



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

# ***Educational Leadership and Policy Studies***

**Principal Preparation Certificate,  
Master of Arts,  
EdD and PhD Doctoral Programs**

**Student Handbook  
2012 – 2013**

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The University of Denver's Educational Leadership and Policy Studies (ELPS) *Student Handbook* provides the prospective and admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees and certificates. In addition to our program publication, the student should become familiar with the *Morgridge College of Education Student Policies and Procedures Handbook* and the *Graduate Studies Policies and Procedures Manual*. Although every effort has been made to ensure their agreement, it is the student's responsibility to read the norms regarding degree programs in all documents and to complete various program steps in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

Inquiries concerning programs in the MCE should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 and [edinfo@du.edu](mailto:edinfo@du.edu) .

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

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208-4840, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

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## PART I: GENERAL INFORMATION

### Faculty Contact Information

**Lyndsay Agans**, PhD, Assistant Professor; [lyndsay.agans@du.edu](mailto:lyndsay.agans@du.edu), 303-871-3619, Katherine A. Ruffatto Hall 360.

Lyndsay Agans was a previous Diversity Faculty Fellow in the Morgridge College of Education, and served as an instructor and Assistant Director of the McNair Scholars Program at the University of Northern Colorado. Lyndsay Agans' scholarship focus is on technology, teaching, and learning with an emphasis on inclusive excellence. Dr. Agans holds a Ph.D. in Higher Education with a specialization in Organization & Governance and a cognate in Education Research. Lyndsay brings a specialization in assessment, evaluation, and university organization and governance. She teaches within the Certification, MA and doctoral programs.

**Linda Brookhart**, PhD, Clinical Assistant Professor; [Linda.Brookhart@du.edu](mailto:Linda.Brookhart@du.edu), 303-871-2973, Katherine A. Ruffatto Hall 350B

Linda Brookhart has over 30 years of experience as a school principal and district level administrator in addition to teaching at the university level. Her area of professional interest and research include: refining the knowledge base and preparation programs for educational leaders and corresponding development of performance assessments; and identifying student reported learning from participation in early field experiences and implication for preparation programs. Her PhD is from the University of Denver in School Administration, Cognate: Speech Communications; an MA from University of Denver in Curriculum and Supervision/International Relations. She teaches courses in leadership, organizational development, curriculum and instruction, supervision, and program evaluation and action research to Certificate, Masters and doctoral students.

**Patty Kipp**, MA, Lecturer; [Patricia.Kipp@du.edu](mailto:Patricia.Kipp@du.edu); 303-871-7517; Katherine A. Ruffatto Hall 3rd floor

Patty Kipp was a Denver Public School principal at Palmer School for the thirteen years. Ms. Kipp worked in Denver Public Schools for thirty-one years as a teacher, reading specialist, staff developer, assistant principal, and administrator mentor. She has degrees in History, Spanish and Curriculum and Instruction. Ms. Kipp has worked with the principal preparation programs for eight years as a successful collaborator with the Ritchie program and leads the Adams 12 Ritchie program.

**Susan Korach**, EdD, Program Coordinator and Associate Professor; [Susan.Korach@du.edu](mailto:Susan.Korach@du.edu), 303-871-2212, Katherine A. Ruffatto Hall 356

Susan Korach co-designed and serves as the district/university partnership principal preparation program that received a United States Department of Education School Leadership Program grant in 2008. Her primary research has focused on evaluating the learning outcomes of

principal preparation programs and conducting qualitative research of the leadership actions of new principals. Her primary research has focused on evaluating the learning outcomes of principal preparation programs and conducting qualitative research of the leadership actions of new principals. Susan holds an EdD and MA from the University of Houston. Prior to her work at the University of Denver she worked as an educational consultant, English teacher, Assistant Principal, and charter school Education Director.

**Becky McClure**, MA, Lecturer; [Rebecca.McClure24@du.edu](mailto:Rebecca.McClure24@du.edu); 303-871-6531; 303-718-0334; Katherine A. Ruffatto Hall 362

Formerly serving as a school district administrator in Human Resources, Special Education and Student Services, Becky McClure has over 30 years of experience in working with principals and educational leaders in the areas of employee relations and negotiations, policy development, teacher, staff, and principal evaluation, and addressing needs regarding high quality teaching, student learning and leadership. She holds an MA in Administration and Special Education from the University of Northern Colorado and a BA in Special Education from Ball State University. She works within the Executive Leadership for Successful Schools principal preparation program in ELPS.

**Kent Seidel, PhD**, Associate Professor; [Kent.seidel@du.edu](mailto:Kent.seidel@du.edu), 303-871-2496, Katherine A. Ruffatto Hall 346

Kent Seidel holds a PhD in Interdisciplinary Research with a focus on non-profit and educational organizational behavior and management. He served as Domain chair in the Morgridge College of Education and served as faculty and Chair of the Educational Leadership and Urban Education Leadership graduate programs at the University of Cincinnati. Dr. Seidel has been actively involved with school improvement and standards-based reform since 1990. His primary research in the past decade has focused on performance-based approaches to improving educator support and school quality, including a major emphasis on value-added and growth measures in accountability systems. He teaches within the doctoral program.

### **Staff Contact Information**

#### **Office of Academic Services, Morgridge College of Education**

**Anna Millies**, Director; [anna.millies@du.edu](mailto:anna.millies@du.edu), 303-871-2494, Katherine A. Ruffatto Hall 314

#### **Office of Admissions, Morgridge College of Education**

303-871-2509, [edinfo@du.edu](mailto:edinfo@du.edu)

*For general assistance related to admissions.*

#### **Financial Aid**

Alana Kim, 303-871-4012

*For assistance with Financial Aid, scholarships, Graduate Assistantships, and tuition questions.*

## II. Program Overview

### Location

The faculty and staff offices for the Educational Leadership and Policy Studies Program are located in Katherine A. Ruffatto Hall, home of the Morgridge College of Education (MCE), 1999 E Evans Ave, Denver, CO 80208. Many, but not all of the classes will be held in the Katherine A. Ruffatto Hall. There is limited visitor parking in lots near the building. For parking information, consult <https://www.parking.du.edu/default.aspx>.

### Accreditation

All degrees at the University of Denver are accredited through the North Central Association of Colleges and Schools. The principal preparation programs and administrator endorsement are approved by the Colorado Department of Education.

### Mission

The mission of the Educational Leadership and Policy Studies and Policy Studies programs is to prepare leaders for educational settings. We prepare leaders for education through intensive, integrated academic study and opportunities to apply lessons in the real world. Our students focus on leadership, policy studies and research that are relevant and appropriate for meeting today's educational challenges.

### Goals

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

- leadership that builds systemic supports for optimal growth and development for children and families, preparing all students for educational success;
- leadership for social justice that assures equitable access to learning for all students. Leadership, development and support of lifelong learning communities involving non-traditional students, those seeking continuing education, and our own university personnel.

### Outcomes

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

- demonstrating strategic leadership that indicates understanding and the ability to influence the larger political, social, economic, legal, and cultural context through development of a vision of learning for a learning community.

- demonstrating school cultural and equity leadership that include core values and beliefs consistent with current Educational Leadership and Policy Studies theory and practice.
- demonstrating instructional leadership by sustaining a culture and instructional program committed to student learning, social justice and staff professional growth.
- demonstrating managerial and external development leadership ensuring management of school operations, resources, and family and community interests for a safe, efficient, and effective learning environment.
- demonstrating human resource leadership that includes acting with integrity, fairness, and in an ethical manner to implement a vision of learning that assures success for all students.

We prepare leaders for education through intensive, integrated academic study, and authentic opportunities for application. These experiences help educational leaders develop self-knowledge to create learning communities that ensure academic achievement and optimal growth and development for all learners. Students focus on leadership, policy studies and research that are relevant and appropriate for meeting today's educational challenges.

### **Signature Pedagogy**

ELPS programs are organized into a Pre-school through Post-graduate (P-20) structure. We work in depth across programs both vertically and horizontally, bringing faculty to the table to discuss and debate program data and the latest research and promising practice ideas. ELPS underlying philosophy is that any educator will benefit from a solid “behind the scenes” understanding of what other educators do in the larger system—be it down the hall or a dozen grade levels earlier or later—and that all educators must work together to put students and their families and communities first in order to be effective. ELPS common core themes have developed from a “whole-person” approach to supporting learners at all levels, in collaboration with our colleagues in counseling, psychology, information sciences, early childhood, and others. The 5 core themes are:

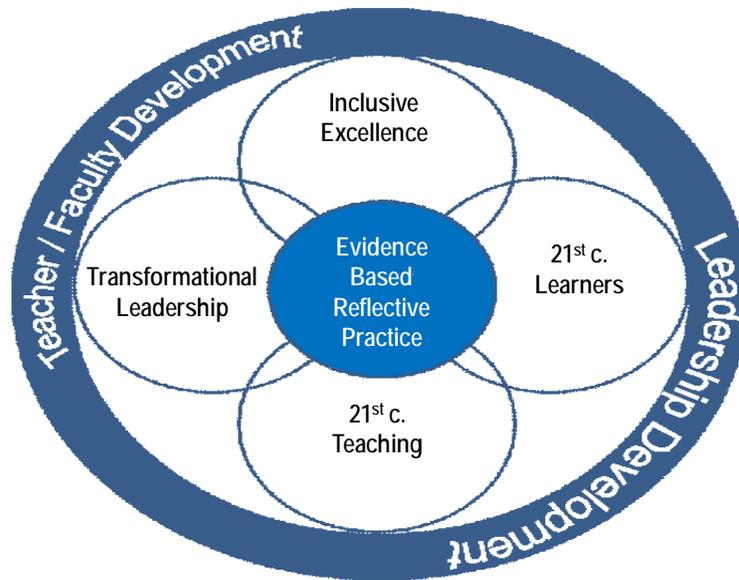
**Transformational Leadership** (Leadership / Policy / Change): All students are able to leverage change within their own communities and organizations.

**Inclusive Excellence:** Commitment to, and skills and dispositions to act towards, equity and access to lifelong learning and teaching for all individuals and communities.

**Evidence-based, Reflective Practice:** Includes variety of research, evaluation, assessment and data-driven decision making knowledge, skills, and dispositions.

**21<sup>st</sup> century teaching:** Modeling and teaching educational practices that are research-based and research validated; connecting with informal and community learning opportunities; fostering creative/critical thinking and innovation, including latest technologies to empower everyone in the learning community.

**21<sup>st</sup> century learner-centered:** Focus on being truly learner centered, asset-based; increase inclusion, access, and adaptation; understand and use latest research from our field and others (e.g., neuroscience).



