



Morgridge College
of Education

EDUCATIONAL ADMINISTRATION

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

STUDENT HANDBOOK

2007-2008

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

In addition to this handbook, the student should also refer to the *Morgridge College of Education Bulletin* found on this CD. 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 for other institutional policies.

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

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Dear Educational Administration candidates:

Welcome to the University of Denver Educational Administration programs. 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, 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 around a cohort model of delivery and so you will remain with the same students from various backgrounds and experiences throughout your coursework. 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.

The Educational Administration faculty is comprised of both university professors and educational professionals who are currently employed in the administration of several K-12 school districts along the front-range. In addition to teaching classes, they will also supervise your internships and advise you as you complete your 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 and Higher Education Programs

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 Colorado schools through intensive, integrated academic, and internship experiences that support educational leaders in developing self-knowledge to create learning communities that ensure academic achievement for all children.

Goals

The Educational Administration programs 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, courageous, transformative, and responsible leaders in all settings.

To that end, the Educational Administration programs seek to prepare students for roles as school administrators who are educational leaders who promote the success of all students by

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Advocating, nurturing, and sustaining a school 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.
- Acting with integrity, fairness, and in an ethical manner.
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Outcomes

Program outcomes are measured by completion of student portfolios in the principal preparation programs; the capstone paper in the Masters program; comprehensive exam and the dissertation in the doctoral program; as well as by professional performance in the internship experience.

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 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 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 is one 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 cohorts form in Denver each winter and fall quarters. Off-site cohorts are currently formed in the fall quarter only.

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 core 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:

Core Course Requirements (18 qtr. hrs.)

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|--|-----------|
| ▪ 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 principal in a public school building. The experience may be completed at the elementary or the secondary level, or a combination of both. Please refer to the Appendices for additional internship details.

Internship Requirements (6 cr hrs.)

- ADMN 4815—Elementary Internship 1-6 cr hrs.
- ADMN 4816—Secondary Internship 1-6 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. Please refer to the Appendices for additional portfolio details.

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 compatible with the district planning and academic calendars.

The purpose of APSLA is to provide a rigorous course of study 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 Weekend School Executive 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 core 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. Courses include:

APSLA Core 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.)

Students are required to complete six credits of internship (a minimum of 300 clock hours) with a principal in a public school building. These hours 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 1-6 cr hrs.
- ADMN 4816—Secondary Internship 1-6 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
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 you. 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 semester credit hours of traditional coursework.

The vision of the Ritchie Program for School Leaders is to develop 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 core 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:

Ritchie Program for School Leaders Core 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: Students are required to complete eight credits of internship. Please refer to the Appendices for additional internship details.

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|-----------------------------------|-----------|
| ▪ ADMN 4815—Elementary Internship | 8 cr hrs. |
| ▪ ADMN 4816—Secondary Internship | 8 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 (sign-off) on the application for the Provisional License can be completed. Please refer to the Appendices for additional portfolio details.

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

Overview

The Buell Early Childhood Leadership Program involves an innovative partnership between the University of Denver's Morgridge College of Education and the Clayton Early Childhood Resource Institute. This certificate is targeted to meet the needs of experienced and emerging leaders in the field of early care and education.

Our vision 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. A committed, visible, diverse cadre of early childhood leaders will be developed and degreed 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.

The 25 credit hours completed in the Buell ECL focus on the following components:

- Standards Based – A rich set of literature based and field validated standards drive the content and design of the program. 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.
- Cohort Structure – A cohort provides the opportunity to develop lasting relationships, and a support base for continued professional growth and learning. Diversity in the cohort will be sought and valued.
- Summer Leadership Symposium and Retreat – A child development symposium will be held with nationally recognized early childhood experts to develop skills in communication, collaboration, and reflection on evidence-based practices and leadership issues in early care and education.
- Integrated Courses - In-depth and applied coursework that focuses on seven types of leadership essential for the preparation of administrators in early care and education:
 - * Strategic *Political *Collaborative *Symbolic * Professional Learning *Pedagogical *Reflective *
- Mentorship – Each student will be paired with an existing leader in early care and education for ongoing support.
- Collaborative Action Research Project – The program will culminate with the presentation of a year long action research project related to optimizing early care and education outcomes and significant, sustainable leadership.
- Reflective Discussion Webinars – Weekly on-line discussions will provide practice in leadership skills and connect the course content with real-life experiences.

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 capstone collaborative 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. Courses are offered to a cohort in an evening/weekend format, off campus at the Clayton Early Childhood Resource Institute training center. Please 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):

▪ CFSP 4311-Child Development	3 cr hrs.
▪ ADMN 4930- Leadership & Ethics in ECE	3 cr hrs.
▪ ADMN 4931 Pedagogical Leadership	2 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, one in the fall quarter, and one in the winter quarter. Students have the option of taking a third quarter of mentorship in the spring. Program faculty will work with the student to create a positive mentorship placement in the fall.

