EDUCATIONAL LEADERSHIP AND POLICY STUDIES

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Web Site: http://morgridge.du.edu/programs/educational-leadership-and-policy-studies/

Educational Leadership and Policy Studies
The Educational Leadership and Policy Studies (ELPS) department prepares courageous, visionary and transformative leaders in educational settings at all levels of the education system. To achieve this, the program offers intensive and integrated academic and field-based experiences and competency-based learning that develop and support students as they obtain effective leadership competencies. Partnerships and memberships within national networks with the Carnegie Project on the Education Doctorate (CPED), Alliance to Reform Educational Leadership (AREL), University Council of Educational Administration (UCEA), Wallace Foundation, New York City Leadership Academy, Teach For America, Colorado Association of School Executives (CASE) and partnerships with Denver Public Schools, Aurora Public Schools, and Adams 12 Five Star Schools help the program to continuously improve. The ELPS department, in partnership with the Daniels College of Business (DCB) (http://daniels.du.edu), is a CDE approved provider of School Turnaround Leadership (http://www2.ed.gov/programs/turnaroundschlldr/index.html?exp=0). Students within the program focus on leadership, policy studies and research that are relevant and appropriate for meeting today’s and tomorrow’s educational challenges.

All of the degree programs in Educational Leadership and Policy Studies (ELPS) engage students in rigorous content, collaborative inquiry, and reflective practice within a tightly connected cohort structure that intentionally builds learning communities and professional networks. Faculty members partner with individuals, schools, districts and organizations to build leadership capacity and improve all educational contexts. All components of ELPS programs incorporate the following practices to prepare students to generate new knowledge and expand career choices within the field of education.

- Leading change and demonstrating impact in K-12 education
- Learning through integrated academic and school-based experiences and projects
- Grounding all work in social justice, problems of practice and authentic contexts
- Creating learning communities that foster academic achievement and optimal growth and development for each learner
- Engaging in leadership, policy and research that are relevant and appropriate for meeting today’s and tomorrow’s educational challenges in complex and ever-changing educational contexts

Doctor of Philosophy in Educational Leadership & Policy Studies
The 90-quarter-credit hour-program beyond a master’s degree is designed for individuals interested in acquiring advanced research skills and content expertise. The program consists of foundational, two-year doctoral coursework of the EdD (two courses/quarter; one research and one content course), and a third year of coursework specializing in a research methodology and a specialized focus of study. PhD students complete a traditional dissertation with the option of completing a 300 hour Administrative Internship.

Program Accreditation
Colorado Department of Education (CDE) Approved Educator Preparation Program. Graduates who have completed the Administrative Internship may apply for Colorado Initial Administrator License (http://www.cde.state.co.us/cdeprof/checklist-initialadministratordirectorofspecialied) through the Colorado Department of Education (CDE).

Doctor of Education in Educational Leadership & Policy Studies
This 65-credit-hour degree program builds on prior leadership preparation and/or a Master’s degree in a leadership related program and is designed for individuals interested in pursuing advanced leadership and inquiry skills to impact practice. The program consists of two years of coursework beyond the master’s (two courses/quarter; one research and one content course) and the completion of a Doctoral Research Project (DRP). The Doctoral Research Project is independent research regarding a persistent, complex problem of practice with a supportive structure of quarterly research seminars. Students have the option of completing a 300 hour Administrative Internship.

Applicants must hold a master’s degree in an education-related field, and have completed a principal, teacher-leadership, or other leadership related program or work experience.

Program Accreditation
Colorado Department of Education (CDE) Approved Educator Preparation Program. Graduates who have completed the Administrative Internship may apply for Colorado Initial Administrator License (http://www.cde.state.co.us/cdeprof/checklist-initialadministratordirectorofspecialied) through the Colorado Department of Education (CDE).
Master of Arts in Educational Leadership & Policy Studies with a concentration in Principal Licensure

The MA in Educational Leadership and Policy Studies with a concentration in Principal Licensure is designed to be completed the year following the Certificate in Educational Leadership and Policy Studies (see below) and offers extended study of turnaround leadership: issues of culture, diversity, poverty and special needs; business design, and entrepreneurial and data-driven leadership. The MA consists of a total of 45-47 credit hours - the Certificate in Educational Leadership and Policy Studies with a concentration in Principal Licensure program (30 or 32 credits) and four additional courses (15 credits). The completion of the MA culminates with the design and execution of an action research or school design project.