### Research Competencies

The following are the research competencies for all MCE graduate students. The certificate, and MA, and doctoral programs are designed to build these competencies. Our students will be able to:

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

Program outcomes are measured by satisfactory completion of all coursework requirements. In principal preparation programs also require a portfolio and professional performance in internship experiences; the Master's program requires a capstone project and doctoral programs require successful completion of the dissertation or applied research projects and for those students who elect the internship they must demonstrate professional performance in internship experiences. All students are evaluated relative to professional traits as described in the advising section of this handbook.

### Part III: PROGRAM REQUIREMENTS and POLICIES

The following provides information on the policies and procedures that specifically affect students. However, this is not an exhaustive list. The University of Denver's Graduate Policies and Procedures are the first layer of academic policy under which all College and program policies are administered. The Graduate Policies and Procedures manual can be found at: [http://www.du.edu/learn/graduates/grad\\_policies\\_procedures\\_11-12.pdf](http://www.du.edu/learn/graduates/grad_policies_procedures_11-12.pdf)

College policies are the second layer of academic policy. Students should refer to the Morgridge College of Education Student Policies and Procedures Handbook for specific policies and procedures on academic matters such as time limit, incomplete grade policies, registration, academic appeals procedures, and other information. The MCE Student Policies and Procedures Handbook can be found at: <http://www.du.edu/education/resources/current-students/index.html>.

Students should check with their Academic Advisor for clarification of the policies and procedures that are College-wide in their applicability.

#### Orientation

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

#### Coursework Plan of Study

**It is the student's responsibility to meet with a faculty advisor during the first quarter of study to ensure an understanding of degree requirements and to secure the advisor's signature on the initial plan.** Although the required courses are offered in a fairly prescribed cohort model schedule, students confer with the advisor to select electives when appropriate and to confirm the sequence for courses. The original, signed, coursework plan of study will remain in the student's file until the student graduates from the certificate or degree program. Course work plans can be amended when deemed necessary by the student and advisor. Any waiver or substitution of a required course must be approved by the student's advisor and a Course Substitution or Waiver form found under General Student forms at this link: <http://www.du.edu/education/resources/current-students/forms.html> and must accompany the Coursework Plan. A blank Coursework Plan is provided on the MCE website at <http://www.du.edu/education/resources/current-students/coursework-plans.html> under the

Educational Leadership and Policy Studies (ELPS) heading and must be completed signed by both the student and advisor, and filed with the MCE Office of Academic Services before the end of the first quarter of enrollment.

Please see Appendix A of this Handbook for specific required courses and typical course scheduling for the Principal Preparation program models and Master's Degree. Blank coursework plans are also provided.

### **Certificate and Degree Program Components**

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

**Electives** are limited in Educational Leadership and Policy Studies programs due to licensure requirements and the cohort approach to learning where students take courses over time with a learning team or cohort. While the cohort style limits electives, it has many benefits of additional supports for students' success.

Independent / Directed Study Policy. On occasion a student may wish to arrange an Independent Study to pursue a topic of interest to them for which a regular course is not offered, or a Directed Study to complete a regular-catalog course under unusual circumstances where there is not an opportunity to take the regular course. Independent and Directed Study options are governed by the rules in the Graduate Policies and Procedures manual: [http://www.du.edu/learn/graduates/grad\\_policies\\_procedures\\_11-12.pdf](http://www.du.edu/learn/graduates/grad_policies_procedures_11-12.pdf).

In addition, students wishing to pursue an Independent or Directed Study in an Educational Leadership and Policy Studies program must get the approval of their advisor, and the program coordinator. Directed Study options will not be offered during a quarter when the regular course is offered. Independent Study arrangements require an Independent Study Contract, included in Appendix F.

**Internships** are supervised learning opportunities to strengthen professional expertise in environments that provides both academic credit and experiential learning. The principal preparation internship (ADMN 4815/4816) is highly integrated with project-based learning within each course and is required of each student each quarter in the principal preparation programs. Doctoral students who elect to pursue the district level Administrator Licensure must complete a 6-credit-hour internship (ADMN 4817) *in addition to* the course hours required for the degree. Faculty supervisors provide individual feedback on the student's integrated internship experience, discuss the student's progress with school supervisors, and provide appropriate exploration of issues related to educational leaders. Internships require 50 hours of qualifying field experience per 1 credit hour; this requirement is subject to modification at any time in response to changes in requirements by the Colorado Department of Education for

licensure of school and/or district leaders. If such a change occurs students will be notified by their advisor and/or their internship course instructor.

## **Certificate and Degree Concluding Assessments & Experiences**

### **Capstone Project (Master's degree)**

The capstone project serves as the comprehensive final exam for the Master's in Educational Leadership and Policy Studies. Students will complete a project which is appropriate to their interests and expertise. The project is initiated within ADMN 4849 Action Research and completed the following quarter under the guidance of a capstone advisor. The intent of the project is to provide the student with an opportunity to integrate learning from coursework and apply it to an action research framework. After the final evaluation of the Capstone, the capstone advisor will submit to the OAS the documentation needed for certification of the completed Master's degree. Students are expected to complete the capstone project in the quarter following their completion of ADMN 4849 Action Research. During that capstone quarter, students will turn in work for the capstone advisor to review during Week 2 and 4 of their capstone quarter for formative feedback. The final project is due to the capstone advisor by the end of Week 6 of the capstone quarter. If a student is unable to complete the capstone during the capstone quarter (the quarter immediately following completion of Action Research ADMN 4849) they must complete the project by the end of the following quarter. Should unforeseen circumstances arise that prevent timely project completion, students should consult with their academic advisor for guidance. Additional information regarding the capstone requirement can be found in the Appendices.

### **CDE Verification (Principal/Administrator Licensure)**

Students that graduate from the certificate and master's program are eligible for verification of principal program completion to be sent to Colorado Department of Education. It is the student's responsibility to provide the appropriate page from the Colorado Department of Education Initial Educator License Application to the Office of Academic Services ([oas@du.edu](mailto:oas@du.edu)). This page is signed by the Director of Academic Services and then returned to the student following the assignment of final quarter grades. The initial licensure application can be found at [http://www.cde.state.co.us/index\\_license.htm](http://www.cde.state.co.us/index_license.htm)

### **End of Year Assessments and Review (EdD and PhD students)**

Students who have earned a graduate degree reflect the successful acquisition of the knowledge, skills, and competencies required to work in the field. The comprehensive examination for the PhD and End of Year Assessment for the EdD are intended to provide an opportunity for students to demonstrate their ability to integrate, synthesize, and make meaning of the knowledge they have gained during their program of study.

### *ELPS EdD End of Year Assessments*

Designed as a reflective exercise that emphasizes the student's ability to utilize knowledge and skills in a compressed time frame, End of Year Assessments enable the student to certify that he or she has gained sufficient knowledge and professional expertise to begin or continue employment in an educational leadership environment or related field. Students will meet with their academic advisor after the End of Year Assessment and prior to the next academic year to review and discuss progress and students' goals for their continued work in the program.

### *ELPS PhD Comprehensive Examination*

ELPS uses the additional levels of performance to inform the passing performance. About the results:

- “Pass with Honors” means that the faculty found the reasoning, insights, ideas, and presentation of material in the comprehensive exam responses to be well above average and worthy of recognition:
  - compelling use of language that skillfully communicates meaning with clarity and fluency
  - virtually error-free with clear grasp and use of APA
  - conclusions, consequences and implications are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order
  - systematically and methodically analyzes one's own and other's assumptions
  - carefully evaluates the relevance of contexts when presenting a position
- “Pass” means that the substance and style of the comprehensive exam responses were acceptable.
- “Low Pass” means that while the substance of the responses was technically adequate to not prompt a “conditional pass” or “fail,” the reasoning, logical presentation, depth of responses, and/or writing skills were lacking. While the University will show the “Low Pass” as a regular “Pass” on a student record, the student is put on notice by a “Low Pass” designation that significant work in demonstrating understanding, reasoning and writing is needed. A dissertation presented in the manner of the comprehensive exam responses would not pass.

### **Dissertation (PhD students)**

For the final stage of the degree, after coursework is successfully completed students in the PhD doctoral program focus on research and the writing of a doctoral dissertation related to the student's area of concentration and professional interest. The dissertation topic should be directly related to some aspect of school leadership and administration. The dissertation is a demonstration of the student's ability to design and undertake independent research on a topic or issue of significance to the field of Educational Leadership and Policy Studies.

Beginning with the quarter after the final year's End of Year Assessment, a student is required to remain continuously registered for dissertation credit at the minimum rate of one credit per

quarter (Academic year of fall, winter, and spring quarters), until the student has successfully defended the dissertation. A minimum of 10 hours of dissertation credits are required, regardless of the time taken to complete the dissertation. A dissertation typically takes about a year to complete, but a MINIMUM time frame of seven months is required from the time a dissertation proposal is approved by the Dissertation Committee to the time when the final dissertation is defended.

It is the intent of the Morgridge College of Education and its dissertation committee to make doctoral study a productive and successful learning experience. It is also the intent to treat doctoral students fairly in this process. As such, exceptions may be made in these procedures to accommodate unusual situations that may arise (e.g., replacing committee members due to conflict or resignation). The Associate Dean of the Morgridge College of Education may grant exceptions to these procedures after being petitioned by the doctoral candidate and his/her advisor. If, after a decision by the Associate Dean, the candidate wishes further appeal, he or she should use the existing Appeals procedures found in the Office of Graduate Studies <http://www.du.edu/currentstudents/graduates/graduationinformation.html>. Students have a maximum of seven years from start to completion of the doctoral program, and extensions of time are granted only rarely in recognition of unusual circumstances.

Students should also refer to the *Morgridge College of Education Dissertation Handbook* available at this link [http://www.du.edu/education/resources/current-students/Dissertation Thesis Handbook 12-08-11.pdf](http://www.du.edu/education/resources/current-students/Dissertation%20Thesis%20Handbook%2012-08-11.pdf) for detailed information on the dissertation process.

### **Applied Research Project (EdD Students)**

Students in the EdD doctoral program will have a range of several options in completing the required field research to satisfy the applied research project requirements for the doctorate. The Educational Leadership and Policy Studies program seeks to assist educational settings in their continuous improvement processes by connecting student dissertation designs to educational organization or school district priorities and collaborative processes. Students will write individual research studies, but rely on university faculty, district leadership, and fellow doctoral candidates for support, literature and research design recommendations, and feedback. The intent of this research study design process is to give students the opportunity to explore relevant questions that match education organizations; district needs and conduct collaborative research in a research process that they can replicate and engage others with in school and district settings. Students will progress through their applied research study year in a cohort-seminar style, working closely with professors, field research partners, and other EdD student colleagues to complete the final portfolio of research for the doctorate.

