

# EDUCATIONAL LEADERSHIP AND POLICY STUDIES

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## 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, integrated academic and field-based experiences and competency-based learning to support students as they develop effective leadership competencies. National partnerships and memberships with the Carnegie Project on the Education Doctorate (CPED), Alliance to Reform Educational Leadership (AREL), University Council of Educational Administration (UCEA), Wallace Foundation, Carnegie Foundation, New York City Leadership Academy, Teach For America, Colorado Association of School Executives (CASE), and local school district partnerships help the program to continuously improve. Students within the department 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 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 the 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 (PhD) in Educational Leadership & Policy Studies

The **90-quarter-credit hour-program** beyond a master's degree is a degree with coursework that includes a strong focus on quantitative and qualitative research methods, educational leadership, organizational theory, systems theory, and policy analysis. These areas are studied in an effort to expand and enhance research skills and add to the knowledge base needed for effective schools. The ELPS PhD prepares individuals for successful careers in research, academia, educational leadership, and policy.

The program consists of two years of foundational doctoral coursework (two courses/quarter) and a third year of coursework of research methodology and a specialized focus of study. The coursework in the initial two years of the program is offered in a doctoral cohort format alongside ELPS EdD students. This cohort structure builds a learning community of fellow educational leaders and scholars who support each other through coursework and research. PhD students complete a traditional five-chapter dissertation. In addition to the requirements for the degree, students have the option of completing a 300-hour administrative internship (requirement for Administrator License, Special Education Director License, and Gifted Education Director License). Applicants must hold a master's degree or a juris doctor.

### 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-initialadministratordirectorofspcial/>) through the CDE.

## Doctor of Education (EdD) in Educational Leadership & Policy Studies

This **65-credit-hour degree program** beyond a master's degree builds on prior leadership experience and preparation and prepares students to be transformative leaders in a variety of educational settings. The program consists of two years of foundational doctoral coursework (two courses per quarter). The coursework in the initial two years of the program is offered in a doctoral cohort format with ELPS PhD students. This cohort structure builds a learning community of fellow educational leaders and scholars who support each other through coursework and research. After the initial two years of coursework, EdD students continue to develop and complete their Dissertation in Practice. The Dissertation in Practice is independent research regarding a persistent, complex problem of practice with a supportive structure of quarterly research seminars. In addition to the requirements for the degree, students have the option of completing a 300-hour administrative internship (requirement for Administrator License, Special Education Director License, and Gifted Education Director License). Applicants must hold a master's degree or a juris doctorate and have completed a principal or teacher-leadership program, or have other school leadership-related 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-initialadministratordirectorofspecial/>) through the CDE.

## **Master of Arts (MA) in Educational Leadership & Policy Studies with a Concentration in Principal Licensure**

The Master of Arts 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). The MA offers extended study of transformative and turnaround leadership, covering issues of culture, diversity, poverty, special needs, liberatory design, entrepreneurship, and data-driven leadership. The MA consists of a total of 45 credit hours, which includes the Certificate in Educational Leadership and Policy Studies with a concentration in Principal Licensure program (30 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 as the MA capstone.

This program can be completed in a hybrid in-person format with evening or weekend campus classes or in fully online format with evening or weekend synchronous Zoom classes.

### **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 CDE.

## **Certificate in Educational Leadership & Policy Studies with a Concentration in Principal Licensure**

The 30-credit Certificate in Educational Leadership and Policy Studies leads to recommendation for Colorado Principal Certification. The program offers competency-based learning that is 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 and requires a minimum of 300 internship hours that are integrated into coursework. During the first quarter of the program (usually Summer), students engage in a leadership retreat that builds community and provides an experiential learning experience to practice the leadership theories and concepts that serve as the foundation of the program. The Certificate can be combined with additional coursework for a master's degree (see above).

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.

This program can be completed in a hybrid in-person format with evening or weekend campus classes or in fully online format with evening or weekend synchronous Zoom classes.

### **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 CDE.

## **Doctor of Philosophy in Educational Leadership & Policy Studies**

### **Degree and GPA Requirements**

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**Master's degree:** This program requires a master's degree as well as the baccalaureate.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### **Other Required Materials**

**Additional requirements for this program:** Virtual interview may be required.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Doctor of Education in Educational Leadership & Policy Studies

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**Master's degree:** This program requires a master's degree as well as the baccalaureate.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### Prerequisites

Applicants must have completed principal, teacher-leadership or other leadership preparation or served in a leadership position.