Program Accreditation
Colorado Department of Education (CDE) approved Educator Preparation Program and Turnaround Leader Program. Graduates may apply for Colorado Initial Principal License (http://www.cde.state.co.us/cdeprof/checklist-initialprincipal) through the Colorado Department of Education (CDE).

Certificate in Educational Leadership & Policy Studies with a concentration in Principal Licensure

The certificate in Educational Leadership and Policy Studies leads to recommendation for Colorado Principal Certification. The program offers competency-based learning that can be individualized to the leadership needs of the aspiring leader and the needs of the school in which the student is interning. It focuses 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.

The certificate consists of four quarters of coursework (begins and ends in June) and requires a minimum of 300 internship hours that are integrated with coursework. The program can be completed as a certificate and/or combined with additional coursework for a master’s degree.

The cohort structure promotes the development of a rich learning community for collaboration and challenge with many different opportunities for interaction and analysis. Each quarter incorporates face-to-face sessions with cohort and faculty, inquiry projects, self-assessments, various online learning activities including discussion boards and reflection journals, as well as readings to guide instruction and learning.

Program Accreditation
Colorado Department of Education (CDE) Approved Educator Preparation Program. Graduates may apply for Colorado Initial Principal License (http://www.cde.state.co.us/cdeprof/checklist-initialprincipal) through the Colorado Department of Education (CDE).

DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP & POLICY STUDIES

Application Deadlines
- Summer 2017 Priority 1 Deadline: December 1, 2016
- Summer 2017 Priority 2 Deadline: February 15, 2017
- Summer 2017 Priority 3 Deadline: April 1, 2017
- Summer 2017 Final Submission Deadline: June 23, 2017
- Summer 2017 Deadline for Applicants Educated Outside the U.S.: May 8, 2017
- Fall 2017 Final Submission Deadline: September 15, 2017

Admission Requirements
- Online admission application
- $65.00 Application Fee
- University Minimum Degree and GPA Requirements
- Master's degree
- GRE (http://bulletin.du.edu/graduate/admission-and-enrollment-policies/admission-process-and-standards-for-all-applicants/university-admission-criteria): The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency by the deadline. The institution code for the University of Denver is 4842.
- Letters of Recommendation: Two (2) letters of recommendation are required. Letters should be submitted by recommenders through the online application.
- Essay:
  a. Write a brief essay (500 words or less) that clearly identifies and describes what you believe to be one of the most pressing problems in education today. In your response be sure to address the following questions:
    i. What, in your perception, is the source of the problem?
    ii. How would you address this problem?
b. List 3 key words or topics that best describe your current research interests.

• Résumé: The résumé (or C.V.) should include work experience, research, and/or volunteer work.

**Admission Standards for Non-Native English Speakers**

Official scores from the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) or Cambridge English: Advanced (CAE) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. The minimum TOEFL/IELTS/CAE test score requirements for the degree program are:

- Minimum TOEFL Score (paper-based test): 550
- Minimum TOEFL Score (internet-based test): 80
- Minimum IELTS Score: 6.0
- Minimum CAE Score: 169

**English Conditional Admission Offered:** No, this program does not offer English Conditional Admission.

Read the English Language Proficiency (http://bulletin.du.edu/graduate/admission-and-enrollment-policies/additional-standards-for-non-native-english-speakers/english-language-proficiency-toefl) policy for more details.


Read the Required Tests for GTA Eligibility (http://bulletin.du.edu/graduate/admission-and-enrollment-policies/additional-standards-for-non-native-english-speakers/required-tests-for-gta-eligibility) policy for more details.

**Additional Standards for International Applicants**

Per Student & Exchange Visitor Program (SEVP) regulation, international applicants must meet all standards for admission before an I-20 or DS-2019 is issued, [per U.S. Federal Register: 8 CFR § 214.3(k)] or is academically eligible for admission and is admitted [per 22 C.F.R. §62]. Read the Additional Standards For International Applicants (http://bulletin.du.edu/graduate/admission-and-enrollment-policies/additional-standards-for-international-applicants) policy for more details.

**Financial Aid**

There are many different options available to finance your education. Most University of Denver graduate students are granted some type of financial support. Our Office of Financial Aid is committed to helping you explore your options.

**DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP & POLICY STUDIES**

**Application Deadlines**

- Summer 2017 Priority 1 Deadline: December 1, 2016
- Summer 2017 Priority 2 Deadline: February 15, 2017
- Summer 2017 Priority 3 Deadline: April 1, 2017
- Summer 2017 Final Submission Deadline: June 23, 2017
- Summer 2017 Deadline for Applicants Educated Outside the U.S.: May 8, 2017
- Fall 2017 Final Submission Deadline: September 15, 2017

**Admission Requirements**

- Online admission application
- $65.00 Application Fee
- University Minimum Degree and GPA Requirements
- Master's degree
- Letters of Recommendation: Two (2) letters of recommendation are required. Letters should be submitted by recommenders through the online application.
- Essay:

  1. Write a brief essay (500 words or less) that clearly identifies and describes what you believe to be one of the most pressing problems in education today. In your response be sure to address the following questions:
     a. What, in your perception, is the source of the problem?
     b. How would you address this problem?
2. List 3 key words or topics that best describe your current research interests.

- Résumé: The résumé (or C.V.) should include work experience, research, and/or volunteer work.
- Prerequisites: Applicants must have completed principal, teacher-leadership, or other leadership preparation or served in a leadership position.

Admission Standards for Non-Native English Speakers

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master of arts in education leadership and policy studies with a concentration in principal licensure, CERTIFICATE IN EDUCATIONAL LEADERSHIP & POLICY STUDIES WITH A CONCENTRATION IN PRINCIPAL LICENSURE

Denver Public Schools Partner Programs – DPS Ritchie Program for School Leaders (Ritchie) & Executive Leadership for Successful Schools (ELSS)

Executive Leadership for Successful Schools (ELSS) – Main Campus
Executive Leadership for Successful Schools (ELSS) – Aurora Public Schools Cohort
Ritchie Program for School Leaders – Adams County Schools Cohort
Executive Leadership for Successful Schools (ELSS) - Teach for America Cohort

Application Deadlines

- Summer 2017 Priority 1 Deadline: February 15, 2017
- Summer 2017 Priority 2 Deadline: April 1, 2017
- Summer 2017 Final Submission Deadline: June 23, 2017
- Summer 2017 Deadline for Applicants Educated Outside the U.S.: May 8, 2017

Admission Requirements

- Online admission application
- $65.00 Application Fee
- University Minimum Degree and GPA Requirements
• **Letters of Recommendation:** Two (2) letters of recommendation are required. Letters should be submitted by recommenders through the online application. One (1) letter should be written by a direct Supervisor, Principal, or Superintendent. Both letters should speak to the applicant’s leadership skills in a P-20 setting.

• **Essay:** In a maximum of two pages, please respond to this question: Why do you desire to be an educational leader and change agent in schools and how will your leadership make a difference?

• **Résumé:** The résumé (or C.V.) should include work experience, research, and/or volunteer work.

### Admission Standards for Non-Native English Speakers

Official scores from the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) or Cambridge English: Advanced (CAE) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. The minimum TOEFL/IELTS/CAE test score requirements for the degree program are:

- Minimum TOEFL Score (paper-based test): 550
- Minimum TOEFL Score (internet-based test): 80
- Minimum IELTS Score: 6.0
- Minimum CAE Score: 169

**English Conditional Admission Offered:** No, this program does not offer English Conditional Admission.

Read the English Language Proficiency (http://bulletin.du.edu/graduate/admission-and-enrollment-policies/additional-standards-for-non-native-english-speakers/english-language-proficiency-ielts-toefl) policy for more details.


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### Additional Standards for International Applicants

Per Student & Exchange Visitor Program (SEVP) regulation, international applicants must meet all standards for admission before an I-20 or DS-2019 is issued, [per U.S. Federal Register: 8 CFR § 214.3(k)] or is academically eligible for admission and is admitted [per 22 C.F.R. §62]. Read the Additional Standards For International Applicants (http://bulletin.du.edu/graduate/admission-and-enrollment-policies/additional-standards-for-international-applicants) policy for more details.