### **MCE Dissertation/Applied Research Credit Policy**

Dissertation/Applied Research credits are reserved for work on the dissertation, which generally occurs after a student has completed all required courses and after successful completion of the required comprehensive exam. In some programs, however, a student may be under the direct supervision of a faculty member and begin preliminary work on the

dissertation. A student may register for dissertation or applied research credits before completing and passing the comprehensive exam under the following conditions: 1) if the student's Dissertation/Applied Research Advisor agrees to work directly with the student on a regular basis throughout the quarter in which the student is registering for dissertation credit; and 2) if the student is prepared and able to dedicate substantial work to dissertation/applied research planning and preparation.

To conduct preliminary dissertation/applied research work, the student must have the support of the dissertation/applied research advisor. The dissertation/applied research credit form can be obtained from the Registrar's Office at this link: <http://www.du.edu/registrar/forms/independentstudy.pdf> and is submitted to the Office of Academic Services where the eligibility for credit will be verified prior to obtaining the faculty advisor's required signature.

**The student must register for dissertation/applied research credits during the first week of class of the quarter in which the work will be conducted.**

The policy regarding preliminary dissertation/applied research work is as follows:

- A student may register for no more than 50% of the minimum number of dissertation/applied research credits required by his/her program prior to the completion of all course work and comprehensive exams. Dissertation/applied research credit, as with any credits, will not be refunded if the student does not successfully complete his/her dissertation, other required courses, or qualifying or comprehensive exams.
- Once the student has successfully completed all required courses and the required comprehensive exam, the student must register for dissertation/applied research credits. The faculty support students in the dissertation/applied research process by providing advising during this phase of the PhD or EdD. It is the expectation of the faculty that each student will successfully complete the required dissertation/applied research study with quality work.

In order to encourage the completion of the dissertation/applied research, the policy requiring dissertation credits is as follows:

**A student is required to remain continuously registered for dissertation/applied research study credit at the minimum rate of one credit per quarter (Academic Year of Fall, Winter, and Spring quarters), until the student has completed the minimum necessary number of dissertation/applied research study hours required by the student's program AND until a successful dissertation/applied research study defense has occurred. Therefore, depending on the time a student takes to successfully complete the dissertation, registration for additional dissertation credits may be necessary beyond the required minimum.**

**University Continuous Enrollment Policy**

All graduate degree-seeking students must be in active status and continuously enrolled. Enrollment may consist of registration for courses, thesis, or dissertation credits and Continuous Enrollment registration. The University Continuous Enrollment Policy is ideal for students who need to defer loan repayment while completing the dissertation, though you must consult with the appropriate DU Financial Aid Office for more specific information.

Keep in mind you must also register for one credit hour of dissertation research (ADMN 5995) or Applied Research (course # TBA) each quarter (except summer) until you graduate per the MCE Dissertation Credit Policy (noted above).

For the complete DU Graduate Studies Continuous Enrollment Policy, please go to:  
[http://www.du.edu/learn/graduates/grad\\_policies\\_procedures\\_11-12.pdf](http://www.du.edu/learn/graduates/grad_policies_procedures_11-12.pdf)

For the University Continuous Enrollment form and instructions, please go to:  
[http://www.du.edu/media/documents/graduates/continuous\\_enrollment.pdf](http://www.du.edu/media/documents/graduates/continuous_enrollment.pdf)

### **Grade Requirements**

Graduate credit cannot be earned in courses numbered below 3000.

Not all 3000 level courses may be offered for graduate credit. Students should consult the course description in their unit; program and course schedule prior to enrolling in any 3000 level courses to verify it is cross-listed at the graduate level and may count as credit for the graduate degree. 3000 level courses, which are not designated as graduate level, are not approved to count toward graduate degrees or certificates.

A satisfactory quality of achievement with a grade point average of "B" (3.0) or better is required in graduate coursework accepted for the degree. The average is determined on the basis of the University's grading system.

In no case may more than one-fourth of the hours accepted toward the degree be of "C" grade. A grade lower than "C-" renders the credit unacceptable for meeting degree requirements.

Students cannot take more than 8-quarter hours beyond the degree requirements in order to make up grade deficiencies. These additional credit hours should be relevant for the degree and approved by the student's advisor. Students whose grades are still deficient after taking the additional 8 hours are terminated from the degree program.

Unless it is specifically designated as repeatable, a course in which the student has received a passing grade may not be repeated for credit. Grades of "C-" or better are considered passing and qualify for graduate credit. Repeatable courses include independent research, independent study, topics courses and music performance courses.

If a non-repeatable course is taken again the course is counted as part of the total credit load. All grades are counted in GPA calculations. The highest grade received in the repeated course fulfills the degree requirements, but hours earned toward degree requirements are counted only once.

All repeated courses appear on student transcripts. Automated advising tools (e.g. the Academic Progress Report) may show only the course with the highest grade.

Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit and the candidate's status is subject to review at any time.

### **Grade Point Average**

The grade point average (GPA) is determined by multiplying the credit points (for example, B+ = 3.3) by the number of credit hours for each course. Add up the total credit hours attempted, total the credit points and divide the number of points by the number of hours.

Grades of I, IP, NC, NR, W, NP or P are not included in the grade point average. Incomplete grades that are not completed within one calendar year from the quarter the original course was taken are converted to grades of 'F' in the GPA. All grades for repeated courses are included in determining the GPA. Undergraduate, graduate and specific program GPAs may be calculated separately.

Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit. The candidate's status is subject to review at any time.

### **GPA Below 3.0**

Any student whose overall grade point average falls below a 3.0 is no longer in good academic standing and may be warned, put on probation, suspended or terminated, depending upon the grade point deficiency. It is the program's responsibility to inform the student of the deficiency and the student must contact his or her advisor to develop a plan to remedy the student's academic deficits.

Students cannot take more than 8-quarter hours beyond the degree requirements in order to make up grade deficiencies. These additional credit hours should be relevant for the degree and approved by the student's advisor. Students whose grades are still deficient after taking the additional 8 hours are terminated from the degree program.

**After three consecutive quarters (two semesters) of deficit or, in the opinion of the student's advisor, department chair and/or dean, the student is incapable of raising his/her GPA to 3.0, or finishing requirements for the degree, the student may be terminated from the program.**

## Incomplete Grade Policy

If because of unusual conditions (e.g., extreme illness) a student cannot complete the work required in a course during the quarter that the course is taken, a student may arrange with the instructor to receive a grade of "I", Incomplete. When such an arrangement is made, the student and instructor must put in writing the work that will be required of the student to receive a grade; when the work will be due to the instructor; and whether the delay will result in any reduction of the grade possible to receive for the work. Students with three (3) incompletes will not be allowed to register for additional classes until they have fewer than three incompletes. It is the student's responsibility to follow up with an instructor in terms of removing an incomplete. After one calendar year following the term of registration for the course, the Incomplete automatically converts to a grade of F.

The complete DU Graduate Grade policy can be found at [http://www.du.edu/learn/graduates/grad\\_policies\\_procedures\\_11-12.pdf](http://www.du.edu/learn/graduates/grad_policies_procedures_11-12.pdf)

## Graduation

A course work plan audit is conducted for all students at the end of their coursework prior to being approved for graduation. Doctoral students' course work plan audit is at the end of their coursework, prior to being advanced to candidacy for the final dissertation/applied research project. Doctoral students who have not completed all required regular coursework will not be able to begin their dissertation/applied research portion of the degree (exceptions may be granted in unusual circumstances). Completing a graduate program deserves celebrating. The University of Denver and the MCE applaud students' hard work and great accomplishment. Participation in the ceremony and reception is voluntary, but the certificate or degree will not be granted, or posted on your transcript, unless an application for graduation has been received. Please be sure to follow the appropriate guidelines and due dates so that you are able to graduate when you intend to do so. All Students must check with their faculty advisors to verify that all coursework and paperwork are complete.

All students must register for graduation. Official deadlines and forms are online at <http://www.du.edu/currentstudents/graduates/graduationinformation.html>. The application for graduation **must** be received by the Office of Graduate Studies by the posted deadline. Other quarterly deadlines and directions for submitting your application to graduate can be found at <http://www.du.edu/registrar/graduation/GraduationAppInstructions.pdf>

Students in the principal preparation certificate only program are not eligible to walk in the commencement ceremony but are invited to attend the MCE Graduation and Program Completion Ceremony in Katherine A. Ruffatto Hall. Verification of certificate completion will appear on the official transcript when the Registrar certifies that all course work, internship, and portfolio requirements are met. Certificate students who are interested in continuing their studies in the Educational Leadership and Policy Studies Master's or Doctoral programs or any other DU program should contact the Morgridge College of Education Admissions Office at 303-

871-2509 during the last quarter of the certificate program for application instructions. Typically, up to 30 credits completed in the principal preparation programs may be applied toward the Educational Leadership and Policy Studies MA degree.

## **PART IV: ADVISING AND OTHER SUPPORTS**

### **Morgridge College of Education Office of Admissions and Office of Academic Services**

In order to meet the requirements of your degree or certificate program, and to receive information about financial assistance, students are encouraged to work closely with MCE staff, especially in the Morgridge Office of Admissions (MOA), and the Office of Academic Services (OAS). These offices can provide information and assistance from initial inquiry through graduation. For questions related to financial aid, contact the Office of Admissions which is located on the first floor of Katherine A. Ruffatto Hall in the east wing, 303-871-2509. For questions related to academic requirements, including the comprehensive exam, licensure verification, and graduation application, contact the Office of Academic Services, 303-871-2112.

The Office of Academic Services (OAS) provides essential assistance in submitting forms related to coursework and in understanding college and university academic policies. However, the faculty member assigned as your Academic Advisor should be the primary resource for decisions related to choice of courses.

### **Advising Policies and Procedures**

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

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

### **Academic Advisor**

When a student is admitted, an ELPS faculty member is assigned as an academic advisor. Student advisees are distributed equitably across the faculty. All faculty are prepared to advise students in their selection of courses, filing of the course work plan, and other program requirements. The academic advisor works with the student to complete and approve the course work plan, select electives, and submit necessary documentation for transfer credits or other coursework-related documentation. The academic advisor also guides the student in development of the student's professional goals. All faculty are available for career guidance.

However, only the academic advisor should give the student academic program advice and approvals.

***It is the responsibility of the student to make appointments to meet with his or her advisor at least once per academic quarter.***

***First year students should meet with the academic advisor during the first quarter of study to complete a course work plan.***

Students should come prepared to their academic advising appointments, bringing any relevant forms and an unofficial transcript. Some faculty members may work on nine-month contract during the regular academic year. During the summer, students may need to work with the Program Coordinator if their advisor is not on campus.

### **Advising Structure**

The ELPS faculty adheres to the structure and timeline below to provide identified advising services.