Capstone Collaborative Action Research Project

Students will complete a Collaborative Action Research Project based upon optimizing early care and education outcomes and significant, sustainable leadership in a particular ECE setting. This project will focus on a critical issue in this setting, the action plan developed and implemented to address the issue and the application of the seven dimensions of leadership. Students will publicly share the changes that occur as a result of the Collaborative Action Research Project. The purpose of the Collaborative Action

Research Project Sharing experience is to allow the students an opportunity to make public their reflections upon the significant leadership learning's of greatest significance to them personally and to the ECE system involved. It is expected that the Fellows will provide information regarding their theory of change for positive child and family outcomes as an integral part of their reflection and provide insights into their new learning's, based upon their experiences.

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

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

Related Studies

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 15 additional quarter credits to complete the Related Studies concentration.

The final degree requirement is the successful completion of the capstone paper or project. Students who have completed all course work required for the Masters 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 masters program. This project will provide students with an opportunity to integrate their learning from the masters degree coursework and apply it to an action research framework. The capstone project serves as the comprehensive final exam or thesis for the Masters 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 Masters in Educational Administration with a Related Studies concentration will complete the following credit requirements.

Course Requirements (18 qtr hrs)

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| ▪ 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 |

Internship Requirements (6 qtr hrs)

- | | |
|--------------------------------------|------------|
| ▪ ADMN 4815—Elementary Internship or | 1-6 cr hrs |
| ▪ ADMN 4816—Secondary Internship | 1-6 cr hrs |

Electives (9 qtr hrs)

Students will select three courses from the following:

- 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 6-quarter hours of foundations course work and 6-quarter hours of related studies.

Foundations Requirements (6 qtr hrs)

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

Related Studies Requirements (6 qtr hrs)

- ADMN 4848 Business Administration for School Leaders 3 cr hrs
- ADMN 4849 Action Res. for School Leaders (prereq: QRM 4900) 3 cr hrs

A minimum of 45 credit hours and the successful completion of the capstone are required to complete an Educational Administration MA with a Related Studies concentration.

Business Administration

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 capstone paper or project. Students who have completed all course work required for the Masters 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 masters program. This project will provide students with an opportunity to integrate their learning from the masters degree coursework and apply it to an action research framework. The capstone project serves as the comprehensive final exam or thesis for the Masters 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 Masters 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 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

Internship Requirements (6 qtr hrs)

- ADMN 4815—Elementary Internship 1-6 cr hrs
- ADMN 4816—Secondary Internship 1-6 cr hrs

Electives (6 qtr hrs)

Students will select two courses from the following:

- 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 core, internship, and elective requirements listed above, the MA in Educational Administration-Business Administration requires 6-quarter credits of foundations course work and 11-quarter credits offered in cooperation with the Daniels College of Business. Courses include:

Foundations Requirements (6 qtr hrs)

- ADMN 4834 Seminar: Multicultural Issues 3 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 47 credit hours and successful completion of the capstone are required to complete an Educational Administration MA with a Business Administration concentration.

Early Childhood Leadership

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

Students will complete a Collaborative Action Research Project based upon optimizing early care and education outcomes and significant, sustainable leadership in a particular ECE setting. This project will focus on a critical issue in an ECE setting, the action plan developed and implemented to address the issue, and the application of the seven dimensions of leadership. Students will publicly share the changes that occur as a result of the Collaborative Action Research Project. The purpose of the Collaborative Action Research Project Sharing experience is to allow the students an opportunity to make public their reflections upon the significant leadership learning's of greatest significance to them personally and to the ECE system involved. It is expected that the Fellows will provide information regarding their theory of change for of positive child and family outcomes as an integral part of their reflection and provide insights into their new learning's, based upon their experiences.

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

Core Requirements (min. 25, and max. of 24 qtr hrs may be used for the MA)

- | | |
|---|---------------|
| ▪ CFSP 4311-Child Development | 3 cr hrs. |
| ▪ ADMN 4930 Leadership & Ethics in ECE | 3 cr hrs. |
| ▪ ADMN 4931 Pedagogical Leadership | 2 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 |

Electives (9 qtr hrs)

Students will select three courses from the following:

- | | |
|--|----------|
| ▪ 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 core course, mentorship and elective requirements listed above, the MA in Educational Administration-Early Childhood Leadership requires 5 credits of foundations course work and 6 credits of Educational Administration courses.

Foundations Requirements (6 qtr hrs)

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

Educational Administration Requirements (6 qtr hrs)

- ADMN 4848 Business Administration for School Leaders 3 cr hrs
- ADMN 4849 Action Res. for School Leaders (prereq. QRM 4900) 3 cr hrs

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

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 in quantitative and qualitative areas includes methods, statistics, 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 PhD 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 PhD candidates for support, literature and research design recommendations, and feedback. Collaborative research teams will form based on related research topics and team members will serve as "critical friends" to foster quality and accountability. 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 regularly reviews 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 Superintendent's endorsement is a part of the Educational Administration doctoral degree. Upon successful completion of the required coursework and internship, students will be eligible for recommendation for the Superintendent's endorsement by the director of Educational Administration to the Colorado Department of Education. For additional information regarding the Superintendent'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.

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

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 Statistical Methods in Education and Psychology* 5 cr hrs.
- QRM 4951 Introduction to Qualitative Research* 3 cr hrs.
- QRM 4903 Empirical Research Methods* 3 cr hrs.

* May be tested out; choose more advanced courses.

B. Intermediate Research Methods (9 qtr hrs.)

- QRM 4907 Meta Analysis 2 cr hrs.
- QRM 4921 Survey Research and Design 3 cr hrs.
- QRM 4952 Correlation and Regression 4 cr hrs.

C. Advanced Research Courses (3 qtr hrs.)

- ADMN xxxx Mixed Methods 3 cr hrs.

D. Dissertation Research (12 qtr hrs minimum)

- ADMN 5993 Dissertation Planning and Design 2 cr hrs.
- ADMN 5995 Dissertation credits min.10 cr. hrs.

Division/Program Area Requirements

E. Program requirements (13 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 2 cr hrs.

Optional courses:

- ADMN 4835 Curriculum, Instruction, and Assessment 3 cr hrs.
- ADMN 4838 Educational Leadership in a Digital Age (optional) 3 cr hrs.
- ADMN 4839 Entrepreneurial Leadership (optional) 3 cr hrs.

- F. Concentration (30 qtr hrs.)
- Principal Preparation Program certificate sequence 30 cr hrs.
- G. Internship (6 qtr hrs.)
- ADMN 4817 Internship in School Administration 6 cr hrs.

A minimum of 90 credits of course work is required for the Educational Administration doctoral degree. For a listing of the Morgridge College of Education research sequence, please see the Appendices.

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 4920 Structural Foundations of Research in the Social Sciences 3 cr hrs.
 - QRM 4930 Statistical Methods in Education and Psychology* 5 cr hrs.
 - QRM 4951 Introduction to Qualitative Research* 3 cr hrs.
 - QRM 4903 Empirical Research Methods* 3 cr hrs.
- * May be tested out; choose more advanced courses.
- B. Intermediate Research Methods (9 qtr hrs)
- QRM 4907 Meta Analysis 2 cr hrs.
 - QRM 4921 Survey Research and Design 3 cr hrs.
 - QRM 4952 Correlation and Regression 4 cr hrs.
- C. Advanced Research Courses (3 qtr hrs.)
- CUI xxxx Mixed Methods 3 cr hrs.
- D. Dissertation Research (12 qtr hrs. minimum)
- ADMN 5993 Dissertation Planning and Design 2 cr hrs.
 - ADMN 5995 Dissertation credits min.10 cr. hrs.

Division/Program Area Requirements

- E. Program requirements (36 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 2 cr hrs.

- ADMN 4835 Curriculum, Instruction, and Assessment 3 cr hrs.
- ADMN 4836 Improving School Culture 3 cr hrs.
- ADMN 4838 Educational Leadership in a Digital Age 3 cr hrs.
- ADMN 4839 Entrepreneurial Leadership 3 cr hrs.

F. Concentration (7 qtr hrs.)

- CFSP 4314 The Nature of Intelligence 3 cr hrs.
- QRM 4980 Program Evaluation 4 cr hrs.

G. Internship (6 qtr hrs.)

- ADMN 4817 Internship in School Administration 6 cr hrs.

A minimum of 90 credits of course work is required for the Educational Administration doctoral degree. For a listing of the Morgridge College of Education research sequence, please see the Appendices.

PART II. PLAN 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.

Advisor

When a student is admitted to a program, an academic advisor is assigned to him or her. Students should schedule an appointment with the advisor once a year, to consult with him/her about any degree specialization or to determine which elective courses are most appropriate for the student's interests and career goals. The advisor will assist the student in completing the course work plan as well as providing the approval signature.

Autumn Orientation

The Morgridge College of Education hosts an Orientation Day each year at the beginning of fall quarter. Due to the schedules of many of the working professionals who are Educational Administration students, the orientation session is not required although all are welcome. Attendees will have an opportunity to meet the directors and staff of the Educational Administration programs, as well as other members of the Morgridge College of Education programs, students, faculty, and staff; and will have an opportunity to learn about a variety of MCOE and University support systems, including an introduction to WebCentral, the DU email, and course management system.

A shortened version of the MCOE orientation will be presented at the first session of each cohort.

Course Work

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.

The Educational Administration 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. Core courses provide foundational information on school administration and leadership.

The Morgridge College of Education Research Requirement provides 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.

The 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.

The Internship is a supervised learning opportunity in an environment that provides both academic credit and experiential learning to strengthen professional expertise. Faculty supervisors will provide regular individual feed back 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 school administrators. It is expected that each student in the certificate and degree programs will complete an internship.

Course Work Plan

During the first quarter of enrollment, each student is expected to meet with his or her advisor to complete the Course Work Plan. While the core curriculum portion of these programs are offered in a lock-step cohort model, allowing very little deviation from the schedule, students will still want to select electives when appropriate. By reviewing the annual University of Denver on-line class schedule (through the Registrar's website), and the Educational Administration course rotation provided in each cohort, each student should be able to work with their advisor to devise a course plan to complete all certificate and degree requirements in a timely fashion. The original, signed, course work plan will remain in the student's file until the student graduates from the degree or certificate program. Course work plans can be amended at any time when deemed necessary by the student and advisor. Blank coursework plans are provided at the end of this Handbook.

Certificate and Degree Requirements

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. Evaluation rubric follows in appendix.

Capstone paper/project

Students will complete, under the guidance of their Action Research or Teacher as Researcher instructor and/or advisor, 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 Masters program. This project will provide students with an opportunity to integrate their learning from the masters degree coursework and apply it to an action research framework. The capstone project serves as the comprehensive final exam or thesis for the Masters in Educational Administration. All students must register for the capstone with the MCE Office of Admissions and Enrollment Services and pay the required fee.

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 Masters degree.

Please refer to the Appendices for additional details pertaining to the capstone.

Comprehensive exam

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. Typically, the comprehensive exam will be taken over a two-day time period with a different set of questions for each day. 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.

The student should plan to 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. All incomplete course work must be turned in by the deadline for registration to take the exam. If a student receives an incomplete at the end of the quarter after 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 Director of the Educational Administration programs. Please refer to the Appendices for additional details pertaining to the comprehensive exam.

Dissertation

In the final phase of the Educational Administration program, the doctoral 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 basic requirement is that the dissertation examines some issue or problem related to school administration and be of significance to advance the knowledge, theory, or professional practice of educational administration. The dissertation ultimately is intended to be an opportunity to learn and demonstrate expertise on a particular issue or problem, and through subsequent publications communicate that information to professional colleagues and practitioners.

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 successful dissertation defense has occurred. Please refer to the Appendices for additional information regarding the dissertation.

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 at <http://www.du.edu/education/currentStudents/dissertations.html> for detailed information on the dissertation process.

Graduation

Completing a graduate program in the Morgridge College of Education deserves celebrating. The University of Denver and the MCOE applaud your hard work and great accomplishment. Whether you plan to walk in one of the graduation ceremonies or not, please follow the appropriate guidelines so that you are able to graduate when you intend to do so. Students should check with their advisor to verify that all course work. Students must register for graduation in the MCOE Admissions and Enrollment Services office one quarter prior to graduation. Official deadlines are available on-line at <http://www.du.edu/education/currentStudents/graduation.html>

While certificate students in the principal preparation programs are not eligible for graduation, 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 or 303.871.2571 during the last quarter of their program for application instructions. 30 credits completed in the principal preparation programs may, under certain conditions, be applied toward **either** the Educational Administration MA or Ph.D. degrees.

PART III: FACILITATORS

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/currentStudents/handbooks.html> and can be found on this CD.

During the course of student's graduate program, many persons, programs and associations provide essential services to further the next step in one's career. Within the Morgridge College of Education and the Educational Administration Program, the Morgridge College of Education Office of Admissions and Enrollment Services and the Educational Administration Faculty 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, and admitted students in understanding the Morgridge College of Education policies and procedures, and assist them in obtaining the necessary forms to secure financial aid, and to register for examinations and graduation.

The Educational Administration Program office staff

The Educational Administration Program office staff members are available for student assistance regarding issues that pertain to particular program questions. The Educational Administration office is open Monday-Friday from 8:30am-5pm and staff may be reached at 303.871.2571 or 303.871.2494.

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Buell Program Coordinator
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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.

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IV: APPENDICES

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.

AMDN 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 Admin 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 Admin: Conflict Resoln 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 1-6 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 1-6 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 1-6 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 1-6 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: Prog & Eval 3 cr. hrs.

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

ADMN 4821 School Reform & Current Ed Iss 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.

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

ADMN 4824 Education & Youth Policies 3 cr. hrs.

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

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 Foundns of Ed Hist. & Phil. 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 Sp. 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 Sprvs & Eval 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 Sem: Multicultural Issues 2-4 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 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 3-4 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, entrepreneurialship and bargaining and negotiation.

ADMN 4849 Action Research for School Leaders 3-4 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 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 2 cr. hrs

This course covers early childhood curriculum models and assessment applicable within community, preschool, and home environments serving children from diverse backgrounds. Students will review environmental arrangements, interventions, and curriculum and assessment for young children, including modifications and adaptations for young children with special needs according to established criteria that evaluate the effectiveness and potential for efficacious adoption within various programs. The role of the early care and education administrator to support each model will be discussed..

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 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 5991 Independent Study 1-17 cr. hrs.

Special projects in the field of education, taken by arrangement of Educational Administration faculty.

ADMN 5993 Dissertation Planning & Design 2-5 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 4311 Child Development 3 cr. hrs.

This course focuses on the developmental time period from birth to age eight. Students will learn about neurological and biomedical aspects of infant development. Current research and trends for future research are reviewed in the areas of cognition, learning, motor, behavioral and social-emotional development. The course will focus primarily on healthy and normal developmental patterns and expectations, the impact of families and communities, key risk factors that negatively impact development, as well as current research findings related to early care and education.

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 4058 Teacher as Researcher 3 cr. hrs

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

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 4907 Meta-Analysis Social Sci Res 2 cr. hrs.

This course examines meta analytic techniques in the social sciences. Included are discussions of review of critical databases, coverage of all major methods of data collection and analysis, and coverage of how best to present meta analytic findings for publication.

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 4951 Design and Methods for Qualitative Research 3 cr. hrs.

Theoretical and conceptual basis of qualitative research methods in education and social science; effective methodologies for naturalistic studies, ethnographies and case studies; discussion of interview techniques, participant and non-participant observation and collection of documentary materials; techniques for analysis and writing of research, combined with implications for using both quantitative and qualitative approaches; attention to development of overall design of research project.

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. Prerequisite: 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.

ADDITIONAL PROGRAM DETAILS

WSEPP, the Principal Preparation Programs

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 is provided within the context of ADMN 4801 at the beginning of each cohort and is facilitated by the internship supervisor. Each intern will receive the 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:

It is highly recommended that students view the portfolio as a “work in progress” that is begun at the outset of WSEPP and finished soon after course work has been completed. A portfolio review will be conducted by the WSEPP director, or the director’s representative, before the institutional recommendation on the application for the Type-D Provisional License can be completed. 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. In addition to any work directed by instructor to include, the following examples of material 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: _____

APSLA

Internship

Internship orientation regarding required activities will be covered within the early weeks of the cohort start.

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 III

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	

Ritchie

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

Internship:

The experiential project-based design of the curriculum is possible because the Ritchie Fellows 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 Fellow 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 Fellow and the school's 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 Fellow 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 Fellow
- Attend the four Ritchie Mentor meetings and the Symposium of Learning
- Provides the Fellow with honest, open and supportive critical feedback that further develops the Ritchie Fellow 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 Fellow 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. Fellows 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.

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 Fellows 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 Fellows 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 Fellows 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.

Grading Policy for Ritchie Fellows

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.

Buell Early Childhood Leadership

Buell Course of Study

The course of study in the Buell Early Childhood Leadership Program is aligned with the seven dimensions of leadership and standards. The program consists of the following components: 25 credits of coursework, which includes a mentorship and capstone collaborative action research project. 24 credits completed in Buell may, under certain conditions, be applied toward either the MA or PhD in Educational Administration degrees.

Mentorship:

Students are required to complete two quarters of mentorship. Program faculty will work with the student to create a positive mentorship placement in the fall. Students have the option of taking a third quarter of mentorship in the spring.

Advising:

All students will be assigned an advisor from the faculty in the program. The student shall 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 in the summer. Additionally, students will receive important

updates electronically and in person during class meeting times. Advisors will maintain office hours, which will include evening and some weekend hours to accommodate the students' working professional commitments.

Course Sequence

Courses will be offered in an evening/weekend format, off campus at the Clayton Early Childhood Resource Institute training center. Listed below is the proposed course sequence.

Summer 2007 5 credits	Fall 2007 7 credits	Winter 2008 8 credits	Spring 2008 5-6 credits
ADMN 4931 Pedagogical Leadership 2 cr. <i>Summer Retreat</i> 7/13-7/17	ADMN 4930 Leadership & Ethics in ECE 3 cr. 9/28-9/29, 10/19	ADMN 4932 Policy & Advocacy 2 cr. 1/11-1/12	ADMN 4935 Young Exceptional Children 2 cr. 3/28-3/29
CFSP 4311 Child Development 3 cr. <i>Summer Retreat</i> 7/13-7/17	ADMN 4934 Reflective Leadership in ECE 3 cr. 10/20, 11/9-11/10	ADMN 4938 Budget & Funding in ECE 2 cr. 1/25-1/26	ADMN 4933 Family Diversity & Partnerships 2 cr. 4/18-4/19
	ADMN 4937 Mentorship 1 cr.	ADMN 4150 Professional Development 3 cr. 2/8-2/9 2/29-3/1	ADMN 4936 Adv. Seminar in Current Issues in ECE Leadership 1 cr. 5/3
		ADMN 4937 Mentorship 1 cr.	(optional) ADMN 4937 Mentorship 1 cr.

Total 25 cr. min.

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.

Masters Program

Capstone

All students in the Educational Administration Masters program are required to complete a capstone paper or project during the final quarter of coursework. This capstone serves as the comprehensive exam in the Masters in Educational Administration. It may be completed as a part of the Action Research course (ADMN 4849) or Teacher as Researcher course (CUI 4058). Students must meet with their Educational Administration advisor before beginning the paper or project for their topic approval and to arrange a presentation date. The advisor will also evaluate all completed capstone papers and projects. Registration for the capstone paper/project is required one quarter before the capstone is scheduled to be completed. Students may 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.

Students will complete, under the guidance of their Action Research instructor and/or advisor, 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 Masters program. This project will provide students with an opportunity to integrate their learning from the masters degree coursework and apply it to an action research framework.

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
4. Instructor approval of action research project

Action Research Project

Process

1. Selecting a focus
2. Clarifying theories
3. Identifying research questions
4. Collecting data
5. Analyzing data
6. Reporting results
7. Planning/Taking informed action

Components

1. Clear identification of focus and research question(s) of your project
2. Literature review of related research (APA format)

3. Clearly define your data sources, collection process and analysis
4. Clearly describe the planned or real action resulting from your research

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 Masters degree.

Evaluation of Capstone Project

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
Certification—Completion of Capstone

	NAME:		
	STUDENT ID:		
	DATE:		

The Capstone has been reviewed and approved by:

	ADVISOR:		
	SIGNATURE:		
	DATE:		

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

Evaluation Criteria

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

Examples of Previous Exam Questions

1. Discuss what American educators mean when they call for equal educational opportunity. In your opinion, is it possible or desirable for our society to provide equal educational opportunities to all students?
2. Describe the procedures you would follow if you were responsible for planning and implementing a change in school structure. You may select an elementary, middle school, or high school.
3. Many professional educators hold that public education is a reactive institution. What is your position on this issue? Give examples to support your view.

4. Synthesize and analyze what you have learned thus far in graduate studies. How do the ideas and theories and research methods you learned contribute (or not contribute) to your professional and intellectual life?
5. Why do you think some works of administrative theory are generally regarded as more important than others? Is it because of the intrinsic qualities of the works or does it reflect the fit between the works and our shared values, or is there some other reason?

Continuous Enrollment

Graduate students who need to establish loan eligibility while working on the dissertation once course work is completed can apply for Continuous Enrollment. There is a fee per quarter, and the student must register for at least one credit per quarter (fall, winter and spring) until graduation.

Please note there are two (2) Continuous Enrollment Policies; one for DU Graduate Studies and one for the Morgridge College of Education. Students MUST adhere to both.

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 PhD. 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 a successful dissertation defense has occurred. Therefore, depending on the time a student takes to successfully complete the dissertation, additional dissertation credits may be necessary beyond the required minimum. All students must follow the Morgridge College of Education Continuous Enrollment Policy and all requirements of the DU Graduate Studies Continuous Enrollment Policy.

DU Graduate Studies Continuous Enrollment Policy

The Continuous Enrollment Policy in its entirety, along with the necessary forms, may be obtained from the Office of Graduate Studies or from their website at http://www.du.edu/grad/grad_cs.html. This form must be completed and approved before registering for DU Graduate Continuous Enrollment.

Superintendent's Endorsement

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 license. Students are required to complete nine hours of coursework offered within Educational Administration. The selection of courses is designed to strengthen areas of weakness and /or concern, and is structured around the student's academic background and experience in the field. Courses are available to any student who is currently enrolled in the University of Denver's Ph.D. in Educational Administration, has completed an approved program of preparation for administrators, and has 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.

In addition to the nine credits of course work, students interested in pursuing the administrator's endorsement are required to complete administrator internship of at least 200 hours. 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 have experiences in several districts or community organizations during the internship.

Interested students will meet with his/her Educational Administration advisor to develop an internship plan and finalize the coursework to be completed. Final approval of the internship is made by the faculty member who supervises the student in his/her internship, in conjunction with recommendation and reflection by the site supervisor. See internship evaluation form.



1 8 6 4

Morgridge College of Education
Educational Administration Program
SUPERINTENDENT 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

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:

Director of Educational Administration Programs
Morgridge College of Education
University of Denver
2135 E. Wesley Ave. #309
Denver, CO 80208

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

Name _____ Cohort Location _____

Student ID _____ Phone _____ Email _____

Principal Licensure Emphasis: Elementary _____ Secondary _____

The course work plan must be completed, with 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	
ADMN 4815	Elementary Internship	3-6	
ADMN 4816	Secondary Internship	3-6	
	Subtotal	24	

An additional 6 quarter hours of post-masters course work in Educational Administration are required.

ELECTIVES

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

Student Signature

Date

Advisor Signature

Date

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 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 2007
ADMN 4832	School Improvement Process	2	Summer 2007
ADMN 4815 or 4816	Elem/Sec Internship	2	Summer 2007
ADMN 4829	Current Issues in Curriculum	2	Fall 2007
ADMN 4830	Planning for Special Populations	2	Fall 2007
ADMN 4807	Principles of Leadership	2	Fall 2007
ADMN 4804	Community and School Relations	2	Fall 2007
ADMN 4815 or 4816	Elem/Sec Internship	2	Fall 2007
ADMN 4831	Instructional Supervision & Evaluation	2	Winter 2008
ADMN 4805	Personnel	2	Winter 2008
ADMN 4814	School Admin: Problem Solving	4	Winter 2008
ADMN 4815 or 4816	Elem/Sec Internship	2	Winter 2008
ADMN 4833	Finance & Budgeting	2	Spring 2008
ADMN 4806	Legal Aspects	2	Spring 2008
ADMN 4815 or 4816	Elem/Sec Internship	2	Spring 2008
	Total Credits	32	

Student Signature

Date

Director Signature

Date

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 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	Fall 2007
ADMN 4807	Principles of Leadership	2	Fall 2007
ADMN 4832	School Improvement Process	2	Fall 2007
ADMN 4829	Current Issues in Curriculum	2	Winter 2008
ADMN 4831	Instructional Supervision & Evaluation	2	Winter 2008
ADMN 4830	Planning for Special Population	2	Winter 2008
ADMN 4833	Finance & Budgeting	2	Spring 2008
ADMN 4806	Legal Aspects	2	Spring 2008
ADMN 4805	Personnel	2	Spring 2008
ADMN 4803	Implementing Reform-Driven Change	3	Summer 2008
ADMN 4820	Program and School Evaluation	3	Summer 2008

INTERNSHIP

ADMN 4815	Elementary Internship	0 – 6	
ADMN 4816	Secondary Internship	0 – 6	
	Total Credits	30	

Student's Signature

Date

Director's Signature

Date

UNIVERSITY of DENVER
Morgridge College of Education
Certificate-Buell Early Childhood Leadership Program
Course Plan

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 during the first quarter of enrollment.

REQUIRED COURSES

Course No.	Course Title	Quarter Hours	Quarter to be completed
ADMN 4931	Pedagogical Leadership.	2	Summer 2007
CFSP 4311	Child Development	3	Summer 2007
ADMN 4930	Leadership and Ethics in ECE	3	Fall 2007
ADMN 4934	Reflective Leadership in ECE	3	Fall 2007
ADMN 4937	Mentorship	1	Fall 2007
ADMN 4932	Policy & Advocacy	2	Winter 2008
ADMN 4833	Finance & Budget	2	Winter 2008
ADMN 4150	Professional Development	3	Winter 2008
ADMN 4937	Mentorship	1	Winter 2008
ADMN 4935	Young Exceptional Children	2	Spring 2008
ADMN 4933	Family Diversity & Partnerships	2	Spring 2008
ADMN 4936	Adv Sem in Current Issues in ECE Leadership	1	Spring 2008
ADMN 4937	Mentorship (optional)	(1)	Spring 2008
	TOTAL	25 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 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	Fall 2009	3
		SUBTOTAL:	6
B. Educational Administration			
Action Research for School Leaders	ADMN 4849	Winter 2009	3
Business Administration for School Leaders	ADMN 4848	Spring 2009	3
		SUBTOTAL:	6
C. Required Electives (choose 3)			
Seminar in Conflict Resolution	ADMN 4813	Summer 2008	3
Seminar in Administrative Problem Solving	ADMN 4814	Summer 2008	3
Program and School Evaluation	ADMN 4820	Summer 2008	3
Leadership in Standards-Based Education	ADMN 4828	Summer 2008	3
		SUBTOTAL:	9
DIVISION/PROGRAM AREA REQUIREMENTS	Course Number	Term to be Completed	Quarter Hours
Pedagogical Leadership	ADMN 4931	Summer 2007	2
Child Development	CFSP 4311	Summer 2007	3

Leadership and Ethics in ECE	ADMN 4930	Fall 2007	3
Reflective Leadership in ECE	ADMN 4934	Fall 2007	3
Mentorship	ADMN 4937	Fall 07 Winter 08	2
Policy & Advocacy	ADMN 4932	Winter 2008	2
Finance & Budget	ADMN 4833	Winter 2008	2
Professional Development	ADMN 4150	Winter 2008	3
Young Exceptional Children	ADMN 4935	Spring 2008	2
Family Diversity & Partnerships	ADMN 4933	Spring 2008	2
Adv Sem in Current Issues in ECE Leadership	ADMN 4936	Spring 2008	1
Mentorship (optional)	ADMN 4937	Spring 2008	(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	6
B. Division Requirements	6
C. Electives	9
D. Early Childhood Leadership Requirements	24-25
E. 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 with Related Studies Concentration
Course Plan

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	Term to be Completed	Quarter Hours
A. Foundations			
Educational Measurement	QRM 4900		3
Seminar in Multicultural Issues	ADMN 4834		3
		SUBTOTAL:	6
B. Related Studies Concentration			
Business Administration for School Leaders	ADMN 4848	Winter 2008	3
Action Research for School Leaders	ADMN 4849	Spring 2008	3
		SUBTOTAL:	6
C. Required Electives (choose 3)			
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:	9
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 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

<i>MA in Educational Administration with Related Studies concentration</i>	<i>Credits</i>
<i>Summary of Requirements</i>	
A. Morgridge College of Education Foundations Requirements	6
B. Related Studies	6
C. Electives	9
D. Division Requirements	18
E. Internship	6
F. Capstone paper / project	Date to be completed:
Total Credit Requirements for MA and Capstone	45

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 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		3
		SUBTOTAL:	6
B. Business Administration Concentration* (these courses will be billed at full tuition)			
		SUBTOTAL:	11
C. Required Electives (choose 2)			
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 in School Administration: Secondary	ADMN 4815		3-6
Internship in School Administration: Elementary	ADMN 4816		3-6
		SUBTOTAL:	6
Total Credit Requirements for MA			47

<i>MA in Educational Administration – Business Administration Concentration Summary of Requirements</i>	<i>Credits</i>
A. Morgridge College of Education Foundations Requirements	6
B. Business Administration Concentration	11
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	47

Student Signature: _____ Date: _____

Ed Admin Advisor Signature: _____ Date: _____

Business Advisor Signature: _____ Date: _____

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 (*Students may test out)			
Educational Measurement*	QRM 4900		3
Structural Foundations of Research in Soc. Sciences	QRM 4920		3
Introductory Statistics*	QRM 4930		5
Introduction to Qualitative Research *	QRM 4951		3
Empirical Research Methods*	QRM 4903		3
		SUBTOTAL:	17
B. Intermediate Research Methods			
Meta Analysis	QRM 4907		2
Survey and Design Analysis	QRM 4921		3
Correlation and Regression	QRM 4952		4
		SUBTOTAL:	9
C. Advanced Level Research Courses			
Mixed Methods	QRM xxxx		3
		SUBTOTAL:	3
D. Dissertation Research			
Dissertation Planning and Design	ADMN 5993		2
Dissertation Hours	ADMN 5995		10 min.
		SUBTOTAL:	12 min.
		TOTAL RESEARCH	41 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		2
Curriculum Instruction and Assessment (optional)	ADMN 4835		(3)
Entrepreneurial Leadership (optional)	ADMN 4839		(3)
Ed Leadership in a Digital Age (optional)	ADMN 4838		(3)
		SUBTOTAL:	13-22
CONCENTRATION			
	Course Number	Qtr of Completion	Quarter Hours
WSEPP, APSLA, or Ritchie	-----		30
		SUBTOTAL	30
INTERNSHIP			
	Course Number	Qtr of Completion	Quarter Hours
Internship in School Administration	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	41 min.
Division/Program Area Requirements	13
Concentration	30
Internship	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 (*Students may test out)			
Educational Measurement*	QRM 4900		3
Structural Foundations of Research in Soc. Sciences	QRM 4920		3
Introductory Statistics*	QRM 4930		5
Introduction to Qualitative Research *	QRM 4951		3
Empirical Research Methods*	QRM 4903		3
		SUBTOTAL:	17
B. Intermediate Research Methods			
Meta Analysis	QRM 4907		2
Survey and Design Analysis	QRM 4921		3
Correlation and Regression	QRM 4952		4
			9
C. Advanced Research Methods			
Mixed Methods	QRM xxxx		3
		SUBTOTAL:	3
D. Dissertation Research			
Dissertation Planning and Design	ADMN 5993		2
Dissertation Hours	ADMN 5995		10 min.
		SUBTOTAL:	12 min.
	RESEARCH	TOTAL	41 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		2
Curriculum Instruction and Assessment	ADMN 4835		3
Improving School Culture	ADMN 4836		3
Ed Leadership in a Digital Age	ADMN 4838		3
Entrepreneurial Leadership	ADMN 4839		3
		SUBTOTAL:	36
COGNATE	Course Number	Qtr of Completion	Quarter Hours
The Nature of Intelligence	CFSP 4314		3
Program Evaluation	QRM 4980		4
		SUBTOTAL	7
INTERNSHIP	Course Number	Qtr of Completion	Qtr Hours
Internship in School Administration	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	41 min.
Division/Program Area Requirements	36
Cognate	7
Internship	6
Transfer Credit	
TOTAL:	90 min.

Student Signature _____ Date: _____

Advisor Signature _____ Date: _____