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### MASTER OF ARTS IN EDUCATION LEADERSHIP AND POLICY STUDIES WITH A CONCENTRATION IN PRINCIPAL LICENSURE, CERTIFICATE IN EDUCATIONAL LEADERSHIP & POLICY STUDIES WITH A CONCENTRATION IN PRINCIPAL LICENSURE

**Executive Leadership for Successful Schools (ELSS) - Mountain Cohort**

**Application Deadlines**

- Fall 2017 Priority Deadline: September 1, 2017
- Fall 2017 Final Submission Deadline: September 8, 2017
- Fall 2017 Deadline for Applicants Educated Outside the U.S.: September 8, 2017

**Admission Requirements**

- Online admission application
- $65.00 Application Fee
- University Minimum Degree and GPA Requirements
- **Letters of Recommendation:** Two (2) letters of recommendation are required. Letters should be submitted by recommenders through the online application. One (1) letter should be written by a direct Supervisor, Principal, or Superintendent. Both letters should speak to the applicant’s leadership skills in a P-20 setting.
- **Essay:** In a maximum of two pages, please respond to this question: Why do you desire to be an educational leader and change agent in schools and how will your leadership make a difference?
• Résumé: The résumé (or C.V.) should include work experience, research, and/or volunteer work.

Admission Standards for Non-Native English Speakers

Official scores from the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) or Cambridge English: Advanced (CAE) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. The minimum TOEFL/IELTS/CAE test score requirements for the degree program are:

- Minimum TOEFL Score (paper-based test): 550
- Minimum TOEFL Score (internet-based test): 80
- Minimum IELTS Score: 6.0
- Minimum CAE Score: 169

English Conditional Admission Offered: No, this program does not offer English Conditional Admission.

Read the English Language Proficiency (http://bulletin.du.edu/graduate/admission-and-enrollment-policies/additional-standards-for-non-native-english-speakers/english-language-proficiency-ielts-toefl) policy for more details.


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Doctor of Philosophy in Educational Leadership and Policy Studies

Degree Requirements

Coursework Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Program and Research Requirements</td>
<td>52</td>
</tr>
<tr>
<td>Year 1</td>
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<tr>
<td>ADMN 4827</td>
<td>Foundations of Educational History and Philosophy</td>
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<tr>
<td>RMS 4940</td>
<td>Structural Foundations of Research in Social Sciences</td>
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<tr>
<td>ADMN 4819</td>
<td>Organization Theory &amp; Behavior</td>
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<td>RMS 4910</td>
<td>Introductory Statistics</td>
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<td>ADMN 4835</td>
<td>Leading Teaching and Learning</td>
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<tr>
<td>RMS 4941</td>
<td>Introduction to Qualitative Research</td>
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<td>ADMN 4836</td>
<td>Improving Organizational Culture</td>
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<tr>
<td>ADMN 4700</td>
<td>Special Topics in K-12 Administration (Advanced Inquiry and Analysis)</td>
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<tr>
<td>Year 2</td>
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<td>ADMN 4821</td>
<td>Improvement Science and Action Research</td>
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<td>ADMN 4820</td>
<td>Educational Program Evaluation</td>
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<td>ADMN 4823</td>
<td>Educational Policy Making in the United States</td>
<td>4</td>
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<td>Perspectives in District Leadership</td>
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<td>ADMN 4844</td>
<td>Policy Analysis for Educational Systems</td>
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<td>ADMN 4822</td>
<td>Leadership in Complex Systems</td>
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<tr>
<td>Recommended Research Options and Cognate</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

Minimum of 11 additional research credits (8 at the Intermediate level and 3 at the Advanced level) and 17 credits of Cognate coursework is required. Cognate may include up to 9 credits of ELSS or Ritchie credits with advisor approval.
Statistics Focus Options

RMS 4911 Correlation and Regression  4
RMS 4912 Analysis of Variance (ANOVA)  5
RMS 4913 Multivariate Analysis  5
RMS 4914 Structural Equation Modeling  5
RMS 4915 Hierarchical Linear Modeling  4

Measurement Focus Options

RMS 4921 Psychometric Theory  3
RMS 4922 Item Response Theory  3
RMS 4913 Multivariate Analysis  5

Qualitative Focus Options

RMS 4942 Qualitative Data Collection and Analysis  4
RMS 4945 Community-Based Research  4
RMS 4947 Arts-Based Research  3
RMS 4946 Advanced Qualitative Research  4

Other Recommended Research Options

RMS 4932 Meta-Analysis Social Science Research  3
RMS 4951 Mixed Method Research Design  4
ADMN 5900 Research Planning and Design  3

Dissertation Research

RMS 5995 Independent Research  10

Optional internship

ADMN 4817 Administrative Internship (1-6 credits any quarter)  1-6

Minimum Number of Credits Required

90

Indicates Research Courses which a student may have waived or test out.

In order to maintain degree candidacy, MCE doctoral students who have finished all requested coursework will register for one dissertation or doctoral research credit or other credit for consecutive terms fall through spring (summers not required) until the student graduates.

Minimum number of Year 3 Cognate Area and Additional Research Courses: 28 quarter credit hours.

A minimum of 90 credit hours is required beyond the earned master's degree. No credit hours from the earned master's degree can be transferred into the PhD.

Non-coursework Requirements

• Comprehensive Exam
• PhD students complete an oral defense and traditional dissertation with the option of completing a 300 hour Superintendency Internship.

Doctor of Education in Educational Leadership and Policy Studies

Degree Requirements

Coursework Requirements

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ADMN 4823  Educational Policy Making in the United States  4
ADMN 4812  Perspectives in District Leadership  4
ADMN 4844  Policy Analysis for Educational Systems  4
ADMN 4822  Leadership in Complex Systems  4
ADMN 5900  Research Planning and Design  3

Doctoral Research Project 2
ADMN 5993  Doctoral Research Seminar (7 credits total during the last year of study while completing research project)

Optional Internship

Needed ONLY if seeking district level (Superintendency) Administrative License
ADMN 4817  Administrative Internship (300 field hours. 50 clock hours/credit for a total of 6 credits.)

Total Credits  65

1 Indicates Research Courses which a student may have waived or test out.
2 In order to maintain degree candidacy, MCE doctoral students who have finished all requested coursework will register for one dissertation or doctoral research credit or other credit for consecutive terms fall through spring (summers not required) until the student graduates.

A minimum of 65 credit hours is required beyond the earned master’s degree. No credit hours from the earned master's degree can be transferred into the EdD.

Non-coursework Requirements
• End of Year One and End of Year Two Reviews
• The completion of a Doctoral Research Project. The Doctoral Research Project is independent research that is supported by quarterly research seminars with faculty, and it is focused on important issues of practice.

Master of Arts in Educational Leadership and Policy Studies with a Concentration in Principal Licensure

Degree Requirements

Coursework Requirements

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<td>Morgridge College of Education Requirements</td>
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<tr>
<td>A. Foundations (Completed in year 2)</td>
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<tr>
<td>RMS 4900</td>
<td>Education Research and Measurement (Summer)</td>
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<td>ADMN 4834</td>
<td>Seminar in Multicultural Issues (Summer)</td>
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<tr>
<td>B. Program Requirements (Completed in year 2)</td>
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<tr>
<td>ADMN 4848</td>
<td>Business Design and Innovation for School Leaders (Fall)</td>
<td>4</td>
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<tr>
<td>ADMN 4849</td>
<td>Action Research for School Leaders (Winter)</td>
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<tr>
<td>C. Principal Licensure Requirements (Completed in year 1)</td>
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<tr>
<td>ADMN 4840</td>
<td>Strategic and Transformative School Leadership (Summer)</td>
<td>7</td>
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<td>ADMN 4841</td>
<td>Instructional Leadership for Equitable Schools (Fall)</td>
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<td>ADMN 4842</td>
<td>Human Resource Leadership (Winter)</td>
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<td>ADMN 4843</td>
<td>Strategic Resource Management for School Leadership (Spring)</td>
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<td>ADMN 4860</td>
<td>Principal Internship (Fall)</td>
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<td>Principal Internship (Spring)</td>
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<tr>
<td>Total Credits</td>
<td>45</td>
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</tbody>
</table>

Minimum number of credits required for degree: 45

Non-coursework Requirements
• Certificate in ELPS program completion
• Action research project built upon the principal preparation coursework (30 credits)
Certificate in Educational Leadership and Policy Studies with a Concentration in Principal Licensure

Certificate Requirements

Coursework Requirements

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>ADMN 4840</td>
<td>Strategic and Transformative School Leadership (Summer)</td>
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<td>ADMN 4841</td>
<td>Instructional Leadership for Equitable Schools (Fall)</td>
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<tr>
<td>ADMN 4842</td>
<td>Human Resource Leadership (Winter)</td>
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<td>ADMN 4843</td>
<td>Strategic Resource Management for School Leadership (Spring)</td>
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<tr>
<td>ADMN 4860</td>
<td>Principal Internship (Fall)</td>
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<td>ADMN 4860</td>
<td>Principal Internship (Winter)</td>
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<td>ADMN 4860</td>
<td>Principal Internship (Spring)</td>
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<td>Total</td>
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The program consists of four quarters of coursework (begins and ends in June) and requires a minimum of 300 internship hours that are aligned with coursework.