<b>ELPS Advising Structure</b>		
<b>Task/Event</b>	<b>Time</b>	<b>Details</b>
Orientation	First month in program	<ul style="list-style-type: none"> <li>• Program Values and Norms</li> <li>• Honor Code</li> <li>• <a href="#">MCE Student Policies and Procedures Handbook</a></li> <li>• <a href="#">Dissertation and Thesis Handbook</a></li> <li>• <a href="#">Graduate Studies - Policies and Procedures Manual</a></li> <li>• <a href="#">GTA Handbook</a> (for Graduate Assistants)</li> <li>• DU Resources: Penrose, ID, Ritchie Center, etc.</li> </ul>
Coursework Plan Development	By the end of first quarter in program	<ul style="list-style-type: none"> <li>• Help student complete the expected course sequence on course work plan</li> <li>• Obtain student and faculty signatures</li> <li>• Date</li> <li>• File copy with OAS/student keeps copy</li> </ul>
Academic Progress Monitor/Course work plan monitoring	Quarterly	<ul style="list-style-type: none"> <li>• Check to see if registered for correct courses</li> <li>• Check GPA/grades</li> <li>• Professional Traits Feedback from selected course professors</li> <li>• Coaching and support per professional and academic needs (including financial aid resources)</li> </ul>
MA and Doctoral Annual Review	Yearly  Might be done in conjunction with quarterly review	<ul style="list-style-type: none"> <li>• Course work performance</li> <li>• Resume review</li> <li>• Transcript review</li> <li>• Explore career coaching: goals, network opportunities, higher degree</li> <li>• Possible Letter of Recommendation</li> <li>• Professional Traits Feedback from selected course professors</li> <li>• Case Studies/comprehensive exam discussion</li> <li>• Capstone project/Applied Research Project/Dissertation planning</li> </ul>
Exit Interview	Final quarter in program	

### Desired Professional Traits and Attributes

The Professional Traits list below indicates those traits and attributes deemed critical for professional conduct within the program. Students are rated by ELPS faculty and receive periodic feedback on the development of the traits from their academic advisor.

<b>Educational Leadership and Policy Studies</b>										
<b>Desired Professional Traits and Attributes:</b> The student demonstrates ability or potential to:										
<b>Trait</b>	<b>Criteria/ Attributes</b>	<b>Rating and Notes</b>								
<b>Creativity and Innovation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create new and worthwhile ideas. Demonstrate originality and inventiveness.</li> <li><input type="checkbox"/> Work creatively with others and communicate new ideas to others effectively</li> <li><input type="checkbox"/> Be open and responsive to new and diverse perspectives.</li> <li><input type="checkbox"/> View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes</li> </ul>	<hr/> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td colspan="2" style="text-align: center;">Not present</td> <td colspan="2" style="text-align: center;">strong evidence</td> </tr> </table>	1	2	3	4	Not present		strong evidence	
1	2	3	4							
Not present		strong evidence								
<b>Critical Thinking and Problem Solving</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation</li> <li><input type="checkbox"/> Effectively analyze and evaluate evidence, arguments, claims and beliefs and alternative points of view</li> <li><input type="checkbox"/> Synthesize and make connections between information and arguments</li> <li><input type="checkbox"/> Reflect critically on learning experiences and processes</li> <li><input type="checkbox"/> Solve different kinds of non-familiar problems in both conventional and innovative ways</li> </ul>	<hr/> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td colspan="2" style="text-align: center;">Not present</td> <td colspan="2" style="text-align: center;">strong evidence</td> </tr> </table>	1	2	3	4	Not present		strong evidence	
1	2	3	4							
Not present		strong evidence								
<b>Communication and Collaboration</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates effectively using oral, written and nonverbal skills.</li> <li><input type="checkbox"/> Listens effectively to decipher meaning, including knowledge, values, attitudes and intentions</li> <li><input type="checkbox"/> Works effectively and respectfully with diverse teams</li> <li><input type="checkbox"/> Bilingual or multilingual preferred</li> </ul>	<hr/> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td colspan="2" style="text-align: center;">Not present</td> <td colspan="2" style="text-align: center;">strong evidence</td> </tr> </table>	1	2	3	4	Not present		strong evidence	
1	2	3	4							
Not present		strong evidence								
<b>Information Literacy</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate effectively through the use of multiple media and technologies effectively.</li> <li><input type="checkbox"/> Access information efficiently (time) and effectively (sources).</li> <li><input type="checkbox"/> Use information accurately and creatively for the issue or problem at hand.</li> <li><input type="checkbox"/> Use technology as a tool to research, organize, evaluate and communicate information (computers, PDAs, media players, GPS, etc.),</li> <li><input type="checkbox"/> Understand how the use of technology and the Internet impacts worldviews.</li> </ul>	<hr/> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td colspan="2" style="text-align: center;">Not present</td> <td colspan="2" style="text-align: center;">strong evidence</td> </tr> </table>	1	2	3	4	Not present		strong evidence	
1	2	3	4							
Not present		strong evidence								
<b>Initiative and Self Direction</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adapt to change in role and expectations.</li> <li><input type="checkbox"/> Work effectively in a climate of ambiguity.</li> <li><input type="checkbox"/> Incorporate feedback effectively, including dealing</li> </ul>	<hr/> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> <tr> <td colspan="2" style="text-align: center;">Not present</td> <td colspan="2" style="text-align: center;">strong evidence</td> </tr> </table>	1	2	3	4	Not present		strong evidence	
1	2	3	4							
Not present		strong evidence								



## PART V: ETHICAL CODES AND PROFESSIONAL STANDARDS

The University Honor Code governs all students and faculty at the University of Denver. In addition, MCE students are expected to adhere to the academic and professional expectations and standards of professional associations. Failure to comply with these expectations may be construed as unprofessional behavior and can result in dismissal from the program.

### Professional Norms and Standards

Educational Leadership and Policy Studies apply the Colorado State Standards for principals and administrators when applicable. In addition to professional curriculum standards, expectations of quality and learning objectives for each course are provided in syllabi as well as in materials specific to field internships and other experiences. Finally, please see Appendix C for a copy of the “Norms of Collaboration” that we expect all program participants—students as well as faculty—to embrace, and Appendix D for the five “signature pedagogy” areas that we value in the Educational Leadership and Policy Studies programs.

### Student Responsibilities

In addition to following the University of Denver Honor Code (see below) and behaving according to the professional ethical standards of our field, students are expected to take responsibility for their success in the program. The faculty is responsible for supporting all students’ efforts in achieving success, but, ultimately, success is the student’s responsibility. Students are responsible for keeping all official university records up to date, meeting deadlines for filing any document needing faculty, program, college, or university approval, being prepared for advising meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with fellow students, faculty, staff, and professionals in the field. If circumstances create a situation which may make it difficult for a student to meet program obligations, including class work, the student must let the instructor and/or advisor know of these difficulties as soon as possible.

### Reasons for Probation and Dismissal

1. **Violation of the DU Honor Code:** All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This *Honor Code* is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of this *Honor Code* is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff and administrators,

shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

Students should refer to the Morgridge College of Education Student Policies and Procedures Handbook and the University web site for further information on the rationale, authority, and enforcement of the University's Honor Code.  
<http://www.du.edu/studentlife/studentconduct/honorcode.html>

2. **Cheating:** Most students understand that copying another student's answers on a test, copying another student's paper, stealing copies of a test, using forbidden material on a closed book test, etc., are included in the typical definition of academic cheating. Again, as students you should know such behavior is unacceptable and, according to the DU Honor Code, are grounds for placing a student on probation or dismissing them from the University. In a number of program courses we promote an atmosphere of student cooperation and collaboration. As a result, students are often encouraged to work together on projects or to prepare for tests. Students are expected to be the sole author of their work (unless otherwise indicated by an instructor per assignment expectations). In addition, any work being submitted must be new and specific to that assignment; that is, a student may not turn in an assignment that was previously turned in for another class. A student wishing to draw on previous work or integrate outside work of their own must obtain instructor permission; failure to do so shall be considered a violation of the University Honor Code.
3. **Plagiarism:** It is unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2000) Code of Ethics. As a result, the Program faculty wants to clarify that it is similarly unacceptable in our Program to "borrow" another student, author, or publisher's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy something written or published by others.
4. **Lack of Academic Progress:** It is expected that students make reasonable and consistent progress toward their degree. Students who are not making reasonable and consistent progress toward their degree may be put on probation and/or dismissed from the program.
5. **Lack of Professionalism and Unethical Behavior:** As students or professionals, librarians – counselors – teachers-administrators, etc. are expected to follow the ethical principles that are explained in Part IV of this handbook (professional standards if you have them.). Failure to abide by these standards while enrolled as a student in the Educational Leadership and Policy Studies program will lead to probationary status and may be grounds for dismissal from the program.
6. **Digital and Audio Recording:** The use of any digital or audio recording (including cell or iPhone pictures or movies) for or within the context of coursework and internships requires that all necessary permissions are documented as required by DU, schools, school districts,

other educational settings, students and parents as required by law or policy. In no case should students use digital or other means of recording audio or visual images or students or educational field experiences without obtaining all required permissions from school district, school and/or university as needed.

7. Students who are not functioning effectively in academic, ethical, interpersonal, or practice areas or students deemed unable to perform the duties of a professional will be advised of deficiencies and required to remediate them. Such students may also be placed on probation. If remediation is not successful as determined by the faculty, students may be dismissed from the program.

The above examples are illustrative of unacceptable behavior for successful completion of the program. While not exhaustive, these examples are provided to apprise all students of unacceptable behavior(s).

Please refer to the MCE Student Policies and Procedures Handbook for additional information [http://www.du.edu/education/resources/current-students/MCE Bulletin 2011-2012 12-1-11 2.pdf](http://www.du.edu/education/resources/current-students/MCE_Bulletin_2011-2012_12-1-11_2.pdf)

### **Procedure for Academic Grievances for Graduate Students**

Students may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. For further information, refer to this procedure at [http://www.du.edu/learn/graduates/grad\\_pol\\_manual\\_faculty\\_11\\_12.pdf](http://www.du.edu/learn/graduates/grad_pol_manual_faculty_11_12.pdf).

Graduate units may have additional requirements specific to their accreditation or professional standards. It is the responsibility of the student to determine whether his or her graduate unit has specific requirements and the responsibility of the unit to ensure that those requirements are addressed prior to advancing the grievance to the Office of the Provost. In the event of conflict between any grievance process published in unit manuals or websites, the process outlined in the Graduate Policies and Procedures Manual will govern.

## Part VI: PROFESSIONAL ASSOCIATIONS

All MCE students are encouraged to join at least one professional association. Membership in these organizations provides the student with an opportunity to become familiar with, begin networking, and become part of a professional community. The following organizations are suggestions; there are many others for students to consider. Even without becoming an official member, students will find many valuable resources at these organizations.

