



**UNIVERSITY OF DENVER**  
*College of Education*

**Department of Educational Leadership  
And Policy Studies**

**STUDENT HANDBOOK**

*Weekend School Executive  
Preparation Program*

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## *Weekend School Executive Preparation Program*

### ***A Word from the Director:***

*Congratulations and welcome to the Weekend Executive School Education Preparation Program (WSEPP). You are about to embark on 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.*

### **Disclaimer:**

*This Student Handbook is designed to help you complete the WSEPP program and answer questions you may have about various aspects and requirements of the program. As always, please feel free to contact our office regarding your questions or needs (303) 871-2494. Refer to the COE Bulletin for updates and changes, at <http://www.du.edu/education/>*

## **PROGRAM DESCRIPTION**

The Weekend School Executive Preparation Program (WSEPP) is a 30-quarter-hour principal/administrator licensure program offered by the University of Denver at locations in Denver and in Colorado Springs. Eighteen quarter hours of core courses are offered on seven Saturdays per quarter during three consecutive quarters of the academic year beginning in fall or winter quarter. A six-quarter-hour internship and six quarter hours of related studies (electives in administration) are also required. It is recommended that the student plan a concentrated block of time to complete the required six-quarter-hour internship. Upon completion of the 30-quarter-hour program, a student meeting all other Colorado State Board of Education requirements will be eligible for institutional recommendation for the Colorado Principal License.

The course of study in WSEPP is based upon the State of Colorado Standards for licensing principals and is approved by the State Board of Education. Completion of WSEPP also fulfills the evaluator training requirement stipulated by the Certificated Personnel Performance Evaluation Act amended by House Bills 1159 and 98-1089.

The program consists of three components:

1. Core Courses
2. The Internship
3. Related Studies

## Core Courses

There are nine (9) required core classes for two (2) quarter hours each.

- ADMN 4801 Introduction to School Administration
- ADMN 4805 Personnel in School Administration
- ADMN 4806 Legal Aspects of School Administration
- ADMN 4807 Principles of Leadership
- ADMN 4829 Curriculum Issues
- ADMN 4830 Planning for Special Populations
- ADMN 4831 Instructional Supervision and Evaluation
- ADMN 4832 School Improvement Process
- ADMN 4833 Finance and Budgeting

## Internship Requirements

Students are required to complete six (6) quarter hours of internship (a minimum of 300 working hours) with a principal in a public school building.

The courses for the internships are:     ADMN 4815 Elementary Internship  
    ADMN 4816 Secondary Internship

Because the Principal license is applicable for K-12 schools students should seek experiences at both levels. It is the student's responsibility to attend the internship information seminar and to contact the internship supervisor to arrange the internship.

For internship information please contact the WSEPP office at (303) 871-2494

## Special Studies

In addition to the 18 hours of Core Courses and six hours of Internship, students must complete six (6) hours of special studies in education administration which includes:

- ADMN 4803             Reform Driven Change
- ADMN 4811             Seminar in Principalship
- ADMN 4813             Conflict Resolution
- ADMN 4814             School Administration: Seminar on Administrative Problem Solving
- ADMN 4820             School Administration: Program and School Evaluation
- ADMN 4827             Foundations of Educational History and Philosophy
- ADMN 4828             Leadership in Standards Based on Education
- ADMN 4838             Educational Leadership in a Digital Age

These classes are developed on the basis of annual program evaluations made by the staff and needs of local school districts. In addition, the content will be designed to keep current with any new program emphases shown in the state rules for licensure.

### ***WAIVERS/TRANSFER CREDITS***

A maximum of two classes, or four (4) quarter hours, may be transferred in if a student has completed the same graduate level course work at an accredited institution within the last five years. A letter grade of A or B must be documented on an official transcript.

In terms of the internship requirement, some hours may be waived for those students currently "acting" as building principals, or serving as a principal or assistant principal. In each case, the students must be serving or have served under official school board appointment. A maximum of four quarter hours may be waived. Total number of credits required for the program are not reduced; appropriate course substitutions must be made with advisor's approval.