### Other Required Materials

**Additional requirements for this program:** Virtual interview may be required.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

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

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

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## Certificate in Educational Leadership and Policy Studies

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Doctoral Programs

### Doctor of Philosophy in Educational Leadership and Policy Studies

#### Degree Requirements

#### Coursework Requirements

Code	Title	Credits
<b>Year 1 and 2 - Foundation Requirements</b>		
RMS 4940	Structural Foundations of Research in Social Sciences <sup>1</sup>	3
ADMN 4827	Foundations of Educational History and Philosophy	4
RMS 4910	Introductory Statistics <sup>1</sup>	4
ADMN 4819	Organization Theory & Behavior	4
RMS 4941	Introduction to Qualitative Research <sup>1</sup>	4
ADMN 4823	Equitable and Socially Just Educational Policy Making in the United States	4
ADMN 4900	Advanced Inquiry and Analysis	4
ADMN 4821	Leading Design Improvement for Equity <sup>2</sup>	4
ADMN 4820	Educational Program Evaluation <sup>2</sup>	4
ADMN 4835	Leading Teaching and Learning	4
ADMN 4812	Perspectives in District Leadership <sup>2</sup>	4
ADMN 4844	Critical Policy Analysis for Educational Systems	4
ADMN 4836	Improving Organizational Culture	4
ADMN 4822	Action Research and Systems Leadership	4
<b>Subtotal:</b>		<b>55</b>
<b>Third Year of Study - Student Designs with Advisor (See list below for potential options)</b>		
RMS 4911	Correlation and Regression	4
RMS 4912	Analysis of Variance (ANOVA)	5
RMS 4913		
RMS 4914	Structural Equation Modeling	4

RMS 4915	Hierarchical Linear Modeling	4
<b>Recommended Options, Measurement Focus</b>		
RMS 4921	Psychometric Theory	3
RMS 4922	Item Response Theory	3
RMS 4913		
<b>Recommended Options, Qualitative Fous</b>		
RMS 4945	Community-Based Research	4
RMS 4947	Arts-Based Research	3
RMS 4946	Advanced Qualitative Research	4
<b>Other Recommended Research Options</b>		
RMS 4949	Topics in Qualitative Research	1-5
RMS 4939	Topics in Quantitative Research Methods	1-5
RMS 4919	Topics in Statistics	1-5
RMS 4932	Meta-Analysis Social Science Research	3
RMS 4951	Mixed Method Research Design	4
<b>REQUIRED: Cognate Area Courses (DU Leader Prep Programs MAY be counted in some circumstances)</b>		
Total Additional Cognate Hours:		
Total Hours, Year Three (Additional Research + Additional Cognate Hours):		25
<b>Doctoral Research</b>		<b>10 MIN.</b>
Students are required to register for at least 1 credit hour each quarter (Fall, Winter, Spring) following all other coursework.		
ADMN 4700	Special Topics in K-12 Administration	1
ADMN 5900	Research Planning and Design	3
ADMN 5993	Doctoral Research Seminar	4-5
ADMN 5995	Independent Research	1-2
<b>Optional Internship</b>		
Needed ONLY if seeking district level (Superintendency) Administrative License.		
ADMN 4817	Administrative Internship (1-6 credits any quarter)	0-6
<b>Total Credits</b>		<b>90</b>

<sup>1</sup> Indicates Research Courses which a student may have waived or test out.

<sup>2</sup> Recommended

\* *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 90 credit hours is required beyond the earned master's degree. Up to 15 credits may be transferred in for the PhD; however, no credit hours from the earned master's degree used for admissions can be transferred into the PhD.

#### PhD in Educational Leadership - Summary of Requirements

- Program Area Requirements (24 credit hours)
- Introductory Research Areas (31 credit hours)
- Intermediate/Advanced Research Areas + Additional Cognate Hours (25 credit hours)
- Doctoral Research Hours (ADMN 4700, ADMN 5900, ADMN 5993, ADMN 5995) (10 MIN. credit hours)
- Total: 90 credit hours
- OPTIONAL: Internship Hours (6 needed if Superintendent/Administrator license is sought) (6 credit hours)

## Doctor of Education in Educational Leadership and Policy Studies

### Degree Requirements

#### Coursework Requirements

Code	Title	Credits
<b>Educational Leadership Coursework Requirement</b>		
RMS 4940	Structural Foundations of Research in Social Sciences	3

ADMN 4827	Foundations of Educational History and Philosophy	4
RMS 4910	Introductory Statistics <sup>1</sup>	4
ADMN 4819	Organization Theory & Behavior	4
RMS 4941	Introduction to Qualitative Research <sup>1</sup>	4
ADMN 4823	Equitable and Socially Just Educational Policy Making in the United States	4
ADMN 4900	Advanced Inquiry and Analysis	4
ADMN 4821	Leading Design Improvement for Equity	4
ADMN 4820	Educational Program Evaluation	4
ADMN 4835	Leading Teaching and Learning	4
ADMN 4812	Perspectives in District Leadership	4
ADMN 4844	Critical Policy Analysis for Educational Systems	4
ADMN 4836	Improving Organizational Culture	4
ADMN 4822	Action Research and Systems Leadership	4
<b>Doctoral Research Hours <sup>2</sup></b>		
ADMN 4700	Special Topics in K-12 Administration	1
ADMN 5900	Research Planning and Design	3
ADMN 5993	Doctoral Research Seminar	6
<b>Optional Internship</b>		
ONLY needed if seeking district level Administrator license		
ADMN 4817	Administrative Internship (300 field hours. 50 clock hours/credit for a total of 6 credits.)	0-6
<b>Total Credits</b>		<b>65</b>

<sup>1</sup> Indicates Research Courses which a student may have waived or test out.

<sup>2</sup> 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.

<sup>3</sup> Minimum of 6 credits. Students are required to register for at least 1 credit hour each quarter (Fall, Winter, Spring) following all other coursework. ADMN 5993 is taken in three, 2-credit courses.

A minimum of 65 credit hours is required beyond the earned master's degree.

#### EdD Summary of Course Requirements

- Program Area Requirements (24 credit hours)
- Research Requirements (31 credit hours)
- Doctoral Research Hours (ADMN 4700, ADMN 5900 and ADMN 5993) (10 MIN. credit hours)
- **Total:** 65 credit hours
- Optional - Internship Hours (6 needed if Administrator license sought) (6 credit hours)

## Master's Program

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

#### Degree Requirements

#### Coursework Requirements

Code	Title	Credits
<b>Morgridge College of Education Requirements</b>		
Principal Licensure Concentration Requirements (Completed in year 1)		
ADMN 4840	Strategic and Transformative School Leadership	9
ADMN 4841	Instructional Leadership for Equitable Schools	5
ADMN 4842	Human Resource Leadership	5
ADMN 4843	Strategic Resource Management for School Leadership	5
Internship Requirements (6 credits)		
ADMN 4860	Principal Internship	2
ADMN 4860	Principal Internship	2
ADMN 4860	Principal Internship	2
Foundation Requirements (Completed in year 2)		

RMS 4900	Education Research and Measurement	4
ADMN 4834	Culturally Responsive School Leadership	3
Program Requirements (Completed in year 2)		
ADMN 4848	Liberatory Design for School Improvement	4
ADMN 4849	Action Research for School Leaders	4
<b>Total Credits</b>		<b>45</b>

Minimum number of credits required for degree: 45 credit hours

#### Summary of Requirements

- Principal Licensure Concentration Requirements (24 credit hours)
- Internship Requirements (6 credit hours)
- Foundation Requirements (7 credit hours)
- Program Requirements (8 credit hours)
- Action Research Capstone paper/project (form submitted to the department)

## Certificate Program

### Certificate in Educational Leadership and Policy Studies with a Concentration in Principal Licensure

#### Certificate Requirements

##### Coursework Requirements

Code	Title	Credits
ADMN 4840	Strategic and Transformative School Leadership	9
ADMN 4841	Instructional Leadership for Equitable Schools	5
ADMN 4842	Human Resource Leadership	5
ADMN 4843	Strategic Resource Management for School Leadership	5
ADMN 4860	Principal Internship	2
ADMN 4860	Principal Internship	2
ADMN 4860	Principal Internship	2
<b>Total Credits</b>		<b>30</b>

The program consists of four quarters of coursework and requires a minimum of 300 internship hours that are aligned with coursework.

Credits required for certificate: 30 credit hours

#### ADMN 4330 Culturally Responsive Leadership, Mentoring & Supervision (3 Credits)

The course is designed to assist mentors and instructional leaders in the development and application of skills and to bring these to day-to-day leadership in the current role of supporting a pre-service teacher. Students will analyze their leadership styles and apply their learning to leadership scenarios to refine their school leadership skills. Students will explore the mentor's role as an educational leader to enhance the existing educational experience for their pre-service teacher and classroom students. This course reviews adult learning theory, communication strategies, and problem-solving approaches for continuous school improvement and pre-service teacher supervision and feedback. This course includes studying and applying a variety of approaches for supporting, supervising, and evaluating educator effectiveness, including approaches to classroom observation; mentoring and peer support systems; and tenets of change theory related to school improvement initiatives.

#### 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. Responsible administration of human and fiscal resources is necessary to accomplish systemic instructional improvement at the district level. The goal is to prepare leaders who will lead school districts that are culturally responsive and promote equity and excellence. This course includes an experiential learning component.



**ADMN 4817 Administrative Internship (0-6 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 (4 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. Students will critically learn and apply various organizational theories to expand your own beliefs about leadership and learning. This course includes an experiential learning component.

**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. This course includes an experiential learning component.

**ADMN 4821 Leading Design Improvement for Equity (4 Credits)**

The course focuses on school reform and improvement through improvement science. Improvement science is an emerging concept which focuses on exploring how to undertake continuous quality improvement. The aim of this class is to explore strategies of improvement science 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 improvement science project. This course includes an experiential learning component.

**ADMN 4822 Action Research and Systems Leadership (4 Credits)**

This course will prepare students, as scholarly practitioners and academic researchers, to use action research methodology and systems leadership to solve equity related educational problems of practice. Action research, which was developed in education in 1940's by Kurt Lewin, is practitioner-based research, based in traditional research designs. It is focused on improvement, connects theory to practice, encourages empowerment, and advocates for social justice.

**ADMN 4823 Equitable & Socially Just Educational Policy Making in the United States (4 Credits)**

This course focuses on the educational policy system, the policy process, and current educational reforms. In addition to an overview of the basic governmental structure, this course addresses the micropolitics of education, including how to implement and advocate for more equitable, socially just, and anti-racist policies to improve the quality and effectiveness of learning for children and families. Course activities facilitate the development of skills for addressing policies and practices that affect the success of all students and schools, learning how to identify and unpack current critical issues, and identifying where and how to act to influence policy decisions. This course includes an experiential learning component.

**ADMN 4827 Foundations of Educational History and Philosophy (4 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. This course includes an experiential learning component.

**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 Culturally Responsive School Leadership (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)**

In this course, students will examine what it means to be a district-level leader focused on and supportive of learning by considering the roles and responsibilities of leaders related to teaching and learning, and by examining the challenges and opportunities inherent in that role. Topics of study relevant to instructional leadership include developing (a) coherent systems of teaching and learning, (b) professional community, (c) professional capacity, and (d) an equitable, student-centered learning climate. Students will gain practical and theoretical tools to improve curriculum development, instruction, and student achievement district wide. Students will meld theory and practice by using empirical thinking and evidence-based change to address social justice concerns within instructional programs in schools and school districts. We will look at how curriculum both reproduces and transforms society and how society both reproduces and transforms curriculum in schools. This course includes an experiential learning component.



**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. This course includes an experiential learning component.

**ADMN 4840 Strategic and Transformative School Leadership (9 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 (5 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. Form 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)**

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**ADMN 4844 Critical Policy Analysis for Educational Systems (4 Credits)**

Welcome to Policy Analysis for Educational Systems! Students in this experiential course will develop policy knowledge and skills to analyze P-12 educational policies and legislations with a more critical, equity-oriented lens. Students will also build their knowledge and skills to engage in critical discourse that depolarizes communities, fosters mutual understanding, and a shared vision of equity with groups that hold opposing viewpoints. Students will walk away from this course with a trained eye and skillset to critically analyze policy through a social justice lens and draw out implications for P-12 educational leadership, policy, and praxis.

**ADMN 4848 Liberatory Design for School Improvement (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 4849 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 4859 Action Research Capstone (1 Credit)**

Provides support for students as they develop their action research project into the Capstone for the Masters in Educational Leadership and Policy Studies.

**ADMN 4860 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 4900 Advanced Inquiry and Analysis (4 Credits)**

This course is part two of a two-part course series. In part one of this series, Introductory Qualitative Research (RMS 4941), you learned about the foundations of qualitative research including philosophical perspectives, theoretical underpinnings, key characteristics, and common approaches to inquiry and research design: case studies, ethnography, narrative (testimonios), grounded theory, phenomenology, and action research. You ended the course with a design of a qualitative study proposal informed by the extant literature and your personal, practical, and intellectual goals. You completed the course with the design of a qualitative research study. ADMN [xxxx], Advanced Inquiry and Analysis, is the counterpart where you will go in the field to execute your qualitative study designed in your Introductory Qualitative Course. This intermediate level qualitative course builds on the content of other qualitative research courses at the University of Denver. In this course, you will continue to learn the skills and competencies needed to gather, analyze, and report high quality data. You will leave the course well-grounded in the application of the IRB process, data collection, data analysis, data interpretation, handling concerns about reliability, validity, and ethics; and writing the final report. The final product for this course will be the execution of a rigorous qualitative research design with preliminary findings that could be presented at a professional conference and with further development for manuscript publication.

**ADMN 4991 MA Independent Study (1-10 Credits)****ADMN 4995 Independent Research (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 5910 Dissertation Seminar for Educational Leadership and Policy Studies (2 Credits)**

This course is designed as a workshop to support students in the ongoing development of the EdD Dissertation in Practice (DiP) or their PhD dissertation, to work collaboratively to finalize the literature review, research plan, and/or data analysis. Our work together will be highly interactive. Students are expected to work closely with their chairs /dissertation directors/advisors and other committee members throughout the process. Feedback from the instructor will in no way supersede the judgment of the chair/dissertation director or committee members. The purpose of this course is to guide students in completing the DiP or the dissertation. This is not a research methods course, but a doctoral dissertation course focused on the application of research understandings, knowledge, concepts, and terminology in the design of a dissertation. It is assumed that prerequisite research courses provide students with considerable information, foundational knowledge, and conceptual understandings of both quantitative and qualitative research methodologies and other relevant topics.

**ADMN 5991 PhD Independent Study (1-10 Credits)**

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

**ADMN 5993 Doctoral Research Seminar (1-5 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 Independent Research (1-10 Credits)****Courses****ADMN 4330 Culturally Responsive Leadership, Mentoring & Supervision (3 Credits)**

The course is designed to assist mentors and instructional leaders in the development and application of skills and to bring these to day-to-day leadership in the current role of supporting a pre-service teacher. Students will analyze their leadership styles and apply their learning to leadership scenarios to refine their school leadership skills. Students will explore the mentor's role as an educational leader to enhance the existing educational experience for their pre-service teacher and classroom students. This course reviews adult learning theory, communication strategies, and problem-solving approaches for continuous school improvement and pre-service teacher supervision and feedback. This course includes studying and applying a variety of approaches for supporting, supervising, and evaluating educator effectiveness, including approaches to classroom observation; mentoring and peer support systems; and tenets of change theory related to school improvement initiatives.

**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. Responsible administration of human and fiscal resources is necessary to accomplish systemic instructional improvement at the district level. The goal is to prepare leaders who will lead school districts that are culturally responsive and promote equity and excellence. This course includes an experiential learning component.

**ADMN 4817 Administrative Internship (0-6 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 (4 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. Students will critically learn and apply various organizational theories to expand your own beliefs about leadership and learning. This course includes an experiential learning component.

**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. This course includes an experiential learning component.

**ADMN 4821 Leading Design Improvement for Equity (4 Credits)**

The course focuses on school reform and improvement through improvement science. Improvement science is an emerging concept which focuses on exploring how to undertake continuous quality improvement. The aim of this class is to explore strategies of improvement science 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 improvement science project. This course includes an experiential learning component.

**ADMN 4822 Action Research and Systems Leadership (4 Credits)**

This course will prepare students, as scholarly practitioners and academic researchers, to use action research methodology and systems leadership to solve equity related educational problems of practice. Action research, which was developed in education in 1940's by Kurt Lewin, is practitioner-based research, based in traditional research designs. It is focused on improvement, connects theory to practice, encourages empowerment, and advocates for social justice.

**ADMN 4823 Equitable & Socially Just Educational Policy Making in the United States (4 Credits)**

This course focuses on the educational policy system, the policy process, and current educational reforms. In addition to an overview of the basic governmental structure, this course addresses the micropolitics of education, including how to implement and advocate for more equitable, socially just, and anti-racist policies to improve the quality and effectiveness of learning for children and families. Course activities facilitate the development of skills for addressing policies and practices that affect the success of all students and schools, learning how to identify and unpack current critical issues, and identifying where and how to act to influence policy decisions. This course includes an experiential learning component.

**ADMN 4827 Foundations of Educational History and Philosophy (4 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. This course includes an experiential learning component.

**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 Culturally Responsive School Leadership (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)**

In this course, students will examine what it means to be a district-level leader focused on and supportive of learning by considering the roles and responsibilities of leaders related to teaching and learning, and by examining the challenges and opportunities inherent in that role. Topics of study relevant to instructional leadership include developing (a) coherent systems of teaching and learning, (b) professional community, (c) professional capacity, and (d) an equitable, student-centered learning climate. Students will gain practical and theoretical tools to improve curriculum development, instruction, and student achievement district wide. Students will meld theory and practice by using empirical thinking and evidence-based change to address social justice concerns within instructional programs in schools and school districts. We will look at how curriculum both reproduces and transforms society and how society both reproduces and transforms curriculum in schools. This course includes an experiential learning component.

**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. This course includes an experiential learning component.

**ADMN 4840 Strategic and Transformative School Leadership (9 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 (5 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)**

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