CASE – Colorado Association of School Executives: <http://www.co-case.org>

AASA – American Association of School Administrators: <http://www.aasa.org>

NAESP – National Association of Elementary School Principals: <http://www.naesp.org>

NASSP – National Association of Secondary School Principals: <http://www.nassp.org>

UCEA – University Council for Educational Administration: <http://www.ucea.org>

CAEYC – CO Association for the Education of Young Children: <http://www.coloradoaeyc.org>

NAEYC – National Association for the Education of Young Children: <http://www.naeyc.org>

AERA – American Educational Research Association: <http://www.aera.net>

## Part VII: STYLE GUIDE, TECHNOLOGY, ROOM USAGE

### APA Requirements

The Morgridge College of Education requires that students use *The Publication Manual of the American Psychological Association* (currently in its 6<sup>th</sup> edition) when writing research papers. The APA guidelines set forth rules that ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as:

- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics, along with
- other elements that are a part of every manuscript

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The DU Bookstore carries the APA Manual, and additional information is available online.

<http://www.apastyle.org/pubmanual.html>

### Computer Labs and Technology Resources

A computer lab is available for Morgridge College of Education students on the second floor of Katherine A. Ruffatto Hall. Throughout the building, there are large monitors for use by students working in groups or individually; a VGA cable is needed in order to connect to these monitors.

Computer lab hours vary but normally range from 8:00 a.m. to 9:00 p.m. Monday through Thursday and from 8:00 a.m. to 4:30 p.m. on Fridays. Weekend hours may be available, please check the schedule. Labs are closed on holidays. Students have a quarterly printing allotment and the ability to print using ID cards in the lab. Students and faculty may also request assistance from the UTS Helpdesk by calling 303-871-4700.

The Microsoft Office Suite which consists of Access, Excel, FrontPage, Internet Explorer, PowerPoint, Publisher, and Word is on all lab computers. In addition, SPSS, Mozilla, Adobe Acrobat Reader, and Windows Media Player are installed in both labs along with many Morgridge College of Education course-specific software titles. Research Methods and Statistics course software is also available. For questions about specific software titles please call 303-871-3222 for information.

## **Computer and Software Purchases**

Academic discounts are available for all DU students when purchasing a new computer from select retailers. The University has formed alliances with several computer manufacturers. Visit the [Laptops and Learning Page](#) for more information. DU students may also buy computer software at a substantial educational discount from the DU bookstore. Please visit <http://www.bkstr.com> or visit the bookstore in the Driscoll Center for information about software titles and pricing.

## **Digital Cameras, Camcorders, Transcribers and Laptop Computers**

It is strongly recommended that students invest in a quality laptop. Our campus offers a quality mobile learning environment, with more than 24,000 Internet connections located across campus. The University of Denver's wireless network is designed to be a convenient supplement to the wired network for general functions including web browsing, email, and printing to public printers. Wireless access points located in many areas of campus allow suitably configured computers equipped with wireless network cards to make wireless connections to the Internet. For recommended specs on laptops, visit the DU Bookstore website.

The Morgridge College of Education provides cameras and transcription machines for students to use in order to complete requirements of various courses. This equipment can be checked out from the Technology Coordinator. There are a limited number of laptop computers which Morgridge College of Education students may also check out for limited time periods. Laptop computers are checked out for no longer than 1 week at a time. Because of the large number of students needing the cameras and transcription machines check out time is limited to 1 or 2 days at a time. Often students check out the cameras, do their recording, and return the camera within 2 or 3 hours so that the equipment is available for other students. In order to check out this equipment, your DU identification number, email, and phone number are required. It is recommended you make a reservation for the equipment by calling 303-871-3222.

## **Student Technology Training**

The University Technology Services (UTS) and the Office of Office of Teaching & Learning offers various training and events to accommodate the specific needs of DU students. Their goal is to help students become familiar with various software applications, the University Internet, user login and email use, and course resources such as Blackboard. Courses are available free of charge to all students who have a DU ID number. The DU Discoveries program provides setup assistance to entering students.

## **Student policy for Reserving Rooms in Katherine A. Ruffatto Hall (KRH)**

Katherine A. Ruffatto Hall (KRH) is a state of the art learning space. It has been designed to facilitate all forms of learning. Within the building there are several large state of the art classrooms and there are many smaller spaces that are available for students to use for individual study and/or small group work. The Morgridge College of Education employs a computerized room scheduling system. This system, R-25, is open for students to book the following spaces for school related activities:

KRH 124 (turret room East – Capacity 6)  
KRH 134 (turret room West – Capacity 15)  
KRH 203 (small conference room – Capacity 8)  
KRH 206 (turret room East – Capacity 14)  
KRH 234 (turret room West – Capacity 12)  
KRH 334 (turret room West – Capacity 12)

Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are not available for student scheduling. If you are interested in scheduling a room for studying or to meet with a small group please use the following link <https://reg25web.du.edu>. Once you are on the page, click on the link “My Requests” and then logon using your DU credentials. It is very important that you fill out every field within the form or the system will refuse your request.

Although this appears to be a completely automated system it does require human management, as a result requests are not processed immediately so please plan ahead. You can find instructions for R25 completion at [www.du.edu/education--click](http://www.du.edu/education--click) on the Current Students link; instructions are at the bottom of the page.

Once you have requested a room you will receive an email stating the request has been processed - this is NOT the confirmation. The confirmation will come in a separate e-mail message. If you have to cancel a reservation you will need to work with Julie Collier or James Conyers directly at 303-871-3222 as the cancellation cannot be completed online.

We are all fortunate to work and learn in such a lovely and versatile space. Please keep in mind that if you use a room it is your responsibility to place it in its original configuration before you leave. This will ensure that the next user will have the same experience that you had. All rooms have layout diagrams posted within the room.

### **Penrose Library and Other Local Libraries**

Libraries are listed according to their distance from DU: libraries close to DU are listed first and those farther from DU are listed last. Please note that hours change between quarters/semesters and during the summer sessions.

Penrose Library: <http://library.du.edu>

For current library hours, please see the library's website. The late night study area and the library computer lab are open for an additional 2 hours past the library closing time. The library has extended hours (including 24-hour access) during final exam periods.

### **Phone Numbers**

Research Center	(303) 871-2905
Writing Center	(303) 871-7448
Circulation/ Access Desk	(303) 871-3707

### **Library Resources: Books and Articles**

Penrose Library contains millions of research resources, many of which are available electronically from the library's webpage at <http://library.du.edu>. Search for books by using the **Find Books and More** search box on the library's main page. You can do a quick search for journal articles by using the **Find Articles** search box to search popular article indexes such as *Academic Search Complete* or *Google Scholar*. For more in-depth research, click on the **Databases by Subject** link and choose your topic. When using the databases, use the **Article Linker** button to find the full-text of an article. Most of the library's journals are available online. To see a complete list of journals, use the **E-journal Finder** link on the main library site.

If the library does not have the item you need, you can use **Prospector** or **Interlibrary loan** to request the item from another library. Prospector is a unified catalog of 23 academic, public and special libraries in Colorado. Through Prospector you have access to over 13 million books, journals, sound recordings, films, videotapes and other materials held in these libraries. With a single search you can identify and borrow materials from these collections. Requested materials usually arrive at Penrose within 2-5 days. Use InterLibrary Loan to request journal articles and other items not available through Prospector. Penrose Library will borrow the item for you for another library across the country or even around the world!

**To access the library's resources from off-campus, log in with your DU ID and password.**

### **Borrowing Materials**

You will need your DU ID to check-out materials. MA students can check out books for 10 weeks. Doctoral students have a loan period of one academic year. For complete information on borrowing library materials, go to the library's homepage, click on **Students**, and then go to the **Borrowing & Lending Privileges** link.

### **Research Assistance**

Reference Librarians are available to help you find resources (books, articles, and websites) for papers, class projects, theses, or dissertations. For help, stop by the Research Center on the main floor of the library, call (303) 871-2905, fill out the Ask a Research Question form, or chat with us through the Chat With a Librarian service. You can also schedule a consultation with a research librarian in the Research Center. For more information on the Research Center, please go to the library's homepage and choose the Research Help option under the Student menu.

### **MCE Research Librarian**

Carrie Forbes  
(303) 871-3407  
[carrie.forbes@du.edu](mailto:carrie.forbes@du.edu)

### **Research Workshops**

Penrose Library offers a number of open workshops for students on finding books and articles, using Google Scholar, creating bibliographies, and more. Workshop schedules are posted on the main page of the library before the start of every quarter.

### **Additional Library Services**

For information on computers, printing, copying, study rooms and more, please go to the library's homepage and click on **Students**.

### **Local Area Libraries**

For a complete list of local area libraries available to DU students, please see <http://library.du.edu/site/users/otherLibraries.php>.

**Auraria Library: (303) 556-2805** [library.cudenver.edu/](http://library.cudenver.edu/) (11th and Lawrence)  
Check the website for library hours.

**UCDHSC Anschutz Medical Campus Health Sciences Library: (303) 270-7460,**  
<http://hsclibrary.uchsc.edu/>  
Check the website for library hours.

Note: As a DU graduate student, you may obtain a library card free of charge. The library has a great selection. Copy charges are 10 cents and you may purchase a copy card at the circulation desk for 8 cents per copy. Books may be checked out for two weeks.

**Norlin Library: (303) 492-8705** <http://ucblibraries.colorado.edu/norlin/>  
(University of Colorado at Boulder)  
Check the website for library hours.

You must register your DU card in order to take out books. To get to Norlin, take US 36 (Boulder turnpike), exit at Baseline, turn left on Baseline, turn right on Broadway, follow signs to parking structure. The library is approximately 1 block from the parking lot.

## APPENDIX A: PRINCIPAL PREPARATION PROGRAMS

***Please Note: The University of Denver Registrar's website contains the official and most current course descriptions. Available at: [http://myweb.du.edu/mdb/bwlkffcs.p\\_disp\\_dyn\\_ctlq](http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlq). Select the quarter in which you are enrolled and K12 Administration as the subject.***

### **Principal Certificate Programs**

ELPS offers two models for principal preparation. Both models lead to principal licensure, are approved by the Colorado Department of Education and are designed to be completed in one year. Each of the principal preparation programs can either be completed as a certificate or combined with additional coursework for a master's degree. Both models focus not only on developing the skills and abilities necessary for success as a school leader, but also on developing a strong commitment to core values essential for ethical and responsible leadership. We currently offer the following principal preparation options:

#### **Executive Leadership for Successful Schools (ELSS)**

ELSS is a 30 credit blended online and in-person cohort model to which individual students may apply. ELSS workshops are held on the DU campus in Denver. ELSS can also be formatted to serve a specific district cohort. Additionally, ELSS currently has a district partnership with Aurora Public School (APS) school district to which only APS employees may apply and the workshops are held on the APS campus. Learning is fostered through a combination of interactive online study, ten in-person weekend workshops; project based learning and highly integrated field experiences. This cohort model is collaboratively taught by faculty who include experienced school administrators. The program is organized in four academic quarters. A cluster of courses are integrated into themed 'modules' with one inquiry project each quarter (detailed below). There are ten workshops over the course of the program. Workshops include cohort building activities, program content overview, support for using online resources and facilitated activities related to that quarter's course Module. Workshop Days will include cohort work with the information and experiences that students gather as part of the project-based internship experiences and sharing of projects and portfolios. Students can expect to work about 20 hours each week in a typical quarter. Each course will incorporate in-person Workshop Days, Inquiry Projects, self-assessments, various online learning activities including discussion boards and a reflection journal, and readings, to guide instruction and learning. Discussion links and open office hours are available for group discussions where students can ask and answer questions about assignments and other needs.