Minimum number of credits required for degree:

30

Non-coursework Requirements

- 300 internship hours

Courses

ADMN 4700 Special Topics in K-12 Administration (1-5 Credits)

ADMN 4810 School Administration: Case Studies (3 Credits)
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 4812 Perspectives in District Leadership (4 Credits)
District leaders must focus their actions on the common goal of improving student learning and school systems must be organized to make this the fundamental priority. The purpose of this course is to examine district-level leadership, policies, and practices that support a school community committed to and focused on achievement of all students. The district role is emphasized in supporting school improvement, closing achievement gaps, providing resources, monitoring and using accountability data, and working with the community and school board leadership.

ADMN 4817 Administrative Internship (1-6 Credits)
Opportunity to be supervised in on-the-job experience to better prepare school administration students for district administration careers.

ADMN 4819 Organization Theory & Behavior (3 Credits)
Educational institutions are complex, political organizations with a wide variety of constituents and many layers of sometimes competing cultures, systems, and explicit and implicit goals. Leaders who work with these systems must find ways to make meaning of the organization and the context in which work occurs. This course will look at organizational behavior from several points of view, with the goal of understanding major theories that have been developed and learning to apply these theories in the management and study of organizations. The roles and responsibilities of various members of the organizations will be examined as well as the governance and control issues surrounding education. Organizational analysis will be viewed through the lens of structural, political, human resource and symbolic frames.

ADMN 4820 Educational Program Evaluation (4 Credits)
The purpose of this course is to review theories of program evaluation, evaluation designs and analysis, and current trends in evaluation. Program evaluation aims to determine whether a program, regulation, or policy is achieving its objectives by ascertaining whether it had the desired effect on intended outcomes. The evaluation process may include evaluation of programs, products, personnel, policy, performance, proposals, technology, research, theory, and even of evaluation itself. The course equips students with basic evaluation tools and understandings necessary to be thoughtful consumers and effective users of program evaluations in improving policy outcomes and designing more effective programs and policies. It is designed to provide students with the meaning and methods of program and policy instrument evaluation in education with the intent to contribute to informed decision making and enlightened change. Students analyze evaluations of the effectiveness of a variety of programs through discussion, field work, and case studies.

ADMN 4821 Improvement Science and Action Research (5 Credits)
The course focuses on school reform and improvement through improvement science and action research. Improvement science is an emerging concept which focuses on exploring how to undertake continuous quality improvement. Action Research is a strategy for professional development and collaborative, transformative school improvement. The aim of this class is to merge strategies of improvement science and action research to develop educators’ knowledge and skills to uncover and use data that exist in classrooms and schools for the purpose of promoting educational change and improvement. The participants in this course will create and conduct an action research or improvement science project.
ADMN 4822 Leadership in Complex Systems (4 Credits)
The purpose of this graduate course is to support leaders in melding theory and practice relative to sustaining complex organizations through developing skills that facilitate the convergence of leadership, communication and change. This course will focus on research applications of theoretical frameworks of leadership and successful leadership actions for complex systems. Leadership is a process that involves influence and goal attainment and occurs in a group context of uncertainty and complexity. Today’s solutions often become tomorrow’s problems. When changes occur in one part of the system, many others are affected in a cascading manner. Leadership is the lever for change. “Give me a lever long enough... and single-handed I can move the world” (Archimedes). The course is highly interactive and demands significant participation from students.

ADMN 4823 Educational Policy Making in the United States (4 Credits)
This course focuses on policy and advocacy in educational leadership. The course is designed to develop aspiring and current leaders’ understanding of local, state, and federal policy systems with a focus on the socio-cultural context surrounding educational policy decision-making. The course examines the basic governmental structure, the expansion of federal powers in policy making, the role and power of interest groups, the function of the state board, and the role of local boards of education.

ADMN 4827 Foundations of Educational History and Philosophy (3 Credits)
This foundational course examines the various theoretical, ethical, historical and philosophical perspectives that will inform educational leaders as policy and change strategies are formulated.

ADMN 4828 Leadership for the 21st Century: Using Creativity to Build Effective Schools (3 Credits)
Designed to assist leaders, at the district or building level, in the implementation of standards-based education to improve student learning and achievement. Primary emphasis is given to applying strategies for addressing critical issues in sustaining the equitable access to learning in a standards-based educational organization.

ADMN 4834 Seminar in Multicultural Issues (3 Credits)
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 Leading Teaching and Learning (4 Credits)
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 and improvement science. Participants will understand basic systems theory and gain practical and theoretical tools to improve curriculum development, instruction, and student learning.

ADMN 4836 Improving Organizational Culture (4 Credits)
The purpose of this course is to understand organizational culture as a complex and challenging issue to shape and lead. The complex culture of schools or other educational organizations means many things including climate, organizational members’ engagement, culturally competent practices and the quality of human relationships in the organizational environment. This course will enable leaders to analyze the components of an educational organization’s culture and develop specific plans to create a culture that supports improved learning outcomes for every student, using high-quality, best instructional practices. Following the collection and analysis of data, students will be prepared to serve as Equity Oriented Change Agents (EOCA), leading the improvement of school culture focused on equitable access to high-quality instruction and services for every student.

ADMN 4840 Strategic and Transformative School Leadership (7 Credits)
Effective school administration is guided by research and best practices which inform governance, vision, leadership, and implementation processes. Effective principals base their work on commitment to moral principles, core values, and the many dimensions of effective theory and practice. Understanding personal values, developing leadership skills and building a strong knowledge base regarding research and best practice are a key focus of the course. In addition, this course also examines strategies for visioning, mission building and branding; defining and assessing value and quality; developing competitive strategy; building networks and partnerships; assessing risk and gauging opportunity; building systems and sustainability; recruiting and developing staff, boards and stakeholders; engaging communities; and acquiring sources of funding. Students must be accepted into an ELPS certificate or MA program.

ADMN 4841 Instructional Leadership for Equitable Schools (7 Credits)
This course serves aspiring principals in the development and application of skills and knowledge associated with standards-based instructional practices, curriculum planning and development, assessment, and program evaluation. Students are assisted in developing and understanding issues of diversity and multiculturalism and their influence on the development and supervision of the instructional program. Although the major focus is on local aspects of standards-based education, some attention is given to the national role in this area. School leaders need to apply quantitative and qualitative research skills in a variety of ways to understand and improve the work of schools. This course reviews methods, applications, and data sources, including assessments and large-scale datasets, for continuous school improvement and program evaluation. In addition to the issues of instructional leadership, considerable attention is given to the examination of the needs of the individual student in the learning environment as well as research on learning styles, learning theories and models of teaching. Primary focus areas are supports for special education students, English Language learners, gifted students, and students in poverty. Students must be accepted into an ELPS certificate or MA program.
ADMN 4842 Human Resource Leadership (5 Credits)
This course focuses upon specific content relative to helping the principal effectively manage human resources within the school setting. It provides examination of organizational dimensions, planning, recruitment, selection, placement, and induction, staff development, appraisal, rewards, collective bargaining, and practice of negotiation skills. The course includes study and application of a variety of approaches for supervising and evaluating instruction, including approaches to classroom observation; adapting, adopting, and designing various evaluation systems; advantages and problems of various student achievement and engagement indicators; induction, mentoring, and peer support systems; and leading professional development for self and staff. It includes the relationship of supervision and evaluation of teachers to the improvement of student learning, instruction, assessment, and professional development. The legal and technical aspects of teacher evaluation are discussed, while outlining the role and responsibilities of the licensed evaluator in the annual process. Formal and informal classroom observations and conferencing with practicing teachers are part of the requirements for this course. Students must be accepted into an ELPS certificate or MA program.

ADMN 4843 Strategic Resource Management for School Leadership (5 Credits)
This course focuses upon specific content relative to helping the principal effectively manage human resources within the school setting. It provides examination of organizational dimensions, planning, recruitment, selection, placement and induction, staff development, appraisal, rewards, collective bargaining, and practice of negotiation skills. The course includes study and application of a variety of approaches for supervising and evaluating instruction, including approaches to classroom observation; adapting, adopting, and designing various evaluation systems; advantages and problems of various student achievement and engagement indicators; induction, mentoring, and peer support systems; and leading professional development for self and staff. It includes the relationship of supervision and evaluation of teachers to the improvement of student learning, instruction, assessment, and professional development. The legal and technical aspects of teacher evaluation are discussed, while outlining the role and responsibilities of the licensed evaluator in the annual process. Formal and informal classroom observations and conferencing with practicing teachers are part of the requirements for this course. Students must be accepted into an ELPS certificate or MA program.

ADMN 4844 Policy Analysis for Educational Systems (4 Credits)
This course introduces students to theories and methods of policy analysis including analyzing resources used and benefits gained from educational programs, policies, and organizations. Prerequisites: Introductory Statistics; acceptable Program Evaluation course.

ADMN 4845 Network and Systems Analysis for Educational Settings (4 Credits)
This course works with a variety of applied research methods for analysis of networks, systems, and program and policy impacts, with a focus on education and community/social services settings. Prerequisites: Introductory Statistics; acceptable Program Evaluation course.

ADMN 4846 Policy Analysis for Educational Systems (4 Credits)
A school district is a large and complex business organization. By design, the course has a broad focus ranging from legislative issues, to manners and matters of local governance, to school finance, capital planning and budgeting concerns to more directed school and district support services. The course demands practitioners become aware of and demonstrate critical thinking as to what constitutes an effective and equitable use of people, time, technology and money in order to ensure achievement for all students. Being able to think differently, create a culture of innovation, and lead a systematic approach to implementing new ways of doing things is one of the most critical aspects of being a school leader. This course will be enhanced with a design thinking framework that takes a human-centered design approach to helping organizations innovate and grow.

ADMN 4847 Business Design and Innovation for School Leaders (4 Credits)
This course focuses upon specific content relative to helping the principal effectively manage human resources within the school setting. It provides examination of organizational dimensions, planning, recruitment, selection, placement, and induction, staff development, appraisal, rewards, collective bargaining, and practice of negotiation skills. The course includes study and application of a variety of approaches for supervising and evaluating instruction, including approaches to classroom observation; adapting, adopting, and designing various evaluation systems; advantages and problems of various student achievement and engagement indicators; induction, mentoring, and peer support systems; and leading professional development for self and staff. It includes the relationship of supervision and evaluation of teachers to the improvement of student learning, instruction, assessment, and professional development. The legal and technical aspects of teacher evaluation are discussed, while outlining the role and responsibilities of the licensed evaluator in the annual process. Formal and informal classroom observations and conferencing with practicing teachers are part of the requirements for this course. Students must be accepted into an ELPS certificate or MA program.

ADMN 4848 Action Research for School Leaders (4 Credits)
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 4849 Action Research Capstone (1 Credit)
Provides support for students as they develop their action research project into the Capstone for the Masters in Educational Administration.

ADMN 4850 Principal Internship (2 Credits)
The purpose of a formal internship with a principal is to participate in supervised practical training in many of the aspects of school building administration. It is imperative 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. Must be accepted into an ELPS certificate or MA program.

ADMN 4891 MA Independent Study (1-10 Credits)
ADMN 4992 Directed Study (1-10 Credits)
ADMN 4995 Research - M.A. Thesis (1-10 Credits)
ADMN 5900 Research Planning and Design (3 Credits)
This course is designed to support doctoral students to design research and successfully defend a research proposal for their culminating project/dissertation.

ADMN 5991 PhD Independent Study (1-10 Credits)
Special projects in the field of education, taken by arrangement of Educational Administration faculty.
ADMN 5992 Directed Study (2-10 Credits)

ADMN 5993 Doctoral Research Seminar (1-4 Credits)
The Doctoral Research Seminar is designed to prepare students to undertake the completion of doctoral research or a dissertation. The research process can often be confusing and overwhelming, especially for students coming from a cohort-based program. This course assists students in turning a research idea into the EDD doctoral research project or a polished dissertation proposal and provides students strategies for making the process manageable and enjoyable.

ADMN 5995 Dissertation Research (1-10 Credits)