*Note: All waivers and transfer credits must be approved by the WSEPP Director.*

### ***ADVISOR/ MENTORS***

All students in the WSEPP program will be assigned an advisor from the faculty in the program. Upon request, the student shall arrange to meet with the advisor/mentor to review their progress, share insights or concerns and provide opportunity for professional guidance in induction as an administrator. The Director of the WSEPP program shall be the course work advisor for all students in the program. The advisor/mentor is for providing one-on-one guidance regarding any problem areas or needs of the student.

### ***FINANCIAL AID INFORMATION***

Students wanting information about financial aid (loans, grants, etc.) should contact the financial aid office at **(303) 871-4020**.

### ***BOOKSTORE INFORMATION***

The DU bookstore hours are as follows:

Mondays-Thursdays	8:30 a.m. - 6:00 p.m.
Fridays	8:30 a.m. - 5:00 p.m.
Saturdays	10:00 a.m. - 3:00 p.m.

The bookstore's phone number is **(303) 871-3251**.

## ***LIBRARY HOURS/INFORMATION***

The Penrose Library hours are as follows:

Mondays-Thursdays	8:00 a.m. - 12:00 a.m.
Fridays	8:00 a.m. - 8:00 p.m.
Saturdays	9:00 a.m. - 8:00 p.m.
Sundays	10:00 a.m. - 12:00 a.m.

The library's phone number is **(303) 871-3441**.

## ***D.U. STUDENT ID INFORMATION***

All students enrolled in classes at the University of Denver should get a student ID card. The ID card office is located in Driscoll Center South and their phone number is **(303) 871-4545**. An ID card is required for checking out books at Penrose Library.

## ***REGISTRATION***

Since DU is on a quarter system, there will be four times during the year when you will register for classes. You will be responsible for registering for your own classes, including internship hours. This can be done using the University's webCentral. The website can be found at <http://webcentral.du.edu/cp/home/loginf>. Once you are fully admitted into the program you will be assigned your student ID that begins with the number 87. You will need to go online and use this number and your PIN (which is your date of birth) to register. webCentral will also allow you to check grades, billing, and financial information. If you have any problems in this process, you may call the Registrar's Office at (303)871-4026.

## ***TUITION RATE POLICY***

The WSEPP program offers half-tuition scholarships to all students admitted and enrolled in the 30-quarter-hour program. Students not officially enrolled in the program, that is, special status students, may take classes within our program at half tuition rate **ONLY** during the summer session.

*Note: Any course work taken at the University that does not apply directly to the Administration Preparation Programs will generally be full tuition.*

## ***BILLING OPTIONS***

There are several billing options available to you. All billing is handled directly through the office of the Bursar. Please call this office at (303) 871-4020 with any questions regarding tuition payment.

## ***GRADING SYSTEM***

### **WSEPP Policy**

A grade of B is the standard for acceptable graduate level work in the WSEPP program. 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

Grades can be accessed using webCentral, <http://webcentral.du.edu/cp/home/loginf>. Click on the 'myWeb' tab and 'Student Records' box. Use the same ID and PIN to log on to webCentral. *Please refer to College of Education Bulletin for current grading standards and policies*

## ***WITHDRAWAL FROM THE UNIVERSITY***

A student withdrawing from the University must notify the college, school, and/or department in which he/she is enrolled. If the student decides to withdraw *after* enrolling in classes for the quarter, the following procedures apply: The student obtains an Add/Drop form from the office of the Registrar and returns the completed form to that office. Official withdraw during the first six weeks of the quarter will result automatically in the recording of grades of W for all courses. After the sixth week, grades of F will be recorded for all courses unless the professors in charge of the courses and the dean of graduate studies authorize grades of W. *Please refer to College of Education Bulletin for further details, p. 49.*

## ***ADD/DROP POLICY***

Changes in registrations (e.g., Add/Drops) are permitted during the first five days of any quarter. Time limitations for dropping or adding classes are listed in the current Schedule of Classes for each quarter. *Please refer to College of Education Bulletin for further details, pp. 40-41.*

## ***WSEPP PHONE NUMBERS***

WSEPP Office .....	(303) 871-2571
WSEPP Director .....	(303) 871-4398
WSEPP Assistant Director.....	(303) 871-2494
WSEPP Program Assistant .....	(303) 871-2571
Graduate Assistant .....	(303) 871-2525
Graduate Assistant .....	(303) 871-2379
WSEPP Fax .....	(303) 871-3422
COE Office of Admissions & Enrollment .....	(303) 871-2509
Registrar's Office .....	(303) 871-2284

## ***PORTFOLIOS***

As part of the requirement for the Provisional License, set forth by the Colorado State Board of Education and the Colorado Department of Education, aspiring principals, in this case WSEPP students, are required to complete a portfolio which demonstrates their knowledge and understanding of the **knowledge benchmarks** under each of the standards listed for principal licensure. A portfolio review must be conducted before the institutional recommendation (sign-off) on your application for the Provisional License can be completed by the WSEPP staff at the University of Denver. It is highly recommended students view the portfolio as a "**work in progress**" that they begin at the outset of the program and finish soon after their course work has been completed. When your portfolio is complete, please make arrangements to deliver it to the WSEPP office. You will be notified when the portfolio review process is completed.

Students may submit either an electronic portfolio or a two-volume three ring binder portfolio. The content requirements for each version are the same. Students are strongly encouraged to submit an electronic version of their portfolio. Help in developing an electronic portfolio can be obtained at the Center for Teaching and

Learning in the Penrose Library (contact information is 303-871-2763 or at the bottom of the DU main web page, [www.du.edu](http://www.du.edu), under portfolio community).

### Portfolio content

#### Volume one

- Table of contents
- Résumé
- Course Plan or list of completed WSEPP courses
- Statement of leadership philosophy
- Personal professional development plan – to include goals, timelines and methods to achieve goals
- Internship log
- Internship evaluation
- Reflective essays for each of the eleven standards and their subordinate benchmarks. Each essay should include:
  1. Citations from the professional literature;
  2. Allusion to appropriate professional experience;
  3. Mention of activities and projects from the internship;
  4. Commentary on related artifacts in volume two
  5. A reference section.

#### Volume two

- Table of contents – organized by standard
- A matrix depicting where each artifact meets a standard or standards
- Artifacts – serve to demonstrate your skill and knowledge relative to the standards. Therefore, each artifact must be introduced with the following information:
  1. A descriptive title
  2. Designation of standards and benchmarks that relate to the artifact
  3. What role you had relative to the artifact
  4. How the artifact demonstrates what you learned

Examples of artifacts may include:

1. Products from your internship
2. Teacher evaluations you completed
3. Projects from WSEPP courses
4. Evidence of professional leadership activities
5. Other products that demonstrate your skill and knowledge relative to the standards.

**DO NOT USE PLASTIC SLIP COVERS IN THE PORTFOLIO**

**RUBRIC FOR PORTFOLIO REVIEW**

	Deficient	Proficient	Advanced	Comments
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.	

<p><b>*ARTIFACTS:</b>  <i>Artifacts should be accompanied by a statement of your role and what you have learned from the experience, and may include the following items as well as other examples:</i></p> <p><b>Suggested artifacts:</b></p> <p>Class Projects</p> <p>Written Course Work</p> <p>Examples of work completed during internship</p> <p>Evidence of work illustrating use of leadership skills in school/district setting</p> <p>Teacher evaluations completed by you</p> <p>Letter of commendation or recommendation by colleagues or supervisors</p> <p>Transcripts or course plan</p> <p>Evidences of uses of technology</p> <p>Personal/Professional development plan</p> <p>Personal "Platform"</p> <p>Vitae</p>	<p><b>Comments:</b></p>
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## ***PRINCIPAL INTERNSHIP***

All students are encouraged to attend an internship information seminar early in their program. Seminars are scheduled each quarter. Students will be notified of the seminar schedule.

The purpose of a formal internship with a principal is to undergo supervised practical training in many aspects of school building administration. It is important that an applicant have as many first hand experiences as possible in all phases of building administration which focus upon the standards set for principals in Colorado.

Typically, an internship experience extends over a period of one quarter. Students receive 6-quarter hours of credit and devote a minimum of 300 hours working with a principal in a school building. A second option is the extension of the internship over several quarters; however, students are accountable for devoting a minimum of 300 hours to the internship experience whether the internship is completed in one quarter or in more quarters. When students spread the time over several quarters, they should register for 6 hours of credit during the quarter in which they complete the minimum requirements. It should be noted that 300 hours is a minimum guideline and most interns will devote considerably more time to their internship experience.

The intern's experience will be designed jointly by the University of Denver's Administrative Internship Supervisor, the supervising principal, and the intern. Usually the experience will progress through three stages: 1) observations of the supervising principal by the interns; 2) assumptions by the intern of selected functions for which he/she will have primary responsibility; and 3) assumption by the intern of full administrative responsibility for periods of time.

The objective of the administrative internship program is to provide interns with an opportunity to be supervised in an on-the-job experience which better enables them to articulate, implement, and promote the Colorado Standards for Principals in their future administrative careers.

### **Educational Leadership Internship Goals**

Each intern will prepare his/her personal goals for the Internship based up on the Colorado Standards for Principals. This document and other written material given to the intern at seminar will be discussed with the supervising principal during the initial internship meeting with the university intern supervisor and the principal.

### **The Written Report**

Each intern will be required to prepare a written report on the scope and content of the administrative internship experience. The report should be descriptive in nature, from 3 to 5 typewritten pages, well organized and free from errors. This report will be placed in the student's file for future reference.

### **Evaluation of the Intern**

The University grade received by the intern will be based upon the Internship Supervisor's judgment of the intern's growth and understanding of the nature, problems and processes of administration. The evaluation will be based upon three written sources: 1) the final report described above; 2) a brief daily log listing time worked, type and purpose of activities and intern's reactions to the day's events; and 3) the formal Administrative Internship Evaluation completed by the supervising principal.

### **Activities**

Each supervising principal will work closely with the intern, schedule regular conferences, and devote a sufficient amount of time and assistance to the intern's work assignment to assure adequate opportunities for development.

The following task areas of administration are to be considered when developing activities for interns:

- ❖ Accountability based upon standards defined by the State Board of Education
- ❖ Assessment, including analysis, administration, and improvement goals for CSAP and other methods of assessing student learning, achievement and performance evaluation
- ❖ Board polity, statutory, common, and case law
- ❖ Budget planning, theories and methods of accounting and finance
- ❖ Change processes, strategies and efforts
- ❖ Coaching effective classroom practices
- ❖ Community resources-leading community in adoption of challenging performance standards, empowering students, parents and community
- ❖ Conflict resolution strategies
- ❖ Culture of school community - promoting learning for all students
- ❖ Decision- making processes
- ❖ District-building 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
- ❖ 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
- ❖ Technology- understanding and promoting its use
- ❖ Vision building and vision renewal

Each student will be expected to attend and orientation seminar prior to beginning the internship.

### ***COLORADO STATE PRINCIPAL STANDARDS***

\*Colorado State Principal Standards are reflected and in alignment with Internship objectives below for principal licensure.\*

#### Intern Skills Objectives:

**Standard One: Foundations For Leadership.** To enable the intern to behave ethically and be knowledgeable about how to create an environment that encourages and develops responsibility, ethics, and citizenship, in self and others, and set the direction for a school community committed to and focused on learning. The intern shall be able to:

- (1) Endorse the role of the school within the community and in upholding the fundamental principles and perpetuation of our democratic republic.
- (2) Sustain and promote the conviction that education is the fundamental right of all students.
- (3) Accept personal and professional accountability for the educational processes of the school.
- (4) Consistently identify student achievement as the primary objective of the school.
- (5) Set high standards for the instruction of all students and for their academic achievement.
- (6) Recognize that the state's Model Content Standards represent the level of knowledge, skills, values, and abilities expected of all Colorado students.

(7) Exemplify a personal and professional commitment to ethical conduct and respect for others and their rights.

(8) Invest in continuing self-education and collaboration with peers and others in the field, to assure that professional expertise is maintained to the highest level and that there is continuing awareness of the latest information about child development, learning research, and applicable models of instruction.

**Standard Two: Contextual Understanding.** To enable the intern to acknowledge, and address in planning, the internal and external factors affecting the school and the learning process. The intern shall be able to:

(1) Implement the requirements established for education by federal and state law, state rule and regulation, and local policy.

(2) Convey respect for the roles of elected officials and administration.

(3) Identify and include in planning the social, economic, and political factors which affect the educational process.

(4) Recognize and address the challenges and strengths, including but not limited to those brought by students from a variety of backgrounds, cultures, communities, ethnicities, economic levels, current life situations and conditions, and varying degrees of linguistic skills.

**Standard Three: Planning And Organization.** To enable the intern to be knowledgeable about the elements of planning; plan implementation; and organizational, change, and time management. The intern shall be able to:

(1) Develop a plan for the school, with stakeholder involvement, which establishes a unifying statement of purpose with regard to meeting required standards for students, provides for the appropriate allocation of resources and which identifies:

(a) Instructional objectives.

(b) Assignments of responsibility.

(c) Timelines.

(d) Methods of evaluation.

(2) Implement, monitor, and assess the progress of the plan, at regular intervals, and provide for modification, as necessary.

(3) Establish and adhere to timely, efficient, effective, and ethical administrative practices.

**Standard Four: Content Knowledge Instruction.** To enable the intern to be knowledgeable about all requisite Colorado Model Content Standards and knows and is able to demonstrate effective instructional and assessment methodologies and strategies. The intern shall be able to:

(1) Assist staff in establishing an effective schedule of instruction and an organized approach to providing students with required knowledge, skills, abilities, and understanding.

(2) Supervise and support instruction, and assure that adequate and appropriate educational materials are available for the effective instruction of all students in the school.

(3) Provide direction to teachers, with regard to the Colorado Model Content Standards.

(4) Provide direction to teachers regarding the appropriate uses of technology in the classroom, including, but not limited to the reinforcement of instructional objectives; use as a resource for information; and in the management of student data. The principal shall:

(a) Communicate to staff about district technology policies, including matters of confidentiality, as related to the release and use of student records, and about appropriate student use of technology.

(b) Demonstrate a variety of ways to integrate technology as a tool, into data-driven, standards-based individualized instruction, in support of student achievement.

(c) Inform teachers about how to incorporate technology in the tracking of academic progress and in instructional record-keeping.

(d) Utilize technology in managing and communicating information and data to a variety of stakeholders.

**Standard Five: Individualization of Instruction.** To enable the intern to be knowledgeable about instruction, especially as related to the Colorado Model Content Standards and closing the achievement gap. The intern shall be able to:

(1) Exhibit vigilance with regard to the school's legal obligations and students' educational rights, including, but not limited to, those requirements which affect special needs students.

(2) Demonstrate the design and delivery of instruction, as based on individual student needs, so that each student can meet or exceed the standards.

(3) Present teachers with a variety of teaching strategies which can assure students the ability to think critically, analyze structure and solve problems, invent, memorize, and recall.

(4) Provide teachers with a wide range of instructional methods and individual education techniques, which match the intellectual, emotional, physical, social levels and learning styles of all students in each classroom - including those with physical or medical conditions, or educational disabilities; or those whose medication may have an effect on learning and behavior; or those who are identified or recognized as gifted.

(5) Inform teachers about assessments which provide proof of each student's academic progress.

(6) Maintain adequate and appropriate data regarding each student's academic progress; analyze and evaluate that data; and communicate the results to instructional staff for use in planning for individualized student instruction.

(7) Identify a variety of strategies and to strongly advocate that teachers consistently provide students with examples of how the concepts, skills, and abilities being learned relate to the world of work and other aspects of everyday life.

**Standard Six: Management And Evaluation of Instruction.** To enable the intern to be knowledgeable about the appraisal of instructors, as related to student learning. The intern shall be able to:

(1) Articulate clear performance objectives.

(2) Observe and record the quality and effectiveness of classroom teaching and assessment and work with teachers to improve instruction.

(3) Incorporate the requirements of Colorado law, relative to all the Colorado Model Content Standards and CSAP results, into the design of fair and consistently-applied performance evaluation requirements and procedures.

(4) Maintain accurate records of formal evaluation observations, relevant student assessment data, and other pertinent information.

(5) Regularly review teachers. competence, with particular focus on academic program delivery.

(6) Provide mentoring and staff development in support of the instructional program, and the Colorado Model Content Standards, for all school staff and volunteers.

(7) If necessary, resolve conflicts among, and refocus staff on, instructional objectives.

**Standard Seven: Supervision of Personnel.** To enable the intern to be knowledgeable about national, state, and local district personnel policies. The intern shall be able to:

(1) Display and enforce professional standards in all personnel decisions.

(2) Establish personnel recruitment and retention strategies based on the instructional plan for the school.

(3) Implement, inform about, and adhere to ethical and fair hiring and personnel practices,

(4) Provide clear communication of expectations.

(5) Provide constructive performance appraisals, linked to Student achievement.

(6) Provide a documented justifiable basis for taking a personnel action.

(7) Counsel out of the profession those whose continued presence in teaching does not serve in the best interests of students.

(8) Provide encouragement to those interested in entering the field of education.

**Standard Eight: Supervision of Student Conduct.** To enable the intern to be knowledgeable about the design of a positive learning environment focused on student achievement and characterized by appropriate and acceptable standards of student conduct and effective behavior management strategies. The intern shall be able to:

(1) Establish, with appropriate stakeholder involvement, a school and classroom code of acceptable conduct indicative of the responsibilities of students and reflective of school law and district policy.

(2) Communicate the code and disciplinary procedures to staff, students, and parents and assist teachers in fair, appropriate, and consistent implementation.

(3) Implement legal protections for students and appropriate and allowable suspension and expulsion policies and procedures.

(4) Identify and develop positive relationships with community support services which can assist students and their families when there is a concern which cannot be addressed with the resources available to the school.

**Standard Nine: Resources.** To enable the intern to be knowledgeable about the principles and practices for the fiscal management of schools or school districts. A principal should be an ethical business manager, responsible for the fiscal health of the school and entrepreneurial about locating non-state revenue sources to provide enhancements to the instructional process. A intern shall be able to:

(1) Manage and maintain a balanced school site budget in accordance with the principles of business management and the standards of good accounting practice.

(2) Demonstrate knowledge of school district policies regarding methods of acquiring additional funding, and technical or other forms of assistance, for specific purposes, in support of student instruction and achievement.

(3) Demonstrate the ability to use a variety of strategies to attract external funds and resources.

**Standard Ten: School Site Safety and Maintenance.** To enable the intern to be knowledgeable about how to assure a safe learning environment in a secure, well-maintained facility. The intern shall be able to:

(1) Acknowledge the school's legal responsibilities to students on their way to and from school and with regard to transportation.

(2) Be vigilant about school security and establish measures to evaluate and assure student and staff safety and anticipate potentially dangerous situations.

(3) Implement safety procedures and precautions within the school and on school property.

(4) Maintain a close working relationship with local law enforcement.

(5) Take a proactive approach to emergency situations and be prepared to provide stress and crisis management and conflict resolution, before, during, and after such situations, as required.

(6) Understand the contribution of an attractive, inviting, and engaging school environment to an effective instructional program and implement supporting policies and actions.

(7) Operate within district policies regarding general building maintenance, repairs, and improvements.

**Standard Eleven: Parent and Community Involvement.** To enable the intern to be knowledgeable about effective communication, decision-making, and interpersonal problem-solving and conflict-resolution strategies. The intern shall be able to:

(1) Speak, write, and communicate successfully in a variety of settings.

(2) To communicate about school policies, data regarding student achievement expectations, and other pertinent information to parents and other interested members of the school community and general public.

(3) Develop, maintain and encourage partnerships with, and involvement and volunteer opportunities for, parents and the local school community, including but not limited to:

(a) The support of student achievement.

(b) Accountability.

(c) Family literacy.

(d) School-site decision making.

(e) Contextual and Service Learning.

### ***LICENSURE PROCEDURE/PLACE EXAM***

Upon satisfactory completion of the WSEPP program, students may make application to the Colorado Department of Education (CDE) for the Provisional Principal License. Applications are available from the CDE website at <http://www.cde.state.co.us/>. Students applying for licensure must first take the PLACE exam or state assessment for the principal license. Registration bulletins for the exams are available in the WSEPP office and online at [www.place.nesinc.com](http://www.place.nesinc.com). It is the student's responsibility to meet the registration and exam deadlines.

### ***COURSE DESCRIPTIONS***

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

***ADMN 4801 Intro to School Administration***

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

***ADMN 4805 Personnel Management***

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

***ADMN 4806 Legal Aspects of School Administration***

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

***ADMN 4807 Principles of Leadership***

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

***ADMN 4811 Seminar in Principalship***

This course provides an in-depth examination of the principalship at the elementary, middle, and high school levels based upon current research and recommended policies.

***ADMN 4813 School Admin: Conflict Resolution***

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

***ADMN 4814 School Administration: Problem Solving***

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

***ADMN 4815 Elementary Internship***

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

***ADMN 4816 Secondary Internship***

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

***ADMN 4820 School Admin: Program and Evaluation***

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

***ADMN 4828 Leadership in Standards Based Education***

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

***ADMN 4829 Curriculum Issues***

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

***ADMN 4830 Planning for Special Populations***

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

***ADMN 4831 Instructional Supervision and Evaluation***

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

***ADMN 4832 School Improvement Process***

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

***ADMN 4833 Finance and Budget***

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

***ADMN 4838 Educational Leadership in a Digital Age***

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

***QRM 4900 Educational Measurement***

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

***COURSE WORK PLANS***

Each student will be required to complete a course work plan upon entrance into the WSEPP program. The course work plan is an integral part of your work in WSEPP as it outlines the courses you will take and the time frame within which you will complete those courses. Please complete and return the attached course plan.



**UNIVERSITY of DENVER**  
**College of Education**  
**WEEKEND SCHOOL EXECUTIVE LICENSURE COURSE PLAN**

Name \_\_\_\_\_ Phone (w) \_\_\_\_\_ (h) \_\_\_\_\_

Cohort Location \_\_\_\_\_ BANNER ID No. \_\_\_\_\_

Principal Licensure Emphasis: Elementary \_\_\_\_\_ Secondary \_\_\_\_\_

*The course work plan must be completed (with Director's signature) by \_\_\_\_\_.*  
*Please refer to the WSEPP brochure for transfer credit information in the core and related studies areas.*

**CORE COURSES**

<u>Course No.</u>	<u>Course Title</u>	<u>Qtr Hrs</u>	<u>Date Planned</u>	<u>Date Completed</u>	<u>Comments</u>	<u>Director's Transfer credit Approval</u>
ADMN 4801	Intro to School Admin.	2	_____	_____	_____	_____
ADMN 4807	Principles of Leadership	2	_____	_____	_____	_____
ADMN 4831	Instr. Supervision & Eval.	2	_____	_____	_____	_____
ADMN 4830	Planning for Special Popul.	2	_____	_____	_____	_____
ADMN 4832	Schl. Improvement Process	2	_____	_____	_____	_____
ADMN 4833	Finance & Budgeting	2	_____	_____	_____	_____
ADMN 4805	Personnel	2	_____	_____	_____	_____
ADMN 4806	Legal Aspects	2	_____	_____	_____	_____
ADMN 4829	Current Issues in Curriculum	2	_____	_____	_____	_____

**INTERNSHIP**

ADMN 4815	Elementary Internship	_____	_____	_____	_____	_____
ADMN 4816	Secondary Internship	_____	_____	_____	_____	_____

**SPECIAL STUDIES**

*An additional 6 quarter hours in administration are required at the **post-master's** level. Official transcripts are needed to verify course work being considered for acceptance of transfer credit.*

<u>Course No.</u>	<u>Course Title</u>	<u>Qtr Hrs</u>	<u>Date Completed</u>	<u>Grade Earned</u>	<u>Transfer credit from University</u>	<u>Tr. In</u>	<u>Director's Approval</u>
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date