#### **Ritchie Program for School Leaders**

The Ritchie program is a 32 credit in-person, district partnership model. The district and university collaborate to prepare educational leaders specifically for the needs of the partner district. Currently, this program is offered exclusively for employees of Denver Public Schools (DPS) and Adams County school districts (anchored in Adams 12 Five Star). The partnership model provides the same rigorous, experiential and project-based learning

opportunities used in the ELSS model. Administrators from the partner districts co-teach and participate with the development of learning activities and experiences. Each program participant works with a district principal and program faculty to tailor the four inquiry projects (detailed below) to address personal leadership needs and the school's improvement priorities. Program participants attend weekly classes to share issues, discuss their work in district schools, and learn skills and knowledge about effective school leadership. Classes are held at sites within partner districts. The Ritchie Program begins in the summer quarter with an intensive retreat and continues over the course of four quarters with weekly meeting dates. Students can expect to work about 20 hours each week in a typical quarter.

## **Certificate Curriculum**

### **Coursework (24 credits)**

- ADMN 4801—Foundations of Educational Leadership 2 cr hrs.
- ADMN 4805—Personnel Management 2 cr hrs.
- ADMN 4806—Legal Aspects of School Leadership 2 cr hrs.
- ADMN 4807—Research and Best Practices in School Reform 2 cr hrs.
- ADMN 4829—Instructional Leadership 2 cr hrs.
- ADMN 4830—Student Supports and Services 3 cr hrs.
- ADMN 4831—Instructional Supervision and Evaluation 3 cr hrs.
- ADMN 4833—Strategic Resource Management for Schools 3 cr hrs.
- ADMN 4839—Entrepreneurial Leadership 3 cr hrs.
- ADMN 5100—Data Use for School Improvement 2 cr hrs.
  
- ADMN 4815/4816-Elementary and/or Secondary Internship 6 or 8 cr hrs.: To complete the principal licensure requirements, ELSS students take 6 credit hours (300 clock hours) and Ritchie Students take 8 credit hours (400 clock hours) of field work that will be spread over each of the quarters.

## **Principal Preparation Program Inquiry Projects**

Each quarter features an Inquiry Project—students will collect data and field experiences related to these as part of the internship, and will work with these Inquiry Projects as an ongoing context for thinking about leading and developing schools throughout the entire program. The quarterly Inquiry Project work comes together as the basis for the ePortfolio documenting the student's learning throughout the program.

- **Inquiry Project: Organizational Diagnosis**

School leaders are able to lead efforts to create and sustain schools that successfully address the needs of every student, regardless of their diverse backgrounds. Issues of student and community equity and input are examined to challenge structures and assumptions about diverse and dominant cultural groups and access to learning. In this project a school profile and “snapshots” of culture, student achievement, leadership and

market analysis are developed. Students identify organizational needs and practices relative to student achievement, culture, and leadership and marketing.

- **Inquiry Project: Student Supports and Services.** Building the capacity of staff to use 21st century teaching and learning skills, knowledge and values are vital to student success. Principals create and sustain change in schools by engaging stakeholder participation in formulating and implementing change, without which most reform efforts fail. For example, wise use of technology, culturally proficient teaching, and differentiated instruction are pivotal to student success. In this project students identify best practices in assessment, curriculum, instruction, learning, and leadership and identify organizational structures needed to support student learning needs.
- **Inquiry Project: Developing People:** Principals help schools become communities that prepare students to participate in society. They influence the organizational practices of schools and distribute resources equitably, uphold high standards, and give all students a variety of opportunities to learn and participate in their schools. Principals have the responsibility to provide a powerful and insightful voice regarding decisions about school change. In this project students will identify best practices in evaluation and resource management to support and sustain human resources for student achievement.
- **Inquiry Project: Leading and Resourcing Change:** Excellent principals draw on researched, evidenced-based knowledge to lead innovative schools, melding theories with action to result in best practice. Understanding the legal, political, and socio-cultural contexts for organizing school resources and work is critical to sustaining school efficiency and effectiveness. In this project students will provide evidence of how to use resources to lead change and support and sustain student learning.

## Internships

Students will register for and complete internship hours each quarter. Circulating around classrooms and other school settings, you will observe teaching and learning environments and collect evidence of practice. Each internship experience will focus on a “problem of practice” related to the quarterly Inquiry Projects. Potential issues for investigation include systems; culture and environment; student support and response to intervention/instruction (RTI); data use; resource management; family and community engagement; teacher professional development, supervision, and evaluation; policy and ethics; and communication. The Internship is guided by your instructor and a menu of opportunities that complements the focus of each of the inquiry projects. The University grade received by the intern will be based upon the University professor’s judgment of the intern’s growth and understanding of the nature, problems and processes of leadership as evidenced within the inquiry project product. The grade will be based upon the 1) review of student’s portfolio including the standards-based inquiry projects and reflections 2) log of internship hours and experiences and 3) attendance and participation in meetings with field mentor and university supervisor and 4) workshop or class attendance where learning is processed.

## Internship Process

- 1) **Initial Meeting:** the student will schedule an meeting (may be 'virtual' by phone, Skype, chat room or email) between the student, the field mentor principal and university mentor within the first 2 to 3 weeks (20-30 clock hours) after beginning the internship.
  - a. Give the field mentor a copy of the inquiry project internship materials, and the appropriate Internship Evaluation Document: Intern Evaluation Form (ELSS), Aspiring Principal Evaluation (Ritchie DPS) or Professional Traits Evaluation (Ritchie Adams). Please share this material with them prior to your meeting.
- 2) **Each quarter** schedule a check-in meeting (may be 'virtual' by phone, Skype, chat room or email) to share and discuss the new **Inquiry project** outline with the principal mentor. Be sure to discuss any school needs or considerations that might require a modification of the project and discuss that with the professor. The university mentor is available to meet with students if desired or necessary-please contact them as needed/desired by the student or field mentor.
- 3) **End of Each Quarter: Log of hours and Inquiry Projects** or completion of the internship evaluation document the work done during the internship. This documentation is posted on the student's Portfolio for course professor review.
- 4) **Last Quarter:** the appropriate Internship Evaluation Document is completed by the field mentor prior to the Final Conference and submitted electronically to the university mentor.

## Intern Information Sheet

*To be completed by the student*

Name:	
DU ID #	
Quarter of Registration CRN #	
Phone:	
Email:	
Work Phone	
Location of internship School name	
Address	
Phone	
Field Mentor / Principal Name	
Field Mentor Phone	
Field Mentor email	

*Email form to course professor the last quarter of the program.*

### Intern Log

***Please update this form each quarter and place in your portfolio. You must document 50 clock hours per 1 credit of Internship.***

The list below indicates the range of experiences and hours of my internship experience.

#### Minimum 300 Hours Required

Location of Internship Hours	Hours
Number of Internship Hours Completed	
Elementary School Hours	
Middle/Jr. High School Hours	
High School Hours	

Area of Activity	Hours
<i>These are examples and may be altered to reflect your work.</i>	
<b>Leading and Resourcing Change</b> <ul style="list-style-type: none"> <li>• Vision and Mission development</li> <li>• Plan or facilitate parent events</li> <li>• Parent communication (newsletter, handbook, PTO/PTA)</li> </ul>	
<b>Leadership</b> <ul style="list-style-type: none"> <li>• Assessment: CSAP and other assessments</li> <li>• Budget Planning and Financial Oversight</li> <li>• Resource Management: Scheduling, materials selection</li> <li>• School Improvement Process</li> <li>• Accountability: based upon State Standards</li> <li>• Board Policy and Statutory, Common Case Law</li> <li>• District/Building Committees</li> </ul>	
<b>Developing People</b> <ul style="list-style-type: none"> <li>• Human Resources: Recruitment, Selection, Interviews, mentoring program</li> <li>• Practice observations, lesson studies, walk-through</li> </ul>	
<b>Organizational Diagnosis</b> <ul style="list-style-type: none"> <li>• Assess building achievement, culture and leadership needs</li> </ul>	
<b>Student Support Services</b> <ul style="list-style-type: none"> <li>• Behavior Management and Discipline</li> </ul>	

### Intern Performance Evaluation Form

Intern's name: \_\_\_\_\_

Location of internship work: \_\_\_\_\_

Duration of internship: from \_\_\_\_\_ to \_\_\_\_\_  
(Date) (Date)

1. Did the intern achieve her/his objective? Yes \_\_\_\_\_ No \_\_\_\_\_

2. In your opinion, what other administrative experiences should this intern have before assuming an administrative position at this level? Please describe below.

Please indicate the intern's performance demonstrated on the skills listed below: 0 = not observed; 1 = needs much more work; 2 = need more work (marginal) 3 = performance was adequate; 4 = performance was strong

#### Standard I: Principals demonstrate strategic leadership

- A. Vision, Mission and Strategic Goals: Principals develop the vision, mission, values, beliefs and goals of the school, collaboratively determining the processes used to establish these attributes, and facilitate their integration into the life of the school community.
- B. School Improvement Plan: Principals ensure that the unified improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement and developmental outcomes for all students, and provides for tracking of progress based on data.
- C. Leading Change: Principals collaboratively develop a vision and implementation strategies for improvements and changes which result in improved achievement and developmental outcomes for all students.
- D. Distributive Leadership: Principals create and utilize processes to distribute leadership and decision making throughout the school.

0      1      2      3      4

**Standard II: Principals demonstrate instructional leadership**

- A. Curriculum, Instruction, Learning, and Assessment: Principals enable school-wide conversations about standards for curriculum, instruction, assessment, and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school’s curriculum and instructional approaches.
- B. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative, and preparation time.
- C. Implementing High-Quality Instruction: Principals support teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences, aligned across P-20, are delivered to and for all students.
- D. High Expectations for All Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these ambitious student outcomes.

0      1      2      3      4

**Standard III: Principals Demonstrate School Cultural and Equity Leadership**

- A. Intentional and Collaborative School Culture: Principals articulate and model a clear vision of the school’s culture, and involve students, families, and staff in creating a climate that supports it.
- B. Commitment to the Whole Child: Principals value the cognitive, physical, mental, social, and emotional health and growth of every student.
- C. Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and provide direction in meeting the needs of diverse student talents, experiences, and challenges.
- D. Efficacy, Empowerment, and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through innovation, risk-taking, and an honest assessment of outcomes.

0      1      2      3      4

**Standard IV: Principals Demonstrate Human Resource Leadership**

- A. Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning, and develops teacher leaders in a manner that is consistent with local structures, contracts, policies, and strategic plans.
- B. Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a high-quality, high-performing staff, including an overall count and percentage of effective teachers that reflects the school’s improvement priorities.
- C. Teacher and Staff Evaluation: Principals evaluate staff performance using the district’s educator evaluation system in order to ensure that teachers and other staff are evaluated in a fair and equitable manner with a focus on improving performance and, thus, student achievement.

0      1      2      3      4

**Standard V: Principals Demonstrate Managerial Leadership**

- A. School Resources and Budget: Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, achievement, and healthy development for all students.
- B. Conflict Management and Resolution: Principals effectively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff.
- C. Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.
- D. School-wide Expectations for Students and Staff: Principals understand the importance of clear expectations, structures, rules, and procedures for students and staff.
- E. Supporting Policies and Agreements: Principals familiarize themselves with state and federal laws, and district and board policies, including negotiated agreements, and establish processes to ensure they are consistently met.

0      1      2      3      4

**Standard VI: Principals Demonstrate External Development Leadership**

- A. Family and Community Involvement and Outreach: Principals design structures and processes which result in family and community engagement, support, and ownership of the school.
- B. Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, district leadership, and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers, and schools at all levels of the education system.
- C. Advocacy for the School: Principals develop systems and relationships to leverage the district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interests of students and families.

0      1      2      3      4

**Standard VII: Principals Demonstrate Leadership Around Student Growth**

- A. Student Academic Achievement and Growth.
- B. Student Growth and Development
- C. Use of Data

0      1      2      3      4

**Overall Comments:**

Principal/Site Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

*Student, please email form to professor by the end of your final quarter of work.*

## Final Portfolio Review and Leadership Journey Presentation

Each student prepares a portfolio which includes reflections of learning from the inquiry projects and provides evidence of meeting state standards for principals.

Each student also presents a review of their learning at an end of year, in-person Leadership Journey Event. Field Mentors will be invited to attend this event. The student is required to:

- Provide the context for your leadership actions
  - Introduce your school and your position
  - Articulate your vision, goals, key strategies and bold steps you took to impact student learning and achievement at your school
  - Identify at least one “essential” leadership question you are still sitting with
- Clearly articulate how your projects impacted your instructional leadership project and your leadership experience
  - Share where you were as a leader when you started
  - Where you are today on your learning journey
  - Where you will go next
- Clearly articulate the scope of your Instructional Leadership Project
  - What you did
  - Why you did it
  - What worked
  - What didn’t work
  - Identify the ramifications for the larger system
  - Identify your core learning’s and articulate why they are core to you
  - How might these learning’s best serve you as a future leader
- Clearly articulate what has had the most impact on your personal growth and development as a leader and why? Identify ways your learning’s as a leader help the school to:
  - close the achievement gap
  - hold higher expectations for all
  - improve the performance for all students

### Rubric For Principal Preparation Portfolio Review

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

## Colorado Principal Standards

### **6.01 Standard One: Foundations for Leadership**

The principal shall behave ethically and be knowledgeable about how to create an environment that encourages and develops responsibility, ethics, and citizenship, in self and others, and set the direction for a school community committed to and focused on learning. The principal shall be able to:

- 1.1 Endorse the role of the school within the community and in upholding the fundamental principles and perpetuation of our democratic republic.
- 1.2 Sustain and promote the conviction that education is the fundamental right of all students.
- 1.3 Accept personal and professional accountability for the educational processes of the school.
- 1.4 Consistently identify student achievement as the primary objective of the school.
- 1.5 Set high standards for the instruction of all students and for their academic achievement.
- 1.6 Recognize that the state's Model Content Standards represent the level of knowledge, skills, values, and abilities expected of all Colorado Students.
- 1.7 Exemplify a personal and professional commitment to ethical conduct and respect for others and their rights.
- 1.8 Invest in continuing self-education and collaboration with peers and others in the field, to assure that professional expertise is maintained to the highest levels and that there is continuing awareness of the latest information about child development, learning research, and applicable models of instruction.

### **6.02 Standard Two: Contextual Understanding**

**The principal shall acknowledge, and address in planning, the internal and external factors affecting the school and the learning process. The principal shall be able to:**

- 2.1 Implement the requirements established for education by federal and state law, state rule and regulation, and local policy.
- 2.2 Convey respect for the roles of elected officials and administration.
- 2.3 Identify and include in planning the social, economic, and political factors which affect the educational process.
- 2.4 Recognize and address the challenges and strengths, including but not limited to those brought by students from a variety of backgrounds, cultures, communities, ethnicities, economic levels, current life situations and conditions, and varying degrees of linguistic skills.

### **6.03 Standard Three: Planning and Organization**

**The principal is knowledgeable about the elements of planning; plan implementation; and organizational change, and time management. The principal shall be able to:**

- 3.1 Develop a plan for the school, with stakeholder involvement, which establishes a unifying statement of purpose with regard to meeting required standards for students, and which identifies:
  - 3.1.1 Instructional objectives,
  - 3.1.2 Assignments of responsibility,
  - 3.1.3 Timelines,
  - 3.1.4 Methods of evaluation,
  - 3.2.5 And which provides for the appropriate allocation of resources.
- 3.2 Implement, monitor, and assess the progress of the plan, at regular intervals, and provide for modification, as necessary.
- 3.3 Establish and adhere to timely, efficient, effective, and ethical administrative practices.

#### **6.04 Standard Four: Content Knowledge Instruction**

**The principal is knowledgeable about all requisite Colorado model content standards and knows and is able to demonstrate effective instructional and assessment methodologies and strategies. The principal shall be able to:**

- 4.1 Assist staff in establishing an effective schedule of instruction and an organized approach to providing students with required knowledge, skills, abilities, and understanding.
- 4.2 Supervise and support instruction, and assure that adequate and appropriate educational materials are available for the effective instruction of all students in the school.
- 4.3 Provide direction to teachers, with regard to the Colorado Model Content Standards.
- 4.4 Provide direction to teachers regarding the appropriate uses of technology in the classroom, including, but not limited to the reinforcement of instructional objectives; use as a resource for information; and in the management of student data. The principal shall:
  - a. Communicate to staff about district technology policies, including matters of confidentiality, as related to the release and use of student records, and about appropriate student use of technology.
  - b. Be able to demonstrate a variety of ways to integrate technology as a tool, into data-driven, standards-based individualized instruction, in support of student achievement.
  - c. Inform teachers about how to incorporate technology in the tracking of academic progress and in instructional record-keeping.
  - d. Utilize technology in managing and communicating information and data to a variety of stakeholders.

#### **6.05 Standard Five: Individualization of Instruction**

**The principal is knowledgeable about instruction, especially as related to the Colorado Model Content Standards and closing the achievement gap. The principal shall be able to:**

- 5.1 Exhibit vigilance with regard to the school's legal obligations and students' educational rights, including but not limited to, those requirements which affect special needs students.
- 5.2 Demonstrate the design and delivery of instruction, as based on individual students needs, so that each student can meet or exceed the standards.
- 5.3 Present teachers with a variety of teaching strategies which can assure students the ability to think critically, analyze, structure and solve problems, invent, memorize, and recall.
- 5.4 Provide teachers with a wide range of instructional methods and individual education techniques, which match the intellectual, emotional, physical, social levels and learning styles of all students in each classroom including those with physical or medical conditions, or educational disabilities; or those whose medication may have an effect on leaning and behavior; or those who are identified or recognized as gifted.
- 5.5 Inform teachers about assessments which provide proof of each student's academic progress.
- 5.6 Maintain adequate and appropriate data regarding each student's academic progress; analyze and evaluate that data; and communicate the results to instructional staff for use in planning for individualized student instruction.
- 5.7 Identify a variety of strategies and to strongly advocate that teachers consistently provide students with examples of how the concepts, skills, and abilities being learned relate to the world of work and other aspects of everyday life.

#### **6.06 Standard Six: Management and Evaluation of Instruction**

**The principal is knowledgeable about the appraisal of instructors, as related to student learning. The principal shall be able to:**

- 6.1 Articulate clear performance objectives.
- 6.2 Observe and record the quality and effectiveness of classroom teaching and assessment and work with teachers to improve instruction.
- 6.3 Incorporate the requirements of Colorado law, relative to all the Colorado Model Content Standards and CSAP results, into the design of fair and consistently-applied performance evaluation requirements and procedures.
- 6.4 Maintain accurate records of formal evaluation observations, relevant student assessment data, and other pertinent information.
- 6.5 Regularly review teachers' competence, with particular focus on academic program delivery.
- 6.6 Provide mentoring and staff development in support of the instructional program, and the Colorado Model Content Standards, for all school staff and volunteers.
- 6.7 If necessary, resolve conflicts among, and refocus staff on, instructional objectives.

#### **6.07 Standard Seven: Supervision of Personnel**

**The principal is knowledgeable about national, state, and local district personnel policies. The principal shall be able to:**

- 7.1 Display and enforce professional standards in all personnel decisions.
- 7.2 Establish personnel recruitment and retention strategies based on the instructional plan for the school.
- 7.3 Implement, inform about, and adhere to ethical and fair hiring and personnel practices.
- 7.4 Provide clear communication of expectations
- 7.5 Provide constructive performance appraisals, linked to student achievement
- 7.6 Provide a documented justifiable basis for taking a personnel action.
- 7.7 Counsel out of the profession those whose continued presence in teaching does not serve in the best interest of students.
- 7.8 Provide encouragement to those interested in entering the field of education.

#### **6.08 Standard Eight: Supervision of Student Conduct**

**The principal is knowledgeable about the design of a positive learning environment focused on student achievement and characterized by appropriate and acceptable standards of student conduct and effective behavior management strategies. The principal shall be able to:**

- 8.1 Establish, with appropriate stakeholder involvement, a school and classroom code of acceptable conduct indicative of the responsibilities of students and reflective of school law and district policy.
- 8.2 Communicate the code and disciplinary procedures to staff, students, and parents and assist teachers in fair, appropriate, and consistent implementation.
- 8.3 Implement legal protections for students and appropriate and allowable suspension and expulsion policies and procedures.
- 8.4 Identify and develop positive relationships with community support services which can assist students and their families when there is a concern which cannot be addressed with the resource available to the school.

#### **6.09 Standard Nine: Resources**

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

- 9.1 Manage and maintain a balanced school site budget in accordance with the principles of business management and the standards of good accounting practice.
- 9.2 Demonstrate knowledge of school district policies regarding methods of acquiring additional funding, and technical, or other forms of assistance, for specific purposes, in support of student instruction and achievement, and the ability to use a variety of strategies for attracting external fund and resources.

#### **6.10 Standard Ten: School Site Safety and Maintenance**

**The principal is knowledgeable about how to assure a safe learning environment in a secure, well-maintained facility. The principal shall be able to:**

- 10.1 Acknowledge the school's legal responsibilities to students on their way to and from school and with regard to transportation.
- 10.2 Be vigilant about school security and establish measures to evaluate and assure students and staff safety and anticipate potentially dangerous situations.
- 10.3 Implement safety procedures and precautions within the school and on school property.
- 10.4 Maintain a close working relationship with the local law enforcement.
- 10.5 Take a proactive approach to emergency situations and be prepared to provide stress and crisis management and conflict resolution, before, during, and after such situations, as required.
- 10.6 Understand the contribution of an attractive, inviting, and engaging school environment to an effective instructional program and implement supporting policies and actions.
- 10.7 Operate within district policies regarding general building maintenance, repairs, and improvements.

#### **6.11 Standard Eleven: Parent and Community Involvement**

**The principal shall be knowledgeable about effective communication, decision-making, and interpersonal problem-solving and conflict-resolution strategies. The principal shall be able to:**

- 11.1 Speak, write, and communicate successfully in a variety of settings.
- 11.2 To communicate about school policies, data regarding student achievement expectations, and other pertinent information to parents and other interested members of the school community and general public.
- 11.3 Develop, maintain and encourage partnerships with, and involvement and volunteer opportunities for parents and the local school community.
  - 11.3.1 The support of student achievement
  - 11.3.2 Accountability
  - 11.3.3 Family literacy
  - 11.3.4 School-site decision-making
  - 11.3.5 Contextual and service learning

## Colorado Principal Quality Standards

For all Principal Quality Standards, **bolded text** represents mandatory language that must be addressed in evaluating principal performance. Un-bolded text contains descriptions intended to assist districts in developing or choosing observation and measurement tools. Both **bolded** and un-bolded text were considered in the development of the rubric and its accompanying materials for the Model Evaluation System for Principals and Assistant Principals.

### Standard I: Principals demonstrate strategic leadership

- A. Vision, Mission and Strategic Goals: Principals develop the vision, mission, values, beliefs and goals of the school, collaboratively determining the processes used to establish these attributes, and facilitate their integration into the life of the school community.** Principals engage all stakeholders in building a shared vision of student learning outcomes for the school community that reflects the State of Colorado’s definition of school readiness, and Colorado’s definition of postsecondary and workforce readiness, including student readiness for global citizenship. They ensure that the school’s mission and strategic goals all directly support this vision of student success, in a way that is aligned with district priorities.
- B. School Improvement Plan: Principals ensure that the unified improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement and developmental outcomes for all students, and provides for tracking of progress based on data.** Principals ensure that the school improvement plan is an actionable, meaningful plan that includes the implementation of strategies to identify and support student engagement, healthy development, attendance and successful completion of school for all students. The plan should be reviewed frequently and revised to adjust strategies based on progress toward goals. The principal shall ensure that any school improvement plans are aligned with and mutually supportive of each other and existing district plans.
- C. Leading Change: Principals collaboratively develop a vision and implementation strategies for improvements and changes which result in improved achievement and developmental outcomes for all students.** Principals demonstrate the ability to effectively manage organizational change, developing and fostering a collaborative culture that inspires innovation, creativity, and continuous school improvement. They model self-awareness, reflective practice, transparency and ethical behavior. Principals analyze organizational practices and make changes as necessary based on a review of data. They understand the implications of changes for the school community, and demonstrate flexibility and adaptability. Principals can clearly define and communicate challenges to all stakeholders in their school community and can implement problem-solving strategies to seek positive solutions to school challenges.
- D. Distributive Leadership: Principals create and utilize processes to distribute leadership and decision making throughout the school.** Where appropriate, they involve staff, parent/guardians and students in decisions about school governance, curriculum and instruction. Principals build internal capacity by creating opportunities for staff to demonstrate leadership, by assuming decision-making roles both inside and outside of

the school.

**Standard II: Principals demonstrate instructional leadership**

- A. Curriculum, Instruction, Learning, and Assessment: Principals enable school-wide conversations about standards for curriculum, instruction, assessment, and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school’s curriculum and instructional approaches.** Principals demonstrate current knowledge of research in teaching, learning and child development, and ensure that their schools provide a comprehensive education that promotes cognitive, physical, mental, social emotional health and growth. They ensure that an age-appropriate curriculum consistent with the Colorado Academic Standards is taught and monitored through effective formative assessment practices, and the use of summative assessments. They engage staff in developing knowledge about student development, curriculum, instruction, assessment, and analysis and use of data in order to establish and achieve high expectations for students. Principals ensure high expectations for all students, including students identified as gifted, students with disabilities, and students considered “at risk” of school failure.
- B. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative, and preparation time.** They ensure that teachers and other adults working with students have time, structures, opportunities and the expectation of planning, working, reflecting and celebrating together to improve instructional practice.
- C. Implementing High-Quality Instruction: Principals support teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences, aligned across P-20, are delivered to and for all students.** They demonstrate current knowledge of best practices in PK-20 instruction and assessment, and are able to monitor delivery of high-quality instruction. They encourage and support teachers in utilizing research-based methods to develop and employ multiple instructional approaches; developing personalized learning opportunities for diverse learners; planning lessons that allow students to apply and demonstrate learning connections in creative and meaningful ways; integrating technology and formative assessment practices into instruction to increase student engagement and learning; and using multiple methods of progress monitoring to track student learning and adjust instruction as needed. Principals ensure that the school’s structures and daily schedules are supportive these instructional goals. They are good listeners and coaches and are able to give and receive feedback.
- D. High Expectations for All Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these ambitious student outcomes.** Principals make available to the school community, as appropriate, data about student performance. Principals actively engage the school community to interpret and respond to available data on student achievement and other performance indicators. Principals collect and analyze available data regularly to monitor progress and make appropriate adjustments designed to improve performance outcomes. Principals ensure that data are turned into meaningful information that can

be used by teachers, students and parents/guardians to identify goals, implement evidence-based strategies, monitor and evaluate the impact of instructional programs, and promote organizational learning.

### **Standard III: Principals Demonstrate School Cultural and Equity Leadership**

- A. Intentional and Collaborative School Culture: Principals articulate and model a clear vision of the school’s culture, and involve students, families, and staff in creating a climate that supports it.** Principals articulate a strong and clear vision for the school’s culture, and foster broad ownership among the school community for that vision. Principals deploy school structures in a manner the supports the culture. They build relationships that create a trusting, collaborative, innovative, respectful and supportive school culture where teachers want to work, students want to learn and all families feel welcomed and empowered to help their students succeed.
- B. Commitment to the Whole Child: Principals value the cognitive, physical, mental, social, and emotional health and growth of every student.** Principals build a school culture that supports comprehensive education that promotes cognitive, physical, mental, social and emotional health and growth of students. They engage school and community-based resources to support students and their families.
- C. Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and provide direction in meeting the needs of diverse student talents, experiences, and challenges.** Principals ensure that all adults in the school have high expectations for all students, and believe that all students can reach those high expectations. They support the use of a variety of teaching styles designed to meet the diverse needs of individual students. Students’ individual backgrounds are valued as a resource, and principals advocate for approaches to instruction and behavioral supports that build on student strengths.
- D. Efficacy, Empowerment, and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through innovation, risk-taking, and an honest assessment of outcomes.** Principals foster a school culture which supports and celebrates ongoing efforts at improvement through innovation and risk-taking. They facilitate candid discussions with the school community about student achievement and other performance indicators. They recognize the achievements of individuals and the school as a whole while acknowledging areas needing improvement by modeling self-awareness, transparency and ethical behavior.

### **Standard IV: Principals Demonstrate Human Resource Leadership**

- A. Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning, and develops teacher leaders in a manner that is consistent with local structures, contracts, policies, and strategic plans.** Principals communicate regularly about the changing context for teaching and learning, and create a collaborative culture and overall structure for on-going learning that fosters teacher learning and develops teacher leaders.

- B. Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a high-quality, high-performing staff, including an overall count and percentage of effective teachers that reflects the school's improvement priorities.** Principals include in their professional development plan explicit reference to the ways in which they intend to address the counts and percentages of effective teachers in the building. They recruit, retain and support high quality and effective teachers and staff, and implement a systemic process for comprehensive, effective, and research-based professional development, coaching and mentoring that is differentiated for adults to support student learning. As appropriate, principals create school-wide structures that ensure that teacher candidates and other educator interns provide support for students, and increase embedded professional learning opportunities for experienced educators in the school. They demonstrate the ability to dismiss staff members who are ineffective or otherwise unsatisfactory after plans for professional improvement and support have proven unsuccessful.
- C. Teacher and Staff Evaluation: Principals evaluate staff performance using the district's educator evaluation system in order to ensure that teachers and other staff are evaluated in a fair and equitable manner with a focus on improving performance and, thus, student achievement.** They implement a systemic process for evaluation of all staff members that leads to the continuous improvement of performance. For teachers, this includes the provision of frequent and timely feedback and supports. Principals recognize and celebrate quality teachers, and provide professional development coaching for teachers needing support in order to improve instruction and student learning outcomes.

#### **Standard V: Principals Demonstrate Managerial Leadership**

- A. School Resources and Budget: Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, achievement, and healthy development for all students.** They implement effective operational systems to use time, personnel, technology and resources to support student learning. Within the parameters of the district and economic environment, principals ensure that all school operation systems are managed according to principles of business management, budgeting and accounting practices.
- B. Conflict Management and Resolution: Principals effectively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff.** They demonstrate awareness of potential problems and areas of conflict within the school, and create processes to resolve areas of conflict which allows diverse interests to be heard and respected. Using a creative problem solving approach, principals resolve conflicts to ensure the best interest of students and the school.
- C. Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.** Principals communicate the school's distinctive learning environment and student learning results in an open and transparent manner, in order to attract parent and community support.
- D. School-wide Expectations for Students and Staff: Principals understand the**

**importance of clear expectations, structures, rules, and procedures for students and staff.** They promote cultural competence among teachers, staff and students, and foster respects for individual needs and differences among students, staff and families. Principals design and implement a plan for proactive student discipline that addresses discrimination, harassment and bullying, and safeguards the values of democracy, equity, citizenship, patriotism, and diversity among students, staff and parents/guardians.

- E. Supporting Policies and Agreements: Principals familiarize themselves with state and federal laws, and district and board policies, including negotiated agreements, and establish processes to ensure they are consