject to rules and benefits outlined in the Morgridge College of Education Bulletin found at <http://www.du.edu/education/resources/current-students/policies/index.html> In some cases, its policies take precedence over the regulations of the Educational Administration Student Handbook. Students should also refer to the University of Denver Graduate Studies website at www.du.edu/grad for other institutional policies.

It is the student's responsibility to read and understand college and program norms, expectations, and requirements relating to the degree and/or certificate programs, and to complete all program steps in a timely fashion.

The University of Denver and the Morgridge College of Education reserve the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

Inquiries concerning the Educational Administration Program should be directed to the program office at 2135 E. Wesley Ave., Denver, CO 80208; Phone 303-871-2494 and edadm@du.edu

The University of Denver (Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the basis of race, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204

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WELCOME!

Dear Educational Leadership students,

Welcome to the University of Denver Educational Administration & Policy Studies Program. The decision to pursue a certificate or graduate degree may have been an easy one for you to make, or it may have required more thought than you anticipated. Similarly, you might be enthused by the prospect of learning new ideas and professional expertise, or you might feel uneasy about the prospect of adding more work to your already busy schedule. If you are like most new students, you are experiencing a mixture of the above. One thing is certain—while a graduate degree is a significant commitment of time, money, and effort, it can also be one of the most rewarding experiences of a lifetime.

Your experience in our programs will be different from those of most other graduate students. Classes are held on weekends or late on weekdays, and some of them might be held at off-campus locations. Additionally, classes are structured in a cohort model of delivery, so you will usually be in class with the same group of students, although from various backgrounds and experiences. The cohort model encourages a consistently high level of professional sharing and collegiality among members. 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. We also value our continued connections with past students, and work to facilitate connections of alumni with current DU faculty and students.

The Educational Administration faculty is comprised of both full time university professors and other experienced educators who are currently employed with districts, schools, and other related professions in the region. In addition to teaching classes, they also supervise internships and advise you as you complete your coursework and final portfolio, capstone or dissertation. The goal of the faculty is to ensure that you receive a quality education in a positive academic setting. A certificate or degree course of study in Educational Administration will provide you with a balance of sound theory and practical application.

Whether you always knew that you wanted to pursue an advanced degree, or it is a new goal for you, we congratulate you on taking the first step on this new adventure. We are here to assist you, and wish you the best of luck in your educational endeavors.



Kent Seidel, Ph.D.
Program Chair
Educational Administration & Policy Studies / Higher Education Administration

PART I: GENERAL INFORMATION

Accreditation

All degrees at the University of Denver are accredited through the North Central Association of Colleges and Schools. Additionally, the principal preparation programs and the Administrator Licensure endorsement were last approved by the Colorado Department of Education in June of 2005. The next review of these programs will occur in 2010.

Mission

The mission of the Educational Administration certificate, MA, and Ph.D. degree programs is to prepare leaders for educational settings, early childhood to post-secondary, in Colorado and the nation. We pursue this mission through intensive, integrated academic and field-based experiences that support educational leaders in developing self-knowledge to create and support learning communities which ensure academic achievement and optimal growth and development for all learners.

Goals

The Educational Administration programs focus not only on developing the skills and abilities necessary for success as a leader in educational settings, but also on developing a strong commitment to core values essential for ethical, visionary, courageous, transformative, and responsible leaders in all settings. We, our students, our graduates, and our community partners collaborate across settings to ensure:

- Leadership for early care, developing systemic supports for optimal growth and development for children and families, preparing all children for educational success;
- Leadership that builds systems and supports to expand pre-K through postsecondary options, access, and success for all youth; and
- Leadership, development and support of lifelong learning communities involving non-traditional students, those seeking continuing education, and our own university personnel.

Outcomes

Our research, teaching, and service address issues grounded in the questions and needs of practice, and our inquiry engages our community and other partners to make the world around us a better place for all. We are a private institution working for the public good. To that end, the Educational Administration programs seek to prepare students for roles as educational leaders who promote the success of all learners by:

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school and learning community.
- Formulating and clarifying core values and beliefs consistent with current educational administrative theory and practice.

- Advocating, nurturing, and sustaining a culture and instructional program committed to student learning, social justice and staff professional growth.
- Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources in support of learning.
- Acting with integrity, fairness, and in an ethical manner.
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

We work to prepare leaders for education through intensive, integrated academic study, and “real-world” application opportunities. These experiences help educational leaders develop self-knowledge to create learning communities that ensure academic achievement and optimal growth and development for all learners. Our students focus on leadership, policy studies and research that are relevant and appropriate for meeting today’s educational challenges. The following are the research competencies for all MCE graduate students. The certificate, M.A., and Ph.D. programs are designed to build these competencies:

- Critically evaluate strengths and weaknesses of empirical/evidence-based research.
- Craft coherent, concise, compelling expressions of research ideas targeting appropriate audiences and issues.
- Design research to address significant problems facing your field.
- Understand the strengths and limitations of diverse modes of inquiry.
- Create measures using diverse analytic strategies.
- Evaluate existing measures for validity and reliability.
- Apply appropriate analytic strategies in data analysis.
- Effectively communicate research results, implications and impact to relevant audiences.

Program outcomes are measured by satisfactory completion of all coursework requirements, the student portfolio in the principal preparation programs; the capstone project in the Masters program; comprehensive exam and the dissertation in the doctoral program; as well as by professional performance in the internship experience.

PART II. PLANS OF STUDY

Completing a graduate degree or a certificate requires a plan of study that enables one to achieve success in a timely fashion. The student is responsible for working with a faculty advisor to develop a course work plan to complete the student’s specific program. **Changes may occur, if they are deemed necessary by the faculty.** Please note: Each student must register in advance for the any completion exams and for Graduation according to University deadlines. The schedule of deadlines can be found on the Registrar’s website <http://www.du.edu/registrar>

Orientation

Each Educational Administration program offers a short orientation during or just prior to the first class meeting day of each new cohort. During the program orientation, students will have an opportunity to hear about and review key policies and expectations, and ask questions about the program upon which they are embarking. All students are invited to also attend the Morgridge College of Education Orientation Day at the beginning of fall quarter. At this larger event, students will have an opportunity to meet the directors and staff of all of the Educational Administration programs, as well as other members of the Morgridge College of Education programs, students, faculty, and staff. The event is designed to provide an opportunity to learn about a variety of MCE and University support systems, and includes an introduction to WebCentral, the DU email, and Blackboard, the course management system.

Coursework Plan of Study

During the first quarter of enrollment, each student is expected to meet with his or her advisor to complete a coursework plan of study. Although the required courses are offered in a fairly prescribed cohort model schedule, students confer with the advisor to select electives when appropriate. The original, signed, coursework plan of study will remain in the student's file until the student graduates from the certificate or degree program. Course work plans can be amended when deemed necessary by the student and advisor. It is the student's responsibility to submit any plan of study changes to the MCE Office of Admissions and Enrollment.

Please see the Appendices at the end of this Handbook for specific required courses and typical course scheduling for all certificate and degree program options. Blank coursework plans are also provided.

Advisor

Upon admission to a program, students are assigned an academic advisor who will assist in completing the coursework plan of study and provide the required approval signature. Students must communicate with their advisor each quarter to ensure that they are on track with their plan of study, and consult as needed about degree specialization and appropriate elective course choices. Doctoral students will have the option of identifying a different advisor for their dissertation work, the Dissertation Committee Chair, in their last quarter of coursework. After comprehensive examinations, doctoral students work with their Dissertation Committee Chair on a regular basis until the degree is complete.

Certificate and Degree Program Components

The Educational Administration programs are designed to have both academic and experiential learning components. Each student should consider both approaches essential to completing a graduate certificate or degree. The following review of learning experiences gives an overview of the purpose of these components.

Certificate and Degree Requirements comprise a major segment of these programs, providing the student with the opportunity to learn about the field of educational administration in its many

aspects. These required courses provide foundational information on school administration and leadership.

Research Requirements provide the doctoral student with the ability to understand education research and develop research projects. While only the required courses are listed, students are encouraged to take other courses to assist in understanding the research in their field.

Electives allow students the opportunity to learn about a variety of topics which are pertinent to educational administrators and others in leadership positions. Students are encouraged to take courses beyond the few that are required, to broaden their understanding of the leadership experience.

Internships are supervised learning opportunities to strengthen professional expertise in environments that provides both academic credit and experiential learning. The internship is required of each student in the principal preparation programs, and M.A. and Ph.D. students who elect to pursue the district level Administrator Licensure must complete a separate internship. Faculty supervisors provide regular individual feedback on the student's practical experience in the work setting, discuss the student's progress with school supervisors, and provide appropriate exploration of issues related to educational leaders. Internships require 50 hours of qualifying field experience per 1 credit hour; this requirement is subject to modification at any time in response to changes in requirements by the Colorado Department of Education for licensure of school and/or district leaders. Should such a change occur, students will be notified by their advisor and/or their internship course instructor.

Certificate and Degree Concluding Assessments & Experiences

Portfolio. All Educational Administration principal licensure programs require the completion of the portfolio. As part of the requirement for the Provisional License, set forth by the Colorado State Board of Education and Colorado Department of Education, aspiring principals are required to complete a portfolio which demonstrates their knowledge, skills, and applications of the knowledge benchmarks under each of the standards listed for principal licensure. A portfolio review must be conducted by the appropriate program director, or director's representative, before the institutional recommendation (sign-off) on the application for the Provisional License can be completed.

It is the student's responsibility to provide the appropriate page from the Colorado Department of Education Provisional Licensure Application for the director when submitting the portfolio. This signed page will be returned to the student with the reviewed and approved portfolio. The portfolio evaluation rubric follows in appendices.

Capstone paper/project (Master's comprehensive exam). The capstone project serves as the comprehensive final exam for the Master's in Educational Administration. Students will complete a project which is appropriate to their interests and expertise under the guidance of the ADMN 4849—Action Research instructor working with their advisor. The intent of the project is

to provide the student with an opportunity to integrate learning from coursework and apply it to an action research framework. All students must register for the capstone with the MCE Office of Admissions and Enrollment Services (OAES) in the Ammi Hyde Bldg., room 128, and pay the required fee.

After the final evaluation of the capstone, the advisor will submit to the OAES the documentation needed for certification of the completed Masters degree. Additional information regarding the capstone requirement can be found in the Appendices.

Doctoral Comprehensive examination.

A Doctoral degree in Educational Administration prepares individuals for successful careers in school leadership and administration. Students who have earned this graduate degree reflect the successful acquisition of the knowledge and competencies required to work in this field. The comprehensive examination is a test of the student's comprehension of the field, of the capacity to undertake independent research, and the ability to think and express ideas clearly. It also enables the student to certify that he or she has gained sufficient knowledge and professional practice to begin or to conduct the dissertation.

The comprehensive exam will be taken independently over a weekend at a location of the student's choice. Students will have one weekend period to complete the exam. The exam questions must be picked up or received electronically on Friday afternoon of the exam weekend. The MCE admissions office will distribute the exam anytime between 1:30pm and 4pm that day. Students must return the exam questions and their finished work between 9:30am and 11:30am the following Monday morning. Failure to return the exam on time may result in a failure of the exam. The exam should follow APA format and include a complete reference list. Students are expected to organize their writing to give equal time to each question and to include time to proofread all answers. Some choice among questions will be given. In addition to the provided menu of questions, the student's Doctoral Committee Chair will develop one question directly related to the student's intended dissertation research topic. This question is developed in the final quarter of study, during the ADMN 5993—Dissertation Planning & Design course.

Students may take the comprehensive exam after all required, elective, and core course work has been completed. The student must register to take the comprehensive examination with the Morgridge College of Education Office of Admissions and Enrollment Services by the date designated for all Morgridge College of Education students who are planning to take the comprehensive exam. Students must also pay the required fee.

In the quarter before the comprehensive exams are to be taken, the student must meet with his/her doctoral committee chair. At this meeting, completion of the course plan on file will be confirmed. All incomplete course work must be completed and graded by the exam date. If a student receives an incomplete at the end of the quarter following registering for the exam, all outstanding work for the course must be turned in to the course instructor by the end of the first week of the quarter in which the exam is to be taken. Exceptions to this policy may be made only by petition to the Educational Administration Program Chair.

Students must register for their comprehensive exam as described on the MCE website. That site reads:

“You must register for all program milestone exams listed on this page, and your registration must be delivered to the Morgridge College of Education Office of Admissions and Enrollment Services, Ammi Hyde Building room 127, the quarter before the quarter you plan to take your exam. You can pick up an exam registration form at the Office of Admissions and Enrollment Services, or you can download the form using the link below. At the time you register, your file will be checked to ensure that the Office of Admissions and Enrollment Services has a correct record of your progress toward your degree. Your signed Course Work Plan must be in your file before you may take any exams.”

- Register for spring comprehensive exams by \approx January 5th.
- Register for summer comprehensive exams by \approx April 1st.
- Register for fall comprehensive exams by \approx July 1st.

FOLLOWING the comprehensive examinations:

The student will meet with his/her dissertation committee chair within two weeks after the comprehensive exams for an oral discussion of the comprehensive examination responses, to receive feedback on the exams, and to formally plan the dissertation process. **It is the student’s responsibility to schedule this meeting.** If the student does not pass the exams or passes provisionally, revisiting the assessment may be required before the dissertation committee / oral feedback meeting. Additional information regarding the comprehensive exam can be found in the Appendices.

Dissertation. In the final phase of the Educational Administration Ph.D. program, the student focuses on research and the writing of a doctoral dissertation related to the student’s area of concentration and professional interest. The dissertation topic should be directly related to some aspect of school leadership and administration. The dissertation is a demonstration of the student’s ability to design and undertake independent research on a topic or issue of significance to the field of educational leadership.

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 successfully defended the dissertation. A minimum of 10 hours of dissertation credits are required, regardless of the time taken to complete the dissertation. Additionally, a minimum time frame of seven months is required from the time a dissertation proposal is approved by the Dissertation Committee to the time when the final dissertation is defended.

It is the intent of the Morgridge 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 Associate Dean of the Morgridge College of Education may grant exceptions to these procedures after being petitioned by the doctoral candidate and his/her

advisor. If, after a decision by the Associate Dean, the candidate wishes further appeal, he or she should use the existing Appeals procedures found in the Office of Graduate Studies.

Students should refer to the *Morgridge College of Education Dissertation Handbook*, available via the Morgridge College of Education website and on this disk for detailed information on the dissertation process.

Graduation

Completing a graduate program deserves celebrating. The University of Denver and the MCE applaud students' hard work and great accomplishment. Participation in the ceremony and reception is voluntary, but your degree will not be granted, or posted on your transcript, unless you apply for graduation. Quarterly deadlines for submitting your application to graduate appear on the application form, which can be found at <http://www.du.edu/grad/gradinfo/graduation.html>

Certificate students in the principal preparation and Buell programs are not eligible for university graduation, but verification of certificate completion will appear on the official transcript when all course work, internship, and portfolio requirements are met. Certificate students who are interested in continuing their studies in the Educational Administration Master's or Doctoral programs should contact the Educational Administration office 303.871.2494 during the last quarter of the certificate program for application instructions. Under certain conditions, 30 credits completed in the principal preparation programs or 24 credits in the Buell Early Childhood Leadership program may be applied toward **either** the Educational Administration MA or Ph.D. degrees.

PART III: FACULTY, STAFF, AND OTHER SUPPORTS

Policies and Procedures

Students should refer to the Morgridge College of Education Bulletin for specific policies and procedures on academic matters such as completion time limits, incomplete grade policies, registration, academic appeals procedures and other information. The Bulletin is available online at <http://www.du.edu/education/resources/current-students/policies/index.html>

During the course of a graduate program, many persons, programs and associations provide essential services to assist the students along their career path. Among these resources are the MCE and the Educational Administration Program, the MCE Office of Admissions and Enrollment Services and the Educational Administration faculty and staff assist students.

Morgridge College of Education Office of Admissions and Enrollment Services

Beginning with initial program inquiry and thereafter, the MCE Office of Admissions and Enrollment Services (303.871.2509) assists prospective, special status, and admitted students in understanding the MCE policies and procedures, and assist them in obtaining the necessary forms to secure financial aid, and to register for examinations and graduation.

Educational Administration Faculty

The Educational Administration faculty consists of four full-time faculty as well as part-time adjunct faculty and instructors who are active practitioners in the field of Educational Administration. All of the faculty are interested and invested in the successful transition of graduate students through the Educational Administration programs. Full-time faculty offices are found on the 3rd floor of Wesley Hall, 2135 E. Wesley Ave.

Kent Seidel, Ph.D, Program Chair, EADM and HED, Associate Professor
Contact: 303.871.2496 or kent.seidel@du.edu

Linda Brookhart, Ed.D, Assistant Clinical Professor
Contact: 303.871.2973 or linda.brookhart@du.edu

Carolyn Elverenli, Ed.D, Assistant Clinical Professor, Lead Faculty Buell Early Childhood Leadership Program. Contact: 303.871.4592 or celveren@du.edu

Susan Korach, Ed.D, Assistant Professor and Lead Faculty Ritchie Program
Contact: 303.871.2212 or skorach@du.edu

Virginia (Ginger) Maloney, Ed.D., Associate Clinical Professor
Contact: 303.871.3828 or gmaloney@du.edu

George Straface, Ed.D, Assistant Clinical Professor, Director Principal Preparation Programs (WSEPP)
Contact: 303.871.4398 or george.straface@du.edu

The Educational Administration Program Office Staff

The Educational Administration Program office staff members are available for assistance regarding issues that pertain to particular program questions. The Educational Administration office is located on the 3rd floor of Wesley Hall and is open Monday-Friday during normal business hours. Contact: 303.871.2494 or edadm@du.edu.

Anna Parish-Carmean, Assistant Director, EADM and HED
Contact: 303.871.2494 or anna.parish-carmean@du.edu

Wendy Bickford, MA, Buell Early Childhood Leadership Program Coordinator
Contact 303.871.2379 or Wendy.bickford@du.edu

Shametrice Davis, Higher Education PhD student office assistant
Contact 303.871.6561 or edadm@du.edu

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UNIVERSITY OF DENVER - MORGRIDGE COLLEGE OF EDUCATION
Educational Administration
Principal Preparation Programs

Weekend School Executive Preparation Program (WSEPP)

The Weekend School Executive Preparation Program (WSEPP) is an ambitious and intensive learning experience. Your decision to enroll in the University of Denver WSEPP program is indicative of a commitment on your part to gain the skill and knowledge needed to be an effective school leader. Our commitment to you is to present a quality program that is designed to help you get ready for your next professional step. Over the years the WSEPP program has prepared hundreds of students to assume leadership roles in Colorado Schools. Many WSEPP graduates have gone on to distinguished careers and our expectation is that you will do the same.

Program Overview

WSEPP is a 30 quarter-credit certificate program for individuals who hold a current professional educator's license, have three years of experience, and are interested in becoming a school principal. Designed for nontraditional students and working professionals, classes are offered on an average of seven Saturdays each quarter during the academic year and in blocks of related, required coursework during the summer.

Courses are offered in cohort format on the DU campus, as well as at a variety of off-site locations. By design, the cohort format is one in which a group of learners collectively engage in focused study and which allows ample opportunity for professional sharing. Each cohort enrolls as a group in a prescribed schedule of courses, participating in collaborative learning throughout.

WSEPP Certificate Curriculum

The course of study in WSEPP is aligned with the State of Colorado standards for licensing principals, meets state principal licensure requirements, and is approved by the Colorado Department of Education (CDE). The program consists of the following components: 18 credits of WSEPP coursework, six credits of elective coursework, six credits of internship, and the portfolio, for a total of 30 credits.

All or part of the 30-credits completed in WSEPP may, under certain conditions, be applied toward **either** the MA or Ph.D. in Educational Administration. Courses include:

Course Requirements (18 qtr. hrs.)

- | | |
|--|-----------|
| ▪ ADMN 4801—Introduction to School Administration | 2 cr hrs. |
| ▪ ADMN 4805—Personnel in School Administration | 2 cr hrs. |
| ▪ ADMN 4806—Legal Aspects of School Administration | 2 cr hrs. |
| ▪ ADMN 4807—Principles of Leadership | 2 cr hrs. |
| ▪ ADMN 4829—Current Issues in Curriculum | 2 cr hrs. |
| ▪ ADMN 4830—Planning for Special Populations | 2 cr hrs. |
| ▪ ADMN 4831—Instructional Supervision and Evaluation | 2 cr hrs. |

- ADMN 4832—School Improvement Process 2 cr hrs.
- ADMN 4833—Finance and Budgeting 2 cr hrs.

Additionally, students are required to take two electives related to program and school evaluation, school-level change and problem solving, current trends in organizational theory, or education and youth policy within the Educational Administration course listing. Other elective selections must be negotiated with student's advisor. Scheduling of elective courses is modified on the basis of annual program evaluation by the faculty to ensure that principals meet the needs of local school districts. Content is also designed to keep pace with any new emphases adopted in the state licensure requirements. Course options include:

Electives (6 cr hrs.)

- ADMN 4803—Reform Driven Change 3 cr hrs
- ADMN 4811—Seminar in Principalship 3 cr hrs
- ADMN 4813—Conflict Resolution 3 cr hrs
- ADMN 4814—School Administration: Sem on Admin. Problem Solving 3 cr hrs
- ADMN 4820—School Administration: Program and School Eval 3 cr hrs
- ADMN 4826—School Administration: Reform of American Educ 3 cr hrs
- ADMN 4828—Leadership in Standards-Based Education 3 cr hrs
- ADMN 4838—Educational Leadership in a Digital Age 3 cr hrs

Internship

The Colorado Board of Education issues only K-12 principal's licenses. Students are required to complete six credits of internship, a minimum of 300 clock hours, under the supervision of a licensed principal. The experience may be completed at the elementary or the secondary level, or a combination of both.

Internship Requirements (6 cr hrs.)

- ADMN 4815—Elementary Internship and/or 3-6 cr hrs. or
- ADMN 4816—Secondary Internship 3-6 cr hrs.

Portfolio

The final certificate requirement is the successful completion of the Portfolio. Set forth by the Colorado SBE and Colorado Department of Education, aspiring principals are required to complete a portfolio which demonstrates their knowledge, skills, and applications of the knowledge benchmarks under each of the standards listed for principal licensure.

UNIVERSITY of DENVER
Morgridge College of Education Principal Preparation Program – WSEPP
Course Plan

Name _____ Cohort Location _____

Student ID _____ Phone _____ Email _____

The course work plan must be completed, with student’s and Director’s signature, and submitted to the Educational Administration office during the first quarter of enrollment in WSEPP.

REQUIRED COURSES

Course No.	Course Title	Quarter Hours	Term to be Completed
ADMN 4801	Intro to School Admin.	2	
ADMN 4807	Principles of Leadership	2	
ADMN 4831	Instructional Supervision /Evaluation.	2	
ADMN 4830	Planning for Special Populations	2	
ADMN 4832	School Improvement Process	2	
ADMN 4833	Finance & Budgeting	2	
ADMN 4805	Personnel	2	
ADMN 4806	Legal Aspects	2	
ADMN 4829	Current Issues in Curriculum	2	
	Subtotal	18	

INTERNSHIP

Students are required to complete 6 credits of internship (min. 300 clock hours) under the supervision of a licensed principal. The experience may be completed at the elementary or the secondary level, or a combination of both.

ADMN 4815	Elementary Internship	3 - 6	
ADMN 4816	Secondary Internship	3 - 6	
	Subtotal	6	

ELECTIVES

An additional 6 credits of post-master’s elective course work in Educational Administration are required.

Course No.	Course Title	Quarter Hours	Term to be Completed
ADMN		3	
ADMN		3	
	Subtotal	6	
	Total Credits	30	

Student Signature

Date

Advisor Signature

Date

ADDITIONAL PROGRAM DETAILS

WSEPP Principal Preparation Program

Internship:

The objective of the administrative internship is to provide interns with an opportunity to experience in a supervised setting the many aspects of school administration, which helps enable the student in the articulation, implementation, and promotion of the Colorado Standards for Principals in future administrative positions. The internship experience is designed jointly by the internship supervisor, the supervising principal, and the student, and is tailored to meet the needs of each student to insure a meaningful experience.

Internship orientation, facilitated by the internship supervisor, is provided within the context of ADMN 4801—Intro to School Administration at the beginning of each cohort. In an individual meeting with the supervisor, each student will receive internship guidelines and expectations and will identify personal goals for the internship experience. These goals will provide the basis for discussion at the initial internship meeting with the student, the internship supervisor, and the supervising principal. Attendance at the internship orientation seminar is required before any internship hours are logged.

Evaluation of Internship: The internship supervisor will assign a letter grade based on the evaluation of the intern's growth in understanding of the nature, challenges, and processes of school administration based upon three sources:

- A written narrative report, 3-5 type-written pages in length, detailing the scope and content of the administrative internship experience. The report should address the specific ways that the intern has addressed the standards during the internship experience.
- This question should be addressed in the report: ‘How did the internship prepare you to serve as an administrator?’
- The daily internship log, including length of time worked, type and purpose of activities and a statement reflecting the intern's reactions to the events of the period of time designated by the University Supervisor.
- Supervising principal's completed Administrative Internship Evaluation form

Activities

Typically, the student begins the internship with a period of observation, followed by a gradual assumption of responsibility in selected leadership capacities, and finally taking full administrative responsibility for the length of time necessary to meet the 300-hour requirement. Each supervising principal will work closely with the intern in scheduled conferences, devoting a sufficient amount of time and assistance to the intern's work assignment to assure adequate opportunities for development. The following administration tasks are to be considered in the development of the internship experience:

- Accountability based upon standards and other expectations as defined by the State Board of Education and the US Department of Education.
- Assessment, including the analysis, administration, and identification of improvement goals for CSAP and other learning measures; achievement; and performance evaluation
- Board policy, including statutory, common, and case law
- Budget planning, theories, and methods of accounting and finance
- Change processes, strategies, and efforts
- Coaching of effective classroom practices
- Accessing community resources, including empowering students, parents and community; and leading community in adoption of challenging performance standards
- Conflict resolution strategies with staff, students, and parents
- Culture of school community—promoting learning for all students
- Decision making processes
- District and school political environments
- Examination of personal beliefs, values, convictions, and exercising good judgment
- Group development and group process
- Human resources management, including hiring
- Leadership research and theoretical application
- Promoting ethics and responsibility in others
- Principal meetings
- Recognizing, appreciating and supporting ethical, cultural, gender, and human diversity throughout the school community
- Safety of the school building, including a proactive school plan
- Scheduling students and staff for optimum effectiveness
- Structuring activities which support the social, emotional, and intellectual learning needs of all children
- Supervising and utilizing performance appraisals
- Vision building and renewal

Portfolio

Participants are required to submit a portfolio soon after course work has been completed. It is highly recommended that students view the portfolio as a “work in progress” that is begun at the outset of WSEPP and worked on throughout the course of the program. The portfolio must be reviewed and approved by the WSEPP director, or the director’s representative, before the student can be recommended to CDE for licensure. The purposes of the portfolio are to reinforce the meaning and value of course work and internship; to be used, as appropriate, in job applications and interviews; and to serve as a focused resource for the future. The following materials will be organized in one three-ring binder:

- Artifacts approved by the instructor for inclusion, limited to direct relationship to course work and assignments, and included with the related work
- State standards to which the work relates will be indicated on assigned work
- Citations from professional literature (APA format) will be indicated where applicable
- Separate sections for each component (artifact) listed on the following page.

ARTIFACTS

Each artifact should be accompanied by a statement noting the standards that are addressed with that artifact. The following are the items that are to be included in the WSEPP portfolio:

Name: _____

Date: _____

Artifacts to be Included	Comments:
Resume	
Professional Growth Plan	
Philosophy of Leadership	
Class Projects/Written Coursework	
Examples of Plans/Projects in School or District For Which You Provided Leadership (Related Directly to WSEPP Coursework and Standards)	
Teacher Evaluations Completed by You	
Internship: Goals/Log/Reflections/Examples of Work Completed/Evaluation	
Evidence of uses of technology	

Reviewed by: _____

Date: _____

GUIDE FOR WSEPP PORTFOLIO REVIEW

The purposes of the portfolio are to (1) reinforce the content and experiences of the coursework and internship, (2) support job applications and interviews, and (3) serve as a focused resource for the future.

Name: _____

Date: _____

COMPONENTS	Incomplete/Unclear	Meets Expectations: Proficient	Meets Expectations: Advanced	Comments
Portfolio Organization				
CO Principal Standards: Exhibits Knowledge and Understanding				
CO Principal Standards: Provides Examples of Application in School or District Setting				
Artifacts: Shows Evidence of Knowledge and Understanding of CO Principal Standards				
Writing: -Conventions -Clarity -APA Format				

Reviewed by: _____

Date: _____

UNIVERSITY OF DENVER - MORGRIDGE COLLEGE OF EDUCATION
Educational Administration
Principal Preparation Programs

Aurora Public Schools Leadership Academy (APSLA)

Overview

APSLA is a 30-credit principal certificate program offered by the University of Denver in partnership with the Aurora Public Schools, and is conducted off-site in the Aurora Public Schools Administrative Center. Classes are taught by district personnel and university faculty members, delivered in a cohort format, and are scheduled to be sensitive to the district planning and academic calendars.

The purpose of APSLA is to provide a rigorous, integrated course of study designed to prepare individuals to become school principals who are instructional leaders in the Aurora Public Schools. APSLA outcomes are based on Colorado standards for school principals and administrators, and focus on student achievement and teacher development. APSLA's theory of action is that teacher expertise is the primary influence on student achievement and the principal is the primary professional developer in a school. Consequently, the University of Denver principal preparation program in the Aurora Public Schools (APSLA) centers on the following:

- The principal is the primary leader of the school's development. Implementation of the school development cycle includes data collection, collaborative analysis, establishment of goals, restructuring, teaching and learning, and assessment.
- As the primary teacher-developer in the school, the principal is responsible for the capacity building of all staff.
- It is incumbent upon principals to develop with the staff and community basic skills, understanding, and knowledge that advance the school's effectiveness in accomplishing its goals and enhance the learning and development of all children.

APSLA Certificate Curriculum

The course of study in APSLA is aligned with the State of Colorado standards for licensing principals, meets state principal licensure requirements, and is approved by the Colorado Department of Education (CDE). The program consists of the following components: 24 credits of coursework, 6 credits of internship, and the portfolio.

All or part of the credits completed in APSLA may, under certain conditions, be applied toward **either** the MA or Ph.D. in Educational Administration degrees. Requirements include:

Course Requirements (24 cr hrs.)

- | | |
|---|-----------|
| ▪ ADMN 4801—Introduction to School Administration | 2 cr hrs. |
| ▪ ADMN 4803—Implementing Reform-driven Change | 3 cr hrs. |
| ▪ ADMN 4805—Personnel in School Administration | 2 cr hrs. |

- ADMN 4806—Legal Aspects of School Administration 2 cr hrs.
- ADMN 4807—Principles of Leadership 2 cr hrs.
- ADMN 4820—Program and School Evaluation 3 cr hrs.
- ADMN 4829—Current Issues in Curriculum 2 cr hrs.
- ADMN 4830—Planning for Special Populations 2 cr hrs.
- ADMN 4831—Instructional Supervision and Evaluation 2 cr hrs.
- ADMN 4832—School Improvement Process 2 cr hrs.
- ADMN 4833—Finance and Budgeting 2 cr hrs.

Internship (6 cr. hrs.)

The Colorado Board of Education issues only K-12 principal’s licenses. Students are required to complete six credits of internship, a minimum of 300 clock hours, under the supervision of a licensed principal. The experience may be completed at the elementary or the secondary level, or a combination of both. The internship is tailored to meet the needs of each student to insure a meaningful experience, and is supervised by the APSLA advisor.

- ADMN 4815—Elementary Internship and / or 3-6 cr hrs. or
- ADMN 4816—Secondary Internship 3-6 cr hrs.

Portfolio

The final certificate requirement is the successful completion of the portfolio. As set forth by the Colorado State Board of Education and Colorado Department of Education, aspiring principals are required to complete a portfolio which demonstrates their knowledge, skills, and applications of the knowledge benchmarks under each of the standards listed for principal licensure. A portfolio review must be conducted by the APSLA director, or the director’s representative, before the institutional recommendation (sign-off) on the application for the provisional license can be completed.

UNIVERSITY of DENVER
Morgridge College of Education Principal Preparation Program
Aurora Public Schools Leadership Academy
Course Plan

Name _____ Phone (w) _____ (h) _____

Student ID _____ E-mail: _____

The course work plan must be completed, with student's and Director's signature, and submitted to the Educational Administration office by the end of the first quarter of enrollment in the APSLA Program.

REQUIRED COURSES

Course No.	Course Title	Quarter Hours	Term to be Completed
ADMN 4801	Intro to School Administration	2	Summer 2009
ADMN 4807	Principles of Leadership	2	Summer 2009
ADMN 4832	School Improvement Process	2	Summer 2009
ADMN 4829	Current Issues in Curriculum	2	Fall 2010
ADMN 4831	Instructional Supervision & Evaluation	2	Fall 2010
ADMN 4830	Planning for Special Population	2	Fall 2010
ADMN 4833	Finance & Budgeting	2	Winter 2010
ADMN 4806	Legal Aspects	2	Winter 2010
ADMN 4805	Personnel	2	Winter 2010
ADMN 4803	Implementing Reform-Driven Change	3	Spring 2010
ADMN 4820	Program and School Evaluation	3	Spring 2010

INTERNSHIP

Students are required to complete 6 credits of internship (min. 300 clock hours) under the supervision of a licensed principal. The experience may be completed at the elementary or the secondary level, or a combination of both.

ADMN 4815	Elementary Internship	3 – 6	
ADMN 4816	Secondary Internship	3 – 6	
	Total Credits	30	

Student's Signature

Date

Director's Signature

Date

**ADDITIONAL PROGRAM DETAILS:
Aurora Public Schools Leadership Academy (APSLA)**

Internship

Internship orientation regarding required activities will be covered within the early weeks of the cohort start. Students will complete 6 credits of internship, or a total of 300 contact hours.

Portfolio

The final certificate requirement is the successful completion of the Portfolio. As set forth by the Colorado State Board of Education and Colorado Department of Education, aspiring principals are required to complete a portfolio which demonstrates their knowledge, skills, and applications of the knowledge benchmarks under each of the standards listed for principal licensure. A portfolio review must be conducted by the APSLA director, or the director's representative, before the institutional recommendation (sign-off) on the application for the Provisional License can be completed.

DU-APS Leadership Academy

RUBRIC FOR PORTFOLIO REVIEW

	In Progress	Proficient	Advanced	Comments
Voice	Core beliefs Identified	Beliefs are internalized and personal	Set of beliefs are cohesive, connected and orientated to increasing student achievement	
Leadership	Engages in predominantly management	Models learning	Core beliefs and actions are congruent	
Decision-making Perspective-taking	Perspective of a classroom teacher	Perspective of a teacher leader	Perspective of a building instructional leader	
Capacity Building	Assesses knowledge and skills of others	Effects knowledge and skills of others	Develops leadership capacity of other	
Reflective Practice	Level of Self as "Can Do"	Articulates new learning and revises practice congruent with new learning	Raises critical questions for further personal investigation	
Writing Conventions	Writing complete	Cohesive	Exemplary	

UNIVERSITY OF DENVER - MORGRIDGE COLLEGE OF EDUCATION
Educational Administration
Principal Preparation Programs

Ritchie Program for School Leaders

A Word from the Ritchie Facilitators:

Leading today's schools requires talent, energy, knowledge, a clear sense of values and an unswerving dedication to serving the needs of our diverse community. The Ritchie Program is unique in several ways and will require vast amounts of energy, thought, and compassion from the student. The academic program is rigorous, and includes projects which are timely, thought-provoking, and applicable. Ritchie Fellows are challenged intellectually and emotionally by their colleagues, peers, supervisor(s), and professors. District personnel and those outside of the district watch Ritchie Fellows with the anticipation of those seeking leaders who will ensure a better education for ALL students. Participants are chosen because of evident leadership potential and a strong capacity to be a driving force for change within a school district.

Overview

The Ritchie Program for School Leaders responds to the changing expectations of the role of the school principal and to the learning needs of the candidates aspiring to that role. In light of the increasing pressure for instructional improvement and to increase student achievement, the Ritchie Program provides a framework for immersing students in reflective, experiential, project-based learning that will prepare them to meet the challenges within complex systems.

The partnership between the University of Denver and selected school districts has been established to design an alternative for principal certification for selected students. This cohort-based program marks a departure from the current certification program that requires a given number of credit hours of traditional coursework.

The vision of the Ritchie Program for School Leaders is to develop visionary, relentless, courageous, and effective instructional leaders who are knowledgeable, highly skilled, and committed to building learning communities designed to accelerate the achievement and success of each and every student. Ritchie Fellows will be prepared to work in urban communities serving students with diverse backgrounds and needs. Leading, implementing, and supporting the most effective school-wide literacy and numeracy strategies for improved student achievement will represent their core work.

The Ritchie Program for School Leaders will focus not only on developing the skills and abilities necessary for success as a school leader, but also on developing a strong commitment to core values essential for ethical and responsible leadership in urban settings.

Ritchie Program for School Leaders Certificate Curriculum

The course of study in the Ritchie Program is aligned with the State of Colorado standards for licensing principals, meets state principal licensure requirements, and is approved by the Colorado Department of Education (CDE). The program consists of the following components: 24 credits of coursework, 8 credits of internship, and the portfolio. All or part of the 32 credits completed in Ritchie may, under certain conditions, be applied toward **either** the MA or Ph.D. in Educational Administration degrees. Courses include:

Course Requirements (24 cr. hrs.)

- | | |
|--|-----------|
| ▪ ADMN 4801—Introduction to School Administration | 2 cr hrs. |
| ▪ ADMN 4804—Community and School Relations | 2 cr hrs. |
| ▪ ADMN 4805—Personnel in School Administration | 2 cr hrs. |
| ▪ ADMN 4806—Legal Aspects of School Administration | 2 cr hrs. |
| ▪ ADMN 4807—Principles of Leadership | 2 cr hrs. |
| ▪ ADMN 4814—School Administration-Problem Solving | 4 cr hrs. |
| ▪ ADMN 4829—Current Issues in Curriculum | 2 cr hrs. |
| ▪ ADMN 4830—Planning for Special Populations | 2 cr hrs. |
| ▪ ADMN 4831—Instructional Supervision and Evaluation | 2 cr hrs. |
| ▪ ADMN 4832—School Improvement Process | 2 cr hrs. |
| ▪ ADMN 4833—Finance and Budgeting | 2 cr hrs. |

Internship:

The Colorado Board of Education issues only K-12 principal’s licenses. Students are required to complete 8 credits of internship, a minimum of 400 contact hours, under the supervision of a licensed principal. The experience may be completed at the elementary or the secondary level, or a combination of both and students will register for 2 credits each quarter of enrollment.

- | | |
|--|-------------------|
| ▪ ADMN 4815—Elementary Internship and/or | (2-2-2-2) cr hrs. |
| ADMN 4816—Secondary Internship | (2-2-2-2) cr hrs. |

Standards Portfolio and the Instructional Leadership Project

The final certificate requirement is the successful completion of the portfolio. As set forth by the Colorado State Board of Education and Colorado Department of Education, aspiring principals, in this case Ritchie Program students, are required to complete a portfolio which demonstrates their knowledge, skills, and applications of the knowledge benchmarks under each of the standards listed for principal licensure. A portfolio review must be conducted by the Ritchie Facilitators at the University of Denver before the institutional recommendation on the application for the provisional license can be completed.

UNIVERSITY of DENVER
Morgridge College of Education Principal Preparation Program
Ritchie Program for School Leaders
Course Plan

Name _____ Cohort location _____

Student ID _____ Phone: _____ E-mail: _____

The course work plan must be completed, with student's and Director's signature, and submitted to the Educational Administration Office by the end of the first quarter of enrollment in the Ritchie Program.

REQUIRED COURSES

Course Number	Course Title	Quarter Hours	Term to be Completed
ADMN 4801	Intro to School Administration	2	Summer 2009
ADMN 4832	School Improvement Process	2	Summer 2009
ADMN 4815 or 4816	Elem/Sec Internship	2	Summer 2009
ADMN 4829	Current Issues in Curriculum	2	Fall 2009
ADMN 4830	Planning for Special Populations	2	Fall 2009
ADMN 4807	Principles of Leadership	2	Fall 2009
ADMN 4804	Community and School Relations	2	Fall 2009
ADMN 4815 or 4816	Elem/Sec Internship	2	Fall 2009
ADMN 4831	Instructional Supervision & Evaluation	2	Winter 2010
ADMN 4805	Personnel	2	Winter 2010
ADMN 4814	School Admin: Problem Solving	4	Winter 2010
ADMN 4815 or 4816	Elem/Sec Internship	2	Winter 2010
ADMN 4833	Finance & Budgeting	2	Spring 2010
ADMN 4806	Legal Aspects	2	Spring 2010
ADMN 4815 or 4816	Elem/Sec Internship	2	Spring 2010
	Total Credits	32	

 Student Signature

 Date

 Director Signature

 Date

ADDITIONAL PROGRAM DETAILS: Ritchie Program for School Leaders

Ritchie Program expectations may differ slightly between districts. Please confer with your advisor regarding any questions you have.

Internship

Students in the Ritchie Program will complete 8 credits on Internship, or a minimum of 400 contact hours. The experiential project-based design of the curriculum is possible because students in the Ritchie Program will be working full time either in non-classroom teaching positions or in flexible classroom teaching positions in order to complete the projects and to immediately apply their learning to real leadership situations. Projects become the basis of assessing the candidates' readiness for principal licensure. Students will complete all program requirements during one academic year.

While the Ritchie Program establishes certain expectations for the scope and components of these projects, the Ritchie student and the principal of the school collaborate to design the projects to meet the needs of the school as well. Thus the relationship between the Ritchie student and the school principal is a key determinant of the program's success.

Mentors

All students in the Ritchie Program for School Leaders will be assigned both a facilitator and school-based mentor. The facilitator is responsible for coordinating site visits, assessing work in the field, assessing the academic quality of all work, and collaborating with the school-based mentor. The field-based mentor is responsible for providing rich field-based leadership experiences for the Ritchie student that consists of the following elements:

- Collaboratively establishes a leadership project that improves student achievement, develops stronger leadership skills and moves the school forward in the areas of math and/or literacy
- Collaboratively supports the design and development of quarterly projects to advance the mission and goals of the School Improvement Plan
- Meets weekly with the Ritchie student
- Attend the four Ritchie Mentor meetings and the Symposium of Learning
- Provides the student with honest, open and supportive critical feedback that further develops the Ritchie student as an Instructional Leader
- Provides the Ritchie Facilitators with honest, open and supportive critical feedback for the improvement for the Ritchie Program for School Leaders
- Creates a climate of trust and mutual support
- Provides the student with opportunities to immerse him/herself in the work of the principal from budgetary processes to teacher evaluation

Portfolio Details

It is highly recommended that students view the portfolio as a “work in progress” that they begin at the outset of the Ritchie program and finish soon after their course work has been completed. Students will receive standards templates to document progress toward meeting the knowledge,

skill and application requirement for each knowledge benchmark of each standard. Each standard should have supporting evidence that may be in the form of an annotation to a project, an artifact, a description of an activity, etc. A written reflection about what was learned about each standard should also be included at the beginning of the section for the Standard. When the portfolio is complete, the student will deliver it to a Ritchie Facilitator. Students will be notified when the evaluation process is completed.

Grading Policy for Ritchie Students

Student work is assessed against pre-established and standards-based criteria. Students are expected to continually refine their work until it meets proficiency. A grade of “A” indicates that the student has achieved excellence in the work submitted, including high quality written assignments. Communication is an important skill for principals, and instructors will expect students to demonstrate quality written and oral skills.

RUBRIC FOR RITCHIE PORTFOLIO REVIEW

	<i>Deficient</i>	<i>Proficient</i>	<i>Advanced</i>	<i>Comments</i>
Writing (content)	Reflects limited knowledge and understanding of principal standards and benchmarks	Consistently reflects knowledge and understanding of principal standards and benchmarks. Analyzes and evaluates written material.	Demonstrates superior understanding and application of principal standards and benchmarks. Critically analyzes and evaluates written material.	
Writing (conventions)	Consistently applies incorrect grammar and syntax in writing; uses limited references to sources in essays and bibliographies.	Uses correct grammar and syntax in writing, and a consistent format in referencing sources throughout essays and bibliographies.	Consistently uses correct grammar and syntax in writing, and a consistent format in referencing sources throughout essays and bibliographies.	
Literature /Research	Provides limited documentation and knowledge of range of literature and/or research materials.	Documents substantial knowledge of a range of literature and/or research materials.	Demonstrates extensive knowledge of literature and/or research materials as evidenced in narrative essays.	
Reflection	Provides limited examples connecting knowledge and understanding of standards and benchmarks to applications of his/her work in the field.	Consistently provides examples connecting knowledge and understanding of standards and benchmarks to applications of his/her work in the field.	Raises critical questions for further personal investigation. Identifies areas of personal growth relative to standards and benchmarks and applications to his/her work in the field.	
Integration of knowledge and skills through narrative essays and artifacts*	Reflects limited understanding and integration of standards and benchmarks with limited use of artifacts to support content of reflective essays, as well as leadership skills and experiences.	Consistently reflects understanding of standards and benchmarks through selection and references to artifacts that support content of reflective essays as well as leadership skills and experiences.	Reflects superior understanding and application of standards and benchmarks through selection and references to artifacts that support content of reflective essays as well as leadership skills and experiences.	

Instructional Leadership Project

In addition to the Standards Portfolio, Ritchie students will complete an Instructional Leadership Project that will be publicly shared. The purpose of the Instructional Leadership Project Public Sharing experience is to allow the Ritchie students an opportunity to make public their reflections upon the significant instructional leadership learning's of greatest significance to them personally and to their school community. It is expected that the students will provide evidence of their impact as an integral part of their reflection and provide insights into their new learning's, based upon their experiences.

A select group of individuals will be invited to serve as reflectors and be a part of each protocol to provide reflective feedback to the fellow on their work. These individuals may include: District Superintendent, Quadrant Superintendents/Assistant Superintendents, Chief Academic Officer, Mentor Principals, Dean of Education, DU and other key staff, Foundation Executives, reform leaders and other key business leaders.

UNIVERSITY OF DENVER-MORGRIDGE COLLEGE OF EDUCATION
Educational Administration
Buell Early Childhood Leadership Program

Overview

The Buell Early Childhood Leadership Program is an innovative partnership between the University of Denver's Morgridge College of Education and Clayton Early Learning. This academic certificate program is targeted to meet the needs of experienced and emerging leaders in the field of early care and education. The vision of the Buell Program is to promote quality in the early care and education system in Colorado by identifying, nurturing, and building leadership capacity in existing and future early childhood leaders. The program seeks to develop a committed, visible, diverse cadre of early childhood leaders to meet the challenges of achieving high quality ECE programs for infants and young children in Colorado, especially those who are at risk of failure due to socio-economic and language barriers.

Content of the courses is integrated throughout the year, providing the opportunity for in-depth and applied learning focusing on specific qualities of leadership that have been identified as essential for the preparation of administrators in early care and education. The content and design of the program is driven by a rich set of literature-based and field-validated standards. These standards are drawn from the National Association for the Education of Young Children (NAEYC), Division for Early Childhood (DEC) of the Council for Exceptional Children, the Interstate School Leaders Licensure Consortium (ISLLC), and the expertise of leaders in the field.

Students are required to participate in a five-day leadership symposium during the first quarter of enrollment. This retreat will allow the students an opportunity to become acquainted with each other as well as with the program faculty and staff through a series of focused workshops and discussions. Presentations by nationally recognized early childhood experts focused on the development of skills in communication, collaboration, and reflection on evidence-based practices and leadership issues in early care and education complete the retreat experience. Courses are offered in an evening/weekend format at the Clayton Early Learning training center. The cohort model provides students with the opportunity to develop lasting relationships and a support base for continued professional growth and learning.

Buell Early Childhood Leadership Certificate Curriculum

The course of study in the Buell Early Childhood Leadership Program is aligned with seven dimensions of leadership and standards. The program consists of a minimum of 25 credits of coursework, which includes a mentorship and year long action research project. The purpose of the integrated course work will be to introduce students to key issues and recent developments in the field of early care and education; to help students develop an understanding of current child development research and evidence-based practices; to support students in learning seven essential dimensions of leadership; and to provide students with the opportunity to develop and implement a year long leadership action research project in an ECE program. Refer to the appendices for the course sequence and course descriptions.

24 of the credits completed in Buell may, under certain conditions, be applied toward either the MA or PhD in Educational Administration degrees. Courses include:

Early Childhood Leadership Certificate Course Requirements (min 25 qtr hrs):

- | | |
|---|---------------|
| ▪ ADMN 4930 Leadership & Ethics in ECE | 3 cr hrs. |
| ▪ ADMN 4931 Pedagogical Leadership | 5 cr hrs. |
| ▪ ADMN 4932 Policy & Advocacy in ECE | 2 cr hrs. |
| ▪ ADMN 4933 Family Diversity & Partnerships in ECE | 2 cr hrs. |
| ▪ ADMN 4150 Professional Development | 3 cr hrs. |
| ▪ ADMN 4934 Reflective Leadership in ECE | 3 cr hrs. |
| ▪ ADMN 4938 Budget & Funding in ECE | 2 cr hrs. |
| ▪ ADMN 4935 Young Exceptional Children | 2 cr hrs. |
| ▪ ADMN 4936 Adv. Seminar Current issues in ECE Leadership | 1 cr hr. |
| ▪ ADMN 4937 Mentorship in ECE Leadership | 2 cr hrs. min |

Mentorship

Students are required to complete two credits of mentorship, but have the option of registering for a third quarter of the experience. The faculty advisor will work with the student to arrange a positive mentorship experience with an existing leader in the field of early care and education for ongoing support early in the program.

Capstone

Over the course of the year, students will plan and implement a project that applies leadership learning to a real world problem in an ECE program or system. The purpose of the capstone project experience is to allow students an opportunity to make public their reflections upon the leadership learnings of greatest significance to them personally and to the ECE program or system involved. Students will utilize a “practitioner as researcher” approach to identify and analyze a critical issue in an ECE program or system and develop an action plan focused on achieving positive change related to optimizing early care and education outcomes and significant, sustainable leadership. The program will culminate with a capstone presentation of the results of the action research project. The capstone will also include project documentation in the form of a portfolio. Explicit references to the Buell standards of leadership must be included in the portfolio.

ADDITIONAL PROGRAM DETAILS: Buell Early Childhood Leadership

Mentorship:

Program faculty will work with the student to create a positive mentorship placement. Students are required to complete two quarters of mentorship, beginning in the winter quarter.

Advising:

All students will be assigned a faculty advisor in the program. It is the students' responsibility to arrange to meet with the advisor to review their progress, share insights or concerns, and provide opportunity for professional guidance. Students will receive a program handbook, and will attend an orientation before the first quarter of the program.

Early Childhood Leadership Program Standards:

Standard 1. Vision of Positive Child and Family Outcomes

The learning leader promotes positive child and family outcomes by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the early care and education program community.

Standard 2. Child Development and Evidence-based Practices

The learning leader promotes positive child and family outcomes by advocating, nurturing, and sustaining a program culture conducive to enhancing child learning and development, as well as building family capacity to meet their child's needs.

Standard 3. Community Building and Advocacy

The learning leader promotes positive child and family outcomes by collaborating with families and community members, responding to diverse community interests and needs, mobilizing community resources, and advocating for policies, funding, and actions that ensure an early care and education system that supports and meets the needs of all children and families.

Standard 4: Professional Development and Supervision

The learning leader promotes positive child and family outcomes by advocating, nurturing, and sustaining a program culture conducive to optimal staff performances and professional growth.

Standard 5: Program Design and Management and Systems Change

The learning leader promotes positive child and family outcomes by ensuring management of the organization, operations, and resources for a safe, efficient, and effective program environment.

Standard 6: Evaluation and Data-based Decision Making

The learning leader promotes positive child and family outcomes by implementing appropriate data collection systems to evaluate child and family outcomes, professional growth and development, and program impact. Data is collected, analyzed, and used to make changes that optimize positive outcomes.

Standard 7: Professional and Positive Learning Climate

The learning leader promotes positive child and family outcomes by acting with integrity, fairness, and in an ethical manner; and, actively builds a positive and supportive environment.

Course Sequence

Courses will be offered in an evening/weekend format, off campus at the Clayton Early Learning training center. The course sequence is listed below.

Summer 2009 (5 cr)	Fall 2009 (7 cr)	Winter 2010 (8 cr)	Spring 2010 (5-6 cr)
ADMN 4931 Pedagogical Leadership in ECE (5 cr.)	ADMN 4150 Professional Development (3 cr.)	ADMN 4930 Leadership & Ethics in ECE (3 cr.)	ADMN 4935 Young Exceptional Children (2 cr.)
	ADMN 4934 Reflective Leadership in ECE (3 cr.)	ADMN 4932 Policy & Advocacy (2 cr.)	ADMN 4933 Family Diversity & Partnerships (2 cr.)
		ADMN 4938 Budget & Funding in ECE (2 cr.)	ADMN 4936 Adv. Seminar in Current Issues in ECE Leadership (1 cr.)
		ADMN 4937 Mentorship (1 cr.)	ADMN 4937 Mentorship (1 cr.)

Total: 25 cr. min.

UNIVERSITY OF DENVER - MORGRIDGE COLLEGE OF EDUCATION
Master of Educational Administration
Degree Curriculum and Concentrations

The Master of Educational Administration degree is designed to prepare students to assume leadership roles in early care, elementary, or secondary education in Colorado.

Related Studies Concentration

The Related Studies concentration is based on the principal preparation programs' core curriculum, which is aligned with the current licensure standards of the State of Colorado. In addition to the core curriculum, students take a minimum of 15 additional quarter credits to complete the Related Studies concentration.

The final degree requirement is the successful completion of the comprehensive exam, in the form of a capstone paper or project. Students who have completed all course work required for the Master's of Educational Administration degree will complete, under the guidance of the Action Research instructor, a final project appropriate to their interests and expertise. In the Action Research course, students are responsible for designing their study, reviewing the literature, and gathering/analyzing data. They will turn this work into a capstone project by drawing conclusions, making an action plan and reflecting on the relationship between action research and the content in the master's program. This project will provide students with an opportunity to integrate their learning from the master's degree coursework and apply it to an action research framework. The capstone project serves as the comprehensive final exam for the Master's in Educational Administration. All students must register for the comprehensive exam (capstone) with the MCE Office of Admissions and Enrollment Services and pay the required fee.

All students in the Master's in Educational Administration with a Related Studies concentration will complete the following credit requirements.

Course Requirements (18 qtr hrs)

- | | |
|--|----------|
| ▪ ADMN 4801 Introduction to School Administration | 2 cr hrs |
| ▪ ADMN 4805 Personnel Management | 2 cr hrs |
| ▪ ADMN 4806 Legal Aspects of School Administration | 2 cr hrs |
| ▪ ADMN 4807 Principles of Leadership | 2 cr hrs |
| ▪ ADMN 4829 Curriculum Issues | 2 cr hrs |
| ▪ ADMN 4830 Planning for Special Populations | 2 cr hrs |
| ▪ ADMN 4831 Instructional Supervision and Evaluation | 2 cr hrs |
| ▪ ADMN 4832 School Improvement Process | 2 cr hrs |
| ▪ ADMN 4833 Finance and Budget | 2 cr hrs |

Internship Requirements (6 qtr hrs; minimum of 300 contact hours)

- | | |
|--|---------------|
| ▪ ADMN 4815—Elementary Internship and/or | 3-6 cr hrs or |
| ▪ ADMN 4816—Secondary Internship | 3-6 cr hrs |

Electives (6 qtr hrs)

Students will select two courses from the following, or select a different course with the advisor:

- ADMN 4803 Implementing Reform-driven Change 3 cr hrs
- ADMN 4813 School Administration: Conflict Resolution 3 cr hrs
- ADMN 4814 School Administration: Problem Solving 3 cr hrs
- ADMN 4820 School Administration: Program and School Evaluation 3 cr hrs
- ADMN 4828 Leadership in Standards-Based Education 3 cr hrs
- ADMN 4839 Entrepreneurial Leadership 3 cr hrs

In addition to the requirements listed above, the MA in Educational Administration with the Related Studies concentration requires 7-quarter hours of foundations course work and 8-quarter hours of related studies.

Foundations Requirements (7 qtr hrs)

- ADMN 4834 Seminar: Multicultural Issues 4 cr hrs
- QRM 4900 Educational Measurement (prereq. for ADMN 4849) 3 cr hrs

Related Studies Requirements (8 qtr hrs)

- ADMN 4848 Business Administration for School Leaders 3 cr hrs
- ADMN 4849 Action Res. for School Leaders (prereq: QRM 4900) 4 cr hrs
- ADMN 4859 Action Research Capstone Project (prereq: ADMN 4849) 1 cr hr

A minimum of 45 credit hours and the successful completion of the comprehensive exam (the Action Research capstone project) are required to complete an Educational Administration MA with a Related Studies concentration. All students must register for the comprehensive exam (capstone) with the MCE Office of Admissions and Enrollment Services and pay the required fee.

Early Childhood Leadership Concentration

The Early Childhood Leadership concentration is based on 24 of the credits completed in the Buell Early Childhood Leadership certificate curriculum and is aligned with seven dimensions of leadership and standards.

Students will plan and implement a capstone project that applies leadership learning to a real world problem in an ECE program or system. The Capstone Project will be conducted over the course of the entire year and will include projects which will be documented in a portfolio. Students will utilize a “practitioner as researcher” approach to identify and analyze a critical issue in an ECE program or system and develop an action plan focused on achieving positive change. Explicit references to the Buell standards of leadership must be included. The purpose of the Capstone Project experience is to allow students an opportunity to make public their reflections upon the leadership learnings of greatest significance to them personally and to the ECE program or system involved.

All students in the Master's in Educational Administration with an Early Childhood Leadership concentration will complete the following sequence of coursework.

Course Requirements (min. 25 qtr hrs, 24 of which may be used for the MA)

- ADMN 4930 Leadership & Ethics in ECE 3 cr hrs.
- ADMN 4931 Pedagogical Leadership in ECE 5 cr hrs.
- ADMN 4932 Policy & Advocacy in ECE 2 cr hrs.
- ADMN 4933 Family Diversity & Partnerships in ECE 2 cr hrs.
- ADMN 4150 Professional Development 3 cr hrs.
- ADMN 4934 Reflective Leadership in ECE 3 cr hrs.
- ADMN 4938 Budget & Funding in ECE 2 cr hrs.
- ADMN 4935 Young Exceptional Children in ECE 2 cr hrs.
- ADMN 4936 Adv. Seminar Current issues in ECE Leadership 1 cr hr.
- ADMN 4937 Mentorship in ECE Leadership 2 cr hrs. min

Electives (6 qtr hrs)

Students will select two courses from the following list. Any variance from this list must be approved by advisor.

- ADMN 4803 Implementing Reform-driven Change 3 cr hrs
- ADMN 4813 School Administration: Conflict Resolution 3 cr hrs
- ADMN 4814 School Administration: Problem Solving 3 cr hrs
- ADMN 4820 School Administration: Program and School Evaluation 3 cr hrs
- ADMN 4828 Leadership in Standards-Based Education 3 cr hrs
- ADMN 4839 Entrepreneurial Leadership 3 cr hrs

In addition to coursework and mentorship requirements listed above, the Master's in Educational Administration-Early Childhood Leadership requires a minimum of 7 credits of foundations course work and 8 credits of Educational Administration courses.

Foundations Requirements (7 qtr hrs)

- ADMN 4834 Seminar: Multicultural Issues 4 cr hrs
- QRM 4900 Educational Measurement 3 cr hrs

Educational Administration Requirements (8 qtr hrs)

- ADMN 4848 Business Administration for School Leaders 3 cr hrs
- ADMN 4849 Action Res. for School Leaders (prereq. QRM 4900) 4 cr hrs
- ADMN 4859 Action Research Capstone Project (prereq: ADMN 4849) 1 cr hr

A minimum of 45 credit hours and the successful completion of the comprehensive exam (the Action Research capstone project) are required to complete an Educational Administration MA with an Early Childhood Leadership concentration. All students must register for the comprehensive exam (capstone) with the MCE Office of Admissions and Enrollment Services and pay the required fee.

Business Administration Concentration

The Business Administration concentration is based on the principal preparation programs' core curriculum, which is aligned with the current licensure standards of the State of Colorado. In addition to the core curriculum, students take 17 additional quarter credits to complete the Business Administration concentration.

The final degree requirement is the successful completion of the comprehensive exam (capstone paper or project). Students who have completed all course work required for the Master's of Educational Administration degree will complete, under the guidance of the Action Research instructor, a final project appropriate to their interests and expertise. In the Action Research course, students are responsible for designing their study, reviewing the literature, and gathering/analyzing data. They will turn this work into a capstone project by drawing conclusions, making an action plan and reflecting on the relationship between action research and the content in the master's program. This project will provide students with an opportunity to integrate their learning from the master's degree coursework and apply it to an action research framework. The capstone project serves as the comprehensive final exam for the Master's in Educational Administration. All students must register for the capstone with the MCE Office of Admissions and Enrollment Services and pay the required fee.

All students in the Master's in Educational Administration with a Business Administration concentration will complete the following credit requirements.

Course Requirements (18 qtr hrs)

- | | |
|--|----------|
| ▪ ADMN 4801 Introduction to School Administration | 2 cr hrs |
| ▪ ADMN 4805 Personnel Management | 2 cr hrs |
| ▪ ADMN 4806 Legal Aspects of School Administration | 2 cr hrs |
| ▪ ADMN 4807 Principles of Leadership | 2 cr hrs |
| ▪ ADMN 4829 Curriculum Issues | 2 cr hrs |
| ▪ ADMN 4830 Planning for Special Populations | 2 cr hrs |
| ▪ ADMN 4831 Instructional Supervision and Evaluation | 2 cr hrs |
| ▪ ADMN 4832 School Improvement Process | 2 cr hrs |
| ▪ ADMN 4833 Finance and Budget | 2 cr hrs |

Internship Requirements (6 qtr hrs; minimum of 300 contact hours)

- | | |
|--|---------------|
| ▪ ADMN 4815—Elementary Internship and/or | 3-6 cr hrs or |
| ▪ ADMN 4816—Secondary Internship | 3-6 cr hrs |

Electives (6 qtr hrs)

Students will select two courses from the following list. Offerings are subject to change from year to year, and any variance from this list must be approved by advisor.

- | | |
|--|-----------|
| ▪ ADMN 4803 Implementing Reform-driven Change | 3 cr hrs. |
| ▪ ADMN 4813 School Administration: Conflict Resolution | 3 cr hrs |
| ▪ ADMN 4814 School Administration: Problem Solving | 3 cr hrs |
| ▪ ADMN 4820 School Administration: Program and School Evaluation | 3 cr hrs |
| ▪ ADMN 4828 Leadership in Standards-Based Education | 3 cr hrs |

- ADMN 4839 Entrepreneurial Leadership 3 cr hrs

In addition to the course and internship requirements listed above, the MA in Educational Administration-Business Administration requires 7-quarter credits of foundations course work and 11-quarter credits offered in cooperation with the Daniels College of Business. Courses include:

Foundations Requirements (7 qtr hrs)

- ADMN 4834 Seminar: Multicultural Issues 4 cr hrs
- QRM 4900 Educational Measurement 3 cr hrs

Business Administration (11 qtr hrs)

Students will contact Dr. Gordon VonStroh, gvonstro@du.edu 303-871-3435 to schedule an advising appointment. Please note that any course work completed in the Daniel's College of Business will be billed at the university's current full tuition rate.

A minimum of 48 credit hours and successful completion of the comprehensive exam (the Action Research capstone project) are required to complete an Educational Administration MA with a Business Administration concentration. All students must register for the comprehensive exam (capstone) with the MCE Office of Admissions and Enrollment Services and pay the required fee.

UNIVERSITY OF DENVER
Morgridge College of Education
Master of Arts in Educational Administration with Related Studies Concentration
Course Plan

Name _____ Phone (w) _____ (h) _____

Student ID _____ E-mail: _____

The course work plan must be completed, with student's and advisor's signature, and submitted to the Educational Administration office by the end of the first quarter of enrollment.

MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS	Course Number	Term to be Completed	Quarter Hours
A. Foundations			
Educational Measurement	QRM 4900		3
Seminar in Multicultural Issues	ADMN 4834		4
		SUBTOTAL:	7
B. Related Studies Concentration			
Business Administration for School Leaders	ADMN 4848		3
Action Research for School Leaders	ADMN 4849		4
Action Research Capstone Project	ADMN 4859		1
		SUBTOTAL:	8
C. Electives (choose 2) Any substitutions must have advisor approval			
Seminar in Conflict Resolution	ADMN 4813		3
Seminar in Administrative Problem Solving	ADMN 4814		3
Program and School Evaluation	ADMN 4820		3
Leadership in Standards-Based Education	ADMN 4828		3
		SUBTOTAL:	6
DIVISION/PROGRAM AREA REQUIREMENTS	Course Number	Term to be Completed	Quarter Hours
School Administration: An Introduction	ADMN 4801		2
School Administration: Personnel	ADMN 4805		2

School Administration: Legal Aspects	ADMN 4806		2
Principles of Leadership	ADMN 4807		2
Curriculum Issues	ADMN 4829		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
		SUBTOTAL	18
INTERNSHIP REQUIREMENTS	Course Number	Term to be Completed	Quarter Hours
<i>Students are required to complete 6 credits of internship (min. 300 clock hours) under the supervision of a licensed principal. The experience may be completed at the elementary or the secondary level, or a combination of both.</i>			
Internship in School Administration: Secondary	ADMN 4815		3-6
Internship in School Administration: Elementary	ADMN 4816		3-6
		SUBTOTAL	6
Total Credit Requirements for MA			45 min

<i>MA in Educational Administration with Related Studies concentration Summary of Requirements</i>	<i>Credits</i>
A. Morgridge College of Education Foundations Requirements	7
B. Related Studies	8
C. Electives	6
D. Division Requirements	18
E. Internship	6
F. Capstone paper / project	Date to be completed:
Total Credit Requirements for MA and Capstone	45 min

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

UNIVERSITY OF DENVER
Morgridge College of Education
Master of Arts in Educational Administration, Early Childhood Leadership Concentration
Course Plan

Name _____ Phone (w) _____ (h) _____

Student ID _____ E-mail: _____

The course work plan must be completed, with student's and advisor's signature, and submitted to the Educational Administration office by the end of the first quarter of enrollment.

MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS	Course Number	Term to be Completed	Quarter Hours
A. Foundations			
Educational Measurement	QRM 4900		3
Seminar in Multicultural Issues	ADMN 4834		4
		SUBTOTAL:	7
B. Educational Administration			
Action Research for School Leaders	ADMN 4849		4
Business Administration for School Leaders	ADMN 4848		3
Action Research Capstone Project	ADMN 4859		1
		SUBTOTAL:	8
C. Electives (choose 2) Any substitutions must be pre-approved.			
Seminar in Conflict Resolution	ADMN 4813		3
Seminar in Administrative Problem Solving	ADMN 4814		3
Program and School Evaluation	ADMN 4820		3
Leadership in Standards-Based Education	ADMN 4828		3
		SUBTOTAL:	6
DIVISION/PROGRAM AREA REQUIREMENTS	Course Number	Term to be Completed	Quarter Hours
Pedagogical Leadership in ECE	ADMN 4931	Summer 2009	5

Leadership and Ethics in ECE	ADMN 4930	Fall 2009	3
Reflective Leadership in ECE	ADMN 4934	Fall 2009	3
Mentorship in ECE Leadership	ADMN 4937	Spring 10 Winter 10	2
Policy & Advocacy in ECE	ADMN 4932	Winter 2010	2
Budget and Funding in ECE	ADMN 4938	Winter 2010	2
Professional Development	ADMN 4150	Winter 2010	3
Young Exceptional Children	ADMN 4935	Spring 2010	2
Family Diversity & Partnerships	ADMN 4933	Spring 2010	2
Adv Sem in Current Issues in ECE Leadership	ADMN 4936	Spring 2010	1
		SUBTOTAL	24-25
Total Credit Requirements for MA			45 min.

<i>MA in Educational Administration, Early Childhood Leadership concentration Summary of Requirements</i>	<i>Credits</i>
A. Morgridge College of Education Foundations Requirements	7
B. Division Requirements	8
C. Electives	6
D. Early Childhood Leadership Program Requirements	24-25
E. Capstone paper / project	Date completed:
Total Credit Requirements for MA and Capstone	45 min

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

UNIVERSITY OF DENVER
Morgridge College of Education
Master of Arts in Educational Administration with Business Administration Concentration
Course Plan

Students will contact Dr. Gordon VonStroh, gvonstro@du.edu 303-871-3435
to schedule an advising* appointment.

Name _____ Phone (w) _____ (h) _____

Student ID _____ E-mail: _____

The course work plan must be completed, with student's and advisor's signature, and submitted to the Educational Administration office by the end of the first quarter of enrollment.

MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS	Course Number	Term to be Completed	Quarter Hours
A. Foundations			
Educational Measurement	QRM 4900		3
Seminar in Multicultural Issues	ADMN 4834		4
		SUBTOTAL:	7
B. Business Administration Concentration* (these courses will be billed at full tuition)			
		SUBTOTAL:	11
C. Electives (choose 2) Any substitutions must have advisor approval.			
Seminar: Conflict Resolution	ADMN 4813		3
Seminar in Administrative Problem Solving	ADMN 4814		3
Program and School Evaluation	ADMN 4820		3
Leadership in Standards-Based Education	ADMN 4828		3
		SUBTOTAL:	6
DIVISION/PROGRAM AREA REQUIREMENTS	Course Number	Term to be Completed	Quarter Hours
School Administration: An Introduction	ADMN 4801		2

School Administration: Personnel	ADMN 4805		2
School Administration: Legal Aspects	ADMN 4806		2
Principles of Leadership	ADMN 4807		2
Curriculum Issues	ADMN 4829		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
		SUBTOTAL:	18
INTERNSHIP REQUIREMENTS	Course Number	Term to be Completed	Quarter Hours
<i>Students are required to complete 6 credits of internship (min. 300 clock hours) under the supervision of a licensed principal. The experience may be completed at the elementary or the secondary level, or a combination of both.</i>			
Internship in School Administration: Secondary	ADMN 4815		3-6
Internship in School Administration: Elementary	ADMN 4816		3-6
		SUBTOTAL:	6
Total Credit Requirements for MA			48 min

<i>MA in Educational Administration – Business Administration Concentration Summary of Requirements</i>	<i>Credits</i>
A. Morgridge College of Education Foundations Requirements	7
B. Business Administration Concentration	11
C. Electives	6
D. Division Requirements	18
E. Internship	6
F. Capstone paper / project	Date completed:
Total Credit Requirements for MA and Capstone	48 min

Student Signature: _____ Date: _____

EADM Advisor Signature: _____ Date: _____

Business Advisor Signature: _____ Date: _____

ADDITIONAL PROGRAM DETAILS: Masters Program

Comprehensive Exam: The Capstone

All students in the Educational Administration Master's program are required to complete a capstone (the Action Research Project) no later than the final quarter of coursework. This capstone serves as the comprehensive exam in the Master's in Educational Administration and will provide students with an opportunity to integrate their learning from the Master's degree coursework and apply it to an action research framework.

Action Research Project

The Action Research course (ADMN 4849) provides the methodological framework and support for the development of this project. While enrolled in this course, students are responsible for designing a study, reviewing appropriate literature, and gathering/analyzing data. Under the supervision of the course instructor, students will then draw conclusions from their research, make an action plan, and reflect on the relationship between action research, leadership and the content in the Educational Administration Masters program. The result is the completed capstone.

If the Action Research (ADMN 4849) instructor is not a student's advisor, he/she must meet with his/her Educational Administration advisor before beginning the Action Research course for topic approval.

Registration for the capstone project is required one quarter before the capstone is scheduled to be completed. It is the student's responsibility to contact the Morgridge College of Education Admission and Enrollments Services office (303-871-2509) to register and pay the required fee the quarter before beginning the capstone paper/project.

The Capstone Project for Educational Administration should include:

1. An integration of theory and practice
2. Original thinking and research richly supported by literature from the field, using APA format
3. A problem based focus connected to practice Instructor approval of action research project

Students will follow this process in the formulation of the action research project:

- Selecting a focus
- Clarifying theories
- Identifying research questions
- Collecting data
- Analyzing data
- Reporting results
- Planning/Taking informed action

Evaluation of Capstone Project

The student's advisor will evaluate all completed capstone projects. After the final evaluation of the capstone, the advisor will submit to the Morgridge College of Education's Office of Admission and Enrollment the documentation needed for certification of the completed Master's degree.

All capstone papers/projects will be evaluated using the following criteria:

1. Clear identification of focus and research question(s)
2. Relevant literature review of related research (10 sources, APA format)
3. Clear research design, development of data collection tools and definition of data sources and collection processes
4. Strong data analysis and interpretation of findings
5. Clear description of the planned or real action resulting from research findings
6. Clear reflection on the following questions: What is the relationship between action research and the content in the Educational Administration Master's Program? What are the implications of action research on educational leadership?

The following matrix will be used to provide feedback on the capstone project:

UNIVERSITY OF DENVER - MORGRIDGE COLLEGE OF EDUCATION
Educational Administration
Masters Capstone Feedback

Action Research Components	Feedback
Identification of focus and research question(s)	
Literature review of related research (APA format)	
Data sources, collection process and analysis <i>List the questions that guided your research and the data collection techniques you used to answer the questions.</i> <i>Explain how you analyzed your data and drew your conclusions</i>	
What did you learn? How did you reach these particular conclusions?	
What is the resulting action plan? What is your evaluation plan? What do you still want to know? What are the implications for policy?	
Reflection – What is the relationship between action research and the content in the Ed Admn Masters Program? What are the implications for educational leadership?	

UNIVERSITY OF DENVER – MORGRIDGE COLLEGE OF EDUCATION
Educational Administration Comprehensive Exam
Certification of the Completion of Capstone

	NAME:			
	STUDENT ID:			
	DATE:			

The Capstone has been reviewed and approved by:

	ADVISOR:			
	SIGNATURE:			
	DATE:			

UNIVERSITY OF DENVER - MORGRIDGE COLLEGE OF EDUCATION
Ph.D. in Educational Administration
Degree Core Curriculum

The Doctor of Educational Administration degree, comprised of 90-credit hours of coursework, is an applied research degree for those who are interested in leadership and curriculum. Coursework includes quantitative and qualitative research methods, computer applications, leadership, school reform, and curriculum. These areas are studied in an effort to expand and enhance research skills and understanding of the challenges facing leaders in today's schools, which when added to a blend of foundation and concentration courses, will aid students in their professional and academic careers.

The Educational Administration Ph.D program seeks to assist districts in their continuous improvement processes by embedding student dissertation designs in district priorities and collaborative processes. Students will write individual dissertations, but rely on university faculty, district leadership, and fellow Ph.D candidates for support, literature and research design recommendations, and feedback. The intent of this dissertation design process is to give PhD students the opportunity to explore relevant questions that match district needs and conduct collaborative research in a research process that they can replicate and engage others with in school and district settings.

The Educational Administration faculty is committed to working closely with students to facilitate their academic progress. As part of this process, faculty members regularly review all students' work to assess their progress. Assessment is based on a review of course work, independent work, and other relevant criteria such as demonstrated competence in writing and critical thinking. In addition, in order for students' knowledge to be current, and to pursue research on timely problems that will advance the field, it is expected that all students will make steady progress toward completion of degree requirements.

The option of preparation for the Administrator's endorsement is a part of the doctoral degree. Students seeking this option must select appropriate elective credits, including 6 credits (minimum 300 contact hours) of internship (ADMN 4817), in order to be eligible for recommendation for this endorsement by the Educational Administration Program Chair to the Colorado Department of Education. This internship experience is additional and different from any prior internship students may have completed in an Educational Administration certificate program. For additional information regarding the Administrator's endorsement, please see the Appendices.

There are two tracks available for students who are pursuing the Educational Administration Doctoral degree. While the research sequence is identical for both tracks, the Division/Program area course requirements are designed to differentiate between (1) those students with an earned Masters degree who have completed any of the principal licensure programs (WSEPP, Ritchie, or APSLA) at the University of Denver and (2) those who possess an earned Masters and who have not completed a principal licensure program at DU. All students will complete a minimum of 90 credits for the doctoral degree.

Note: At the completion of coursework, students are 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 minimum necessary number of dissertation hours required by the student's program and successful dissertation defense has occurred. Please refer to the MCE continuous enrollment policy found in this handbook and in the MCE Bulletin found at

<http://www.du.edu/education/resources/current-students/handbooks.html>

Morgridge College of Education Ph.D. Course Requirements for students with an earned Master's degree who have already completed a DU Principal Preparation Program (WSEPP, Ritchie, or APSLA).

- A. Introductory Research Courses (17 qtr hrs)
- QRM 4900 Educational Measurement* 3 cr hrs.
 - QRM 4920 Structural Foundations of Research in the Social Sciences 3 cr hrs.
 - QRM 4930 Introduction to Statistics* 5 cr hrs.
 - CUI 4951 Introduction to Qualitative Research* 3 cr hrs.
 - QRM 4903 Empirical Research Methods* 3 cr hrs.
- * May be tested out
- B. Intermediate Research Methods (8 qtr hrs.)
- QRM 4921 Survey and Design Analysis 3 cr hrs.
 - QRM 4952 Correlation and Regression 4 cr hrs.
 - ADMN 5100 Research for School Improvement 1 cr hr.
- C. Advanced Research Courses (4 qtr hrs.)
- QRM 4911 Mixed Methods 4 cr hrs.
- D. Dissertation Research (14 qtr hrs minimum)
- ADMN 5993 Dissertation Planning and Design 4 cr hrs.
 - ADMN 5995 Dissertation credits min.10 cr. hrs.
- (See the MCE continuous enrollment policy found in this handbook and in the MCE Bulletin on this disk.)

Division/Program Area Requirements

- E. Program requirements (17 qtr hrs. minimum)
- ADMN 4819 Organizational Theory and Behavior 3 cr hrs.
 - ADMN 4821 School Reform and Current Issues 2 cr hrs.
 - ADMN 4822 Leadership in Complex Systems 3 cr hrs.
 - ADMN 4827 Foundations of Education: History & Philosophy 3 cr hrs.
 - ADMN 4834 Seminar in Multicultural Issues 3 cr hrs.
 - Elective – student to arrange with advisor 3 cr hrs.
- F. Internship (6 cr hrs. optional*)
- ADMN 4817 Internship in School Administration (6 cr. hrs.)

*Students seeking the School Administrator's endorsement must complete 6 credit hours, minimum 300 contact hours, of internship, in addition to the credits required for this degree, and in addition to the internship completed in the principal preparation program.

- G. Concentration (30 qtr hrs.)
- Principal Preparation Program certificate sequence 30 cr hrs.

A minimum of 90 credits of course work is required for the Educational Administration doctoral degree.

Morgridge College of Education Ph.D. Course Requirements for students with an earned Masters degree who have **NOT completed a DU Principal Preparation Program.**

- A. Introductory Research Courses (17 qtr hrs.)
- QRM 4900 Educational Measurement* 3 cr hrs.
 - QRM 4903 Empirical Research Methods* 3 cr hrs.
 - QRM 4920 Structural Foundations of Research in the Social Sciences 3 cr hrs.
 - QRM 4930 Introduction to Statistics* 5 cr hrs.
 - CUI 4951 Introduction to Qualitative Research* 3 cr hrs.
- * May be tested out.
- B. Intermediate Research Methods (8 qtr hrs)
- QRM 4921 Survey and Design Analysis 3 cr hrs.
 - QRM 4952 Correlation and Regression 4 cr hrs.
 - ADMN 5100 Research for School Improvement 1 cr hr.
- C. Advanced Research Courses (4 qtr hrs.)
- QRM 4911 Mixed Methods 4 cr hrs.
- D. Dissertation Research (14 qtr hrs. minimum)
- ADMN 5993 Dissertation Planning and Design 4 cr hrs.
 - ADMN 5995 Dissertation credits min.10 cr. hrs.

(See the MCE continuous enrollment policy found in this handbook and in the MCE Bulletin.)

Division/Program Area Requirements

- E. Program requirements (31 qtr hrs.)
- ADMN 4810 School Administration: Case Studies 2 cr hrs.
 - ADMN 4812 Perspectives on School Administration 3 cr hrs.
 - ADMN 4819 Organizational Theory and Behavior 3 cr hrs.
 - ADMN 4821 School Reform and Current Issues 2 cr hrs.
 - ADMN 4822 Leadership in Complex Systems 3 cr hrs.
 - ADMN 4823 Educational Policy Making in America 3 cr hrs.
 - ADMN 4827 Foundations of Education: History & Philosophy 3 cr hrs.
 - ADMN 4828 Leadership in Standards Based Education 3 cr hrs.
 - ADMN 4834 Seminar in Multicultural Issues 3 cr hrs.
 - ADMN 4835 Curriculum, Instruction, and Assessment 3 cr hrs.
 - ADMN 4836 Improving School Culture 3 cr hrs.

- F. Concentration (select 16 qtr hrs.)
- ADMN 4838 Educational Leadership in a Digital Age 3 cr hrs.
 - ADMN 4839 Entrepreneurial Leadership 3 cr hrs.
 - CFSP 4314 The Nature of Intelligence 3 cr hrs.
 - QRM 4980 Program Evaluation 4 cr hrs.
 - Other elective options possible – student to arrange with advisor variable

G. Internship (6 cr.hrs) optional*

- ADMN 4817 Internship in School Administration (6 cr. hrs.)

* Students seeking the School Administrator's endorsement must complete 6 credit hours, minimum 300 contact hours, of internship, in addition to course work required to complete the degree.

A minimum of 90 credits of course work is required for the Educational Administration doctoral degree.

UNIVERSITY OF DENVER
Morgridge College of Education
Doctor of Philosophy Course Plan – with Principal Preparation Program

Name _____ Phone (w) _____ (h) _____

Student ID _____ E-mail: _____

The course work plan must be completed, with advisor's signature, and submitted to the Educational Administration office by the end of the first quarter of enrollment. No additional transfer credits permitted.

MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS	Course Number	Qtr of Completion	Quarter Hours
A. Introductory Research Courses			
Educational Measurement	QRM 4900		3
Structural Foundations of Research in Soc. Sciences	QRM 4920		3
Introductory Statistics	QRM 4930		5
Introduction to Qualitative Research	CUI 4951		3
Empirical Research Methods	QRM 4903		3
		SUBTOTAL:	17
B. Intermediate Research Methods			
Survey and Design Analysis	QRM 4921		3
Correlation and Regression	QRM 4952		4
Research for School Improvement	ADMN 5100		1
		SUBTOTAL:	8
C. Advanced Level Research Courses			
Mixed Methods	QRM 4911		4
		SUBTOTAL:	4
D. Dissertation Research			
Dissertation Planning and Design	ADMN 5993		4
Dissertation Hours	ADMN 5995		10 min.
		SUBTOTAL:	14 min.
See Continuous Enrollment Policy in MCE Bulletin and page 54 of the Educational Administration handbook.		TOTAL RESEARCH	43 min.

DIVISION/PROGRAM AREA REQUIREMENTS	Course Number	Qtr of Completion	Quarter Hours
Program Requirements			
Organizational Theory and Behavior	ADMN 4819		3
School Reform and Current Issues	ADMN 4821		2
Leadership in Complex Systems	ADMN 4822		3
Foundations of Education: History & Philosophy	ADMN 4827		3
Seminar in Multicultural Issues	ADMN 4834		3
		SUBTOTAL:	14 min
CONCENTRATION	Course Number	Year of Completion	Quarter Hours
WSEPP, APSLA, or Ritchie	-----		30
		SUBTOTAL:	30
ELECTIVE Selected with advisor approval	Course Number	Qtr of Completion	Quarter Hours
		SUBTOTAL:	3
INTERNSHIP (required only if pursuing Administrator's Endorsement)	Course Number	Qtr of Completion	Quarter Hours
Internship in School Administration (optional)	ADMN 4817		(6)
		SUBTOTAL:	(6)
		TOTAL	90 min.

<i>Ph.D. in Educational Administration – Summary of Requirements</i>	Credit Hours
College of Ed/Research Requirements	43 min.
Division/Program Area Requirements	14
Concentration	30
Elective	3
Internship (required only if pursuing Administrator's Endorsement)	(6)
TOTAL:	90 min.

Student's Signature _____ Date: _____

Advisor's Signature _____ Date: _____

UNIVERSITY OF DENVER
Morgridge College of Education
Doctor of Philosophy Course Plan – without Principal Preparation Program

Name _____ Phone (w) _____ (h) _____

Student ID _____ E-mail: _____

The course work plan must be completed, with advisor's signature, and submitted to the Educational Administration office by the end of the first quarter of enrollment.

MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS	Course Number	Qtr of Completion	Quarter Hours
A. Introductory Research Courses			
Educational Measurement	QRM 4900		3
Structural Foundations of Research in Soc. Sciences	QRM 4920		3
Introductory Statistics	QRM 4930		5
Introduction to Qualitative Research	CUI 4951		3
Empirical Research Methods	QRM 4903		3
		SUBTOTAL:	17
B. Intermediate Research Methods			
Survey and Design Analysis	QRM 4921		3
Correlation and Regression	QRM 4952		4
Research for School Improvement	ADMN 5100		1
			8
C. Advanced Research Methods			
Mixed Methods	QRM 4911		4
		SUBTOTAL:	4
D. Dissertation Research			
Dissertation Planning and Design	ADMN 5993		4
Dissertation Hours	ADMN 5995		10 min.
		SUBTOTAL:	14 min.
See Continuous Enrollment Policy in MCE Bulletin and in the Educational Administration handbook.	RESEARCH	TOTAL	43 min.
DIVISION/PROGRAM AREA REQUIREMENTS	Course Number	Qtr of Completion	Quarter Hours
Program Requirements			
School Administration: Case Studies	ADMN 4810		2
Perspectives on School District Administration	ADMN 4812		3
Organizational Theory and Behavior	ADMN 4819		3
School Reform and Current Issues	ADMN 4821		2
Leadership in Complex Systems	ADMN 4822		3
Educational Policy Making in America	ADMN 4823		3
Foundations of Education: History & Philosophy	ADMN 4827		3

Leadership in Standards Based Education	ADMN 4828		3
Seminar in Multicultural Issues	ADMN 4834		3
Curriculum Instruction and Assessment	ADMN 4835		3
Improving School Culture	ADMN 4836		3
		SUBTOTAL:	31
CONCENTRATION			
	Course Number	Qtr of Completion	Quarter Hours
Ed Leadership in a Digital Age	ADMN 4838		3
Entrepreneurial Leadership	ADMN 4839		3
Nature of Intelligence	CFSP 4314		3
Program Evaluation	QRM 4980		4
		SUBTOTAL:	13
ELECTIVE			
Selected with advisor approval			
	Course Number	Qtr of Completion	Quarter Hours
		SUBTOTAL:	3
INTERNSHIP			
(required only if pursuing Administrator's Endorsement)			
	Course Number	Qtr of Completion	Qtr Hours
Internship (required only if pursuing Administrator's Endorsement)	ADMN 4817		(6)
		SUBTOTAL:	(6)
TRANSFER CREDIT			
(must be approved first quarter of enrollment)			
	Course Number	Qtr of Completion	Qtr Hours
		SUBTOTAL:	15 max
TOTAL			90 min.

<i>Ph.D. in Educational Administration - Summary of Requirements</i>		Credit Hours
College of Ed/Research Requirements		43 min.
Division/Program Area Requirements		31
Concentration		13
Elective		3
Internship		(6)
Transfer Credit		
TOTAL:		90 min.

Student Signature _____ Date: _____

Advisor Signature _____ Date: _____

ADDITIONAL PROGRAM DETAILS: Doctoral Program

Comprehensive Exam

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. The test will be taken over a two-day time period. 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, and one question will be developed for you by your doctoral advisory committee related to your intended topic of dissertation research.

You are expected to respond with a well-developed essay to **ONE QUESTION IN EACH SECTION** (for a total of three [3] questions) as well as a fourth question to be developed by your doctoral advisory committee related to your intended dissertation research topic. Each essay should be at least four (4) typed pages, double-spaced. The intent of this exam is to provide you with an opportunity to demonstrate the knowledge you have gained over the last two years and to demonstrate you can write and think clearly. Please feel free to incorporate information and knowledge gained in all courses you have taken related to the completion of your PhD degree. Specifically, you should incorporate required and selected readings, class discussions, and reflective critical analysis in your responses. Be sure to include a reference list at the end of your paper.

Make sure you respond to each part of the question. Also remember that good writing is a result of good thinking, so make sure you think before you write! The following criteria are utilized in evaluating the comprehensive exam:

- Ability to identify and integrate concepts from research, theory, and practice;
- Ability to identify and analyze important controversial issues as well as make decisions about them which are balanced, ethical, valid, and feasible based upon the best available documentation from the literature and your own experiences;
- Ability to support judgments by citing appropriate references to the literature, authorities in the field, and critical experiences;
- Ability to include only relevant data about the question; and
- Ability to write with coherence and clarity.

This exam is intended to be **completed independently**. Your responses should be based on your own work without the assistance of any other person. Students will sign and date the exam cover sheet to acknowledge that all work has been completed independently.

The University of Denver 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.

Any violation of the University's Honor Code may have significant academic consequences, and will be reported to the Office of Citizenship & Community Standards.

Evaluation Criteria

Students must respond to each part of the question. The following criteria are utilized in evaluating the comprehensive exam:

- Ability to identify and integrate concepts from research, theory, and practice;
- Ability to identify and analyze important controversial issues as well as make decisions about them which are balanced, ethical, valid, and feasible based upon the best available documentation from the literature and your own experiences;
- Ability to support judgments by citing appropriate references to the literature, authorities in the field, and critical experiences;
- Ability to include only relevant data about the question; and
- Ability to write with coherence and clarity.

Continuous Enrollment (policy updated 5/4/08)

Please note there are two (2) Continuous Enrollment Policies: one for the Morgridge College of Education and one for DU Graduate Studies. Students MUST adhere to the MCE Continuous Enrollment Policy at all times AND, under certain circumstances described below, should follow the DU Graduate Studies Continuous Enrollment Policy as well.

Morgridge College of Education Continuous Enrollment Policy

Once the student has completed successfully 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 minimum necessary number of dissertation hours required by the student's program AND until a successful dissertation defense has occurred. Therefore, depending on the time a student takes to successfully complete the dissertation, registration for additional dissertation credits may be necessary beyond the required minimum.

DU Graduate Studies Continuous Enrollment Policy

All graduate degree-seeking students must be in active status and continuously enrolled. Enrollment may consist of registration for courses, thesis or dissertation credits, or Continuous Enrollment registration. The Graduate Studies Continuous Enrollment Policy is ideal for

students who need to defer loan repayment while completing the dissertation though you must consult with the appropriate DU Financial Aid Office for more specific information.

Keep in mind you must also register for one credit hour of dissertation research (ADMN 5995) each quarter until you graduate per MCE Policy (noted above). If a student is on a full-time, year-long internship required by your program, this generally applies to Counseling Psychology and Child, Family, and School Psychology students only, the Graduate Studies Continuous Enrollment Policy should be utilized so that you are in active status and are continuously enrolled which is the university policy.

If a student is registering for ADMN 5995 for less than four (4) credits in a given quarter AND attempting to defer student loan repayments, the DU Graduate Studies Continuous Enrollment Policy should be utilized in addition to the MCE Continuous Enrollment Policy. Students are advised to make a practice of contacting the DU Office of Financial Aid to clarify any financial aid requirements. The MCE does not provide financial aid policy interpretation so please consult the appropriate office for support on any financial aid policy.

To register for DU Graduate Studies Continuous Enrollment, a form must be completed and approved by the Morgridge College of Education, who will submit it to the Vice Provost for Graduate Studies for final approval.

For the complete DU Graduate Studies Continuous Enrollment Policy, please go to

<http://www.du.edu/grad/forms/Graduate%20Student%20Han.pdf>

For the DU Graduate Studies Continuous Enrollment form, please go to:

<http://www.du.edu/grad/current-students/forms.html> and select Continuous Enrollment form.

Some examples of how to use these two policies:

1. If you are not concerned about loan repayment issues or not currently receiving some forms of financial aid, you may only need to register for the MCE Continuous Enrollment Policy. Please consult the DU Office of Financial Aid for specific requirements.
2. If you are receiving some forms of financial aid and/or you need to defer loan repayment while you are working on your dissertation, the DU Graduate Studies Continuous Enrollment Policy would be necessary in addition to the MCE Continuous Enrollment Policy. Please consult the DU Office of Financial Aid for specific requirements.

Dissertation Details

Please refer to the Doctoral Dissertation Handbook – online at

<http://www.du.edu/education/resources/current-students/dissertations/index.html> (see “related links” to the right hand side) – for additional information regarding the dissertation.

Administrator's Endorsement

Educational Administration doctoral students who wish to pursue the study of education and public policy and develop specific skills in administration at the district level may be interested in completing the requirements for the school administrator endorsement. This option is available to qualified students currently enrolled in the Educational Administration doctoral program, have completed an approved program of preparation for administrators, and have demonstrated professional competencies in subject areas as specified by rule and regulation of the state board of education (*Administrator Standards*). Students demonstrate this proficiency by successfully passing the PLACE exam for School Administrators.

Requirements for this added endorsement include the completion of 9 quarter credits of Educational Administration coursework and 6 credits (minimum of 300 contact hours) of the Administrator Internship, ADMN 4817. This internship is different from and in addition to any internship completed in a principal preparation program. Interested students will meet with their advisor to determine the appropriate coursework to be completed and develop an internship plan. The internship experience is focused on issues facing school leaders such as school board / superintendent relationship; budget and personnel; assessment and evaluation; and community experiences appropriate to the individual's background. The student should also have experiences in several districts or community organizations during the internship.

Final approval of the internship is made by the faculty member who supervises the internship, in conjunction with recommendation and reflection by the site supervisor. See internship evaluation form which follows.



Morgridge College of Education
Educational Administration Program
ADMINISTRATOR INTERN PERFORMANCE EVALUATION FORM

This form is an optional evaluation measure. You may also write a letter to the Director of the Educational Administration to reflect your appraisal of the intern.

Intern's name _____

Location of internship work _____

Duration of internship: from _____ to _____
(Date) (Date)

Course Number: ADMN 4817 Credit Hours: 6 credits (minimum 300 contact hrs.)

1. Did the intern achieve her/his objectives? (Please refer to goals and activities agreed upon at the beginning of the internship) Yes _____ No _____

1a. If you marked "No," which objective(s) was (were) not met?

1b. In your opinion, the objective(s) was (were) not met because:

2. If other objectives were achieved which were not on the intern's plan, briefly describe.

3. In your opinion, are there other administrative experiences this intern should have before assuming an administrative position at this level? Yes _____ No _____

3a. If "Yes," briefly describe.

4. Using the scale below, please indicate the intern’s performance demonstrated on the skills listed below:

- 0 = not observed
- 1 = needs much more work
- 2 = needs more work (marginal)
- 3 = performance was adequate
- 4 = performance was strong

Item	Rating				
	0	1	2	3	4
Standard 6.07					
Models and sets high standards for learning experiences of all district staff that lead to success for all students					
Standard 6.08					
Leads and supports a school community that is focused on learning					
Standard 6.09					
Behaves ethically and creates an environment that encourages and develops responsibility, ethics, and citizenship in self and in others					
Standard 6.10					
Recognizes, appreciates, and supports ethical, cultural, economic, gender, and human diversity throughout the school community while striving to provide fair and equitable treatment and consideration for all					
Standard 6.11					
Is a continuous learner who encourages and supports the personal and professional development of self and others					
Standard 6.12					
Organizes and manages human and financial resources to create a safe and effective working and learning environment					

4a. Overall Administrative Performance: In your opinion, what is the intern’s overall administrative potential?

(Circle one): None Limited Adequate Strong

Comments:

Final comments:

In your opinion, what were the two or three (or more) strengths of this internship experience?

In your opinion, were there two or three (or more) weaknesses of this internship experience?

Please provide additional ideas, if any, for strengthening the administrator licensure internship in general.

Site Supervisor: _____
(Signature)

(Date)

Recommended grade _____

University Supervisor: _____
(Signature)

(Date)

Final grade _____

Letters may be addressed to:

Chair of Educational Administration Programs
Morgridge College of Education
University of Denver
2135 E. Wesley Ave. #306
Denver, CO 80208

Course Descriptions

The following are descriptions of Education courses students might take as part of the Educational Administration certificate and degree programs. For complete and current course schedules and descriptions, please refer to the University of Denver course catalog.

ADMN 4150 Professional Development 3-4 cr. hrs.
This course is designed to develop instructional leaders who promote positive child outcomes by advocating, nurturing, and sustaining a program culture conducive to optimal staff performances and professional growth. This course focuses on the knowledge and skills required for the identification, selection, retention, and professional development of teachers in order to promote high quality ECE. Topics will include motivating, assessing, and working with adults to identify competencies possessed and needed; employing learner-centered principles of teaching to conduct effective staff development; utilizing mentorship, guidance, and observations to improve curriculum and instruction in order to optimize child and family outcomes.

ADMN 4801 Intro to School Administration 2 cr. hrs.
Students examine 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.

ADMN 4803 Implementing Reform-Driven Change 3 cr. hrs
Students examine national large-scale reform projects, as well as efforts in their own schools, to establish a context for understanding the motivations for and implementation of successful reform efforts at both the district and school level.

ADMN 4804 Community and School Relations 2 cr. hrs
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.

ADMN 4805 Personnel Management 2 cr. hrs
Organizational dimensions, non-power planning, recruitment, selection, placement and induction, staff development, appraisal, rewards, collective bargaining for the public schools.

ADMN 4806 Legal Aspects of School Admin 2 cr. hrs
This course is designed to provide educators with the basic information that will be helpful in dealing with the legal aspects they will encounter in public schools. Basic foundations of the American legal system will be studied as well as practical applications of law, which must be understood by educators. Information from this course will help educators practice “preventive law” by focusing on educational issues in an attempt to reduce litigious situations.

ADMN 4807 Principles of Leadership 2 cr. hrs
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.

ADMN 4810 School Administration: Case Studies 2-3 cr. hrs.
Focus on current critical aspects of work of effective superintendents and other administrators in key decision-making roles; includes reading, discussions and guest presenters who are practicing administrators; problem scenarios presented for resolution.

ADMN 4811 Seminar in Principalship 3 cr. hrs
Bringing responsibilities of a principal into an operational unity. Prerequisite: partial completion of a principals' preparation program or school administrator experience.

ADMN 4812 Perspectives District Administration 3-4 cr. hrs
Responsibilities of central office administrators as they work with schools and local board of education. Prerequisite: partial completion of a principals' preparation program or school administrator experience.

ADMN 4813 School Administration: Conflict Resolution 3 cr. hrs
Exploration of collaborative leadership, change, mediation, group conflict resolution and skills necessary to build consensus from diversity.

ADMN 4814 School Administration: Problem Solving 3-4 cr. hrs
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.

ADMN 4815 Elementary Internship 3-6 cr. hrs.
Opportunity to be supervised in on-the-job experience to better prepare school administration students for administration careers. Elementary level.

ADMN 4816 Secondary Internship 3-6 cr. hrs.
Opportunity to be supervised in on-the-job experience to better prepare school administration students for administration careers. Secondary level.

ADMN 4817 Superintendency Internship 6 cr. hrs.
Opportunity to be supervised in on-the-job experience to better prepare school administration students for administration careers. Superintendent's office placement.

ADMN 4818 Central Office Internship 6 cr. hrs.
Opportunity to be supervised in on-the-job experience to better prepare school administration students for administration careers. Central office placement.

ADMN 4819 Organization Theory & Behavior

3-4 cr. hrs.

The purpose of this course is to examine the nation's schools in terms of the complex milieu in which they are embedded, and the variables affecting the schools. The roles and responsibilities of various members of the organizations will be examined as well as the governance and control issues surrounding education.

ADMN 4820 School Admin: Program & Evaluation

3 cr. hrs.

This course reviews the latest methods to judge program and school effectiveness, and the role of the principal in program and school evaluation. Students will learn the essentials of designing, conducting, and managing both internal and external program evaluations.

ADMN 4821 School Reform & Current Ed Issues

2-3 cr. hrs.

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, education soundness, and leadership implications. Students will also take a closer look at the concept of school reform and the various efforts towards this endeavor.

ADMN 4822 Leadership in Complex Systems

3-4 cr. hrs.

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.

ADMN 4823 Educational Policy Making-US

3-4 cr. hrs.

An overview of the historic origins and impacts of key education policy in America, and changes over the years in policy power and control and how these shifts have led us to many of today's educational challenges. From the inception of the public school idea to standards, standardized assessments and NCLB, to the current "P20" trends, the interplay of local, state, and national politics and policies and their impact on teaching and learning will be examined.

ADMN 4826 Reform of American Education

3 cr. hrs.

Central themes of various recommendations for educational reform in America; critical analysis of reform proposals affecting schools, higher education and teacher and administrative preparation programs; progress and frustrations of reform in last five years.

ADMN 4827 Foundations of Educational History & Philosophy

3-4 cr. hrs.

A foundational course which will examine the various theoretical, ethical, historical and philosophical perspectives that will inform educational leaders as policy and change strategies are formulated.

ADMN 4828 Leadership-Standards-Based Ed

3 cr. hrs.

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.

- ADMN 4829 Curriculum Issues 2 cr. hrs.
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.
- ADMN 4830 Planning for Special Populations 2 cr. hrs.
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.
- ADMN 4831 Instructional Supervision & Evaluation 2 cr. hrs
Achievement of greater school effectiveness through application of knowledge of concepts and processes involved in supervision, and evaluation of instruction and teaching.
- ADMN 4832 School Improvement Process 2 cr. hrs.
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.
- ADMN 4833 Finance and Budget 2 cr. hrs.
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.
- ADMN 4834 Seminar in Multicultural Issues 3-4 cr. hrs.
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. Opportunities will be provided for students to develop an understanding of issues of diversity and the relationship of these issues to the roles and work of school/district administrators. 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.
- ADMN 4835 Curr / Inst & Student Achievement 1-4 cr. hrs.
This course will examine educational practices that are meeting success as schools and districts attempt to learn, grow, and reinvent themselves using the principles of organizational learning.

Participants will understand basic systems theory and gain practical and theoretical tools to improve curriculum development, instruction, and student achievement.

ADMN 4836 Improving School Culture 3 cr. hrs.
 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.

ADMN 4837 Charter School Leadership 3 cr. hrs.
 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.

ADMN 4838 Ed Leadership in a Digital Age 3 cr. hrs.
 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.

ADMN 4839 Entrepreneurial Leadership 3-4 cr. hrs.
 This course will examine the financial, demographic, social and political issues facing educational leaders. Strategies will be examined that represent new and creative ways of addressing budget, building, and recruitment and retention strategies for educational leaders.

ADMN 4847 Ethics in Education 3 cr hrs.
 Applied ethics, starting from the theoretical constructs and abstract principles defining ethical behavior and then quickly moving into a consideration of how ethics applies to education. Issues of ethical decision-making will be probed in relation to equity for students, parent-school relationships, staffing, and district policy, among other areas. This course is both grounded in ethical theory and designed to provide students with practical approaches for making decisions that have an ethical component.

ADMN 4848 Business Administration for School Leaders 3 cr hrs.
 Schools are a large and complex business. This course will equip students with the knowledge and skills needed to lead a school or school districts. Key topics will include school management, human resources, organizational change, entrepreneurship and bargaining and negotiation.

ADMN 4849 Action Research for School Leaders 4 cr hrs.
 This course emphasizes the use of research methods which are linked to research needed in schools. Students will learn to identify, analyze and solve problems. Some of the action research

methods include focus groups, interviews, observations, school records and surveys. Capstone project will relate directly to the improvement of school policy and practice.

ADMN 4959 Action Research Capstone 1 cr hr.
Provides support for students as they develop their action research project (ADMN 4849) into the Capstone for the Masters in Educational Administration.

ADMN 4930 Leadership & Ethics in ECE 3 cr hrs
Leadership in early care and education is the exercise of significant and responsible influence. This course covers current theories and models of leadership in Early Care and Education. Students will learn to articulate a vision, clarify and affirm values, and create a culture built on norms of continuous improvement and ethical conduct. An overview of the systems of early childhood programs will be given. The principles of developing and implementing strategic plans, effective consensus-building and negotiation skills, and effective communication will be presented and explored. Professional codes of ethics and the central role of NAEYC Accreditation criteria will be reviewed.

ADMN 4931 Pedagogical Leadership in ECE 5 cr. hrs
This course covers early childhood curriculum models and evidence-based interventions applicable within community, preschool, and home environments. Students will review empirically validated early interventions and curriculum for young children, including children with special needs. An overview of theoretical research and practice issues in the field of child development will be covered. Attention is given to the typical developmental milestones of the early childhood years including growth and development in sensorimotor, cognitive, language, and social emotional domains. The course will focus on the synthesis of past research into current findings and accepted theories and allow the leader to broaden understanding of the impact of neuroscience and relevant research on current policies and practices.

ADMN 4932 Policy & Advocacy in ECE 2 cr. hrs.
This course provides the historical and political context of early care and education in the United States. Local, state and federal mandates, public laws, and legislative procedures and initiatives will be investigated. Students will learn from child advocates, lobbyists, and elected officials. Building a learning community, mobilizing community resources, and working with community agencies to advocate positive change will also be addressed.

ADMN 4933 Family Diversity and Partnerships in ECE 2 cr. hrs.
This course is about families in their many constellations, their strengths and challenges, and the ways in which early care and education leaders can extend their effectiveness by working in partnership with families. This course explores the importance of family centered practice in early care and education. Family centered practice is based on a core set of values, beliefs and practices that recognize that families can contribute to all aspects of their child's early care and education through their active and meaningful participation. Family diversity, family interests and needs, cultural perspectives and various family circumstances are explored in order to build greater understanding, awareness and sensitivity. Family and professional partnership models which support young children, by respecting, strengthening, and supporting families will be highlighted.

ADMN 4934 Reflective Leadership in ECE

3 cr. hrs.

This course is designed to foster the early care education leader's commitment to the importance and use of knowledge and multiple information sources. Effective leaders must have the skills to reflect critically on practices in their programs and promote the importance of inquiry as a professional responsibility of their staff. Evaluation design, qualitative and quantitative methods, data collection systems, analysis of data, reporting and formatting of early childhood assessment and evaluation data will be highlighted. Capstone project will relate directly to the improvement of early care and education policy and practice.

ADMN 4935 Young Exceptional Children

2 cr. hrs.

This course provides perspectives and views related to the inclusion and support for young children with special needs and their families. The most recent regulations and research-based practices related to young children with special needs, including simultaneous language learners and children living in poverty, will be explored from the leader's perspective, including the IFSP and IEP process, child and family support systems, professional development, legal issues and evidence based practices for optimizing growth and development.

ADMN 4936 Adv. Seminar Current issues in ECE Leadership

1 cr. hr.

Current topics and/or critical issues in the field of Early Care and Education are addressed in an advanced seminar format. Topics vary by instructor and year and may address current issues in research, theory, policy development, and/or administrative leadership.

ADMN 4937 Mentorship in ECE Leadership

1-3 cr. hrs.

The mentorship is a supervised field experience designed to expose students to a variety of leadership roles in the field of Early Care and Education. Throughout the quarter, students will interact with a selected mentorship supervisor and will attend, observe, and participate in a range of activities related to leadership in ECE, such as task force participation, advocacy work, and administrative practices.

ADMN 4938 Budget & Funding in ECE

2 cr. hrs.

This course is designed to assist in the financial planning and fiscal operations of early care and education programs in order to promote and sustain quality. Students will investigate budgeting and its impact on programs and policies. Specific financial management tools are discussed with fundraising; grant writing and administration, and the use of local and federal resources to adequately address the issues of quality, compensation, and affordability. Topics will include: setting up the program, materials, supplies, salaries, budgeting, regulatory and tax information, fees, personnel, marketing, insurance, cash flow, accounting, and grant writing.

ADMN 5100 Research for School Improvement

1 cr. hr.

School leaders need to apply quantitative and qualitative research skills in a variety of ways to understand and improve the work of schools. This intensive seminar reviews methods, applications, and data sources, including assessments and large-scale datasets, for continuous school improvement and program evaluation. Prerequisites: QRM 4900, QRM 4903, QRM 4920, QRM 4930 and CUI 4951 or instructor approval.

ADMN 5993 Dissertation Planning & Design

4 cr. hrs.

The Dissertation Planning and Design Seminar is designed to prepare students to undertake the completion of a dissertation. The dissertation process can often be confusing and overwhelming, especially for students coming from a cohort-based program. This course will assist students in turning a research idea into a polished dissertation proposal and provide strategies for making the process manageable and enjoyable.

ADMN 5995 Dissertation Research

Minimum of 10 hrs. required. Must take a minimum of 1 credit hour per quarter at completion of classes until graduation.

CFSP 4314 The Nature of Intelligence

3 cr. hrs.

This course investigates the following questions about human intelligence: (1) What is the fundamental nature of human intelligence? (2) What is the best way to measure intelligence? (3) What is the role of genes and environment in the making of intelligence? (4) Are there group differences in intelligence? (5) Can we teach intelligence? Students will develop their own answers to these questions by reading, studying, and discussing the ideas of major theorists.

CUI 4951 Intro to Qualitative Research

3 cr. hrs.

This course has been designed to provide graduate students with further and more in depth understanding of naturalistic, qualitative research methods. It is assumed that students enrolling in this seminar have already completed an introductory research methods course in either education or another discipline than education. Purposes and Overall Questions Posed in this course: Why should a researcher choose to conduct a qualitative study? How are data collection strategies carried out in a qualitative research design? What are some of the ethical concerns that impact qualitative research?

QRM 4900 Educational Measurement

3 cr. hrs.

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

QRM 4903 Empirical Research Methods

3 cr. hrs.

This course provides in depth study of empirical research requirements involved in experimental, quasi-experimental, correlational, and single-subject designs.

QRM 4911 Mixed Methods Research Design

4 cr hrs.

This course is designed as a fundamental exploration of mixed model and mixed method approaches. Students design mixed model and mixed method research studies with a particular emphasis on multi-site and longitudinal designs that are especially suited to educational issues. Students learn analysis approaches that incorporate previously learned quantitative and qualitative skills, and apply these in practice problem examples.

Prerequisites: QRM 4920, QRM 4930, CUI 4951, and QRM 4903, or equivalent courses.

QRM 4920 Structural Foundations of Research in Social Sciences 3-5 cr. hrs.
This is the introductory course on research methods for all Ph.D. students in the Morgridge 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.

QRM 4921 Survey and Design Analysis 3 cr. hrs.
Survey techniques, needs assessment, item construction, sampling, maximizing response rates and data analysis; survey construction and data analysis required. Prerequisites: QRM 4920, 4930.

QRM 4930 Introductory Statistics 5 cr. hrs.
This is the beginning statistics course and examines use and interpretation of statistics in educational and human services research, including descriptive and inferential techniques.

QRM 4952 Correlation and Regression 4 cr. hrs
This course focuses on the study of correlational and multiple regression research designs and their application to educational and social science problems. Prerequisites: QRM 4920, 4930.

QRM 4980 Program Evaluation Theory 3-4 cr. hrs.
This course reviews theories of program evaluation, evaluation designs and analysis, and current trends in evaluation. Prerequisite: QRM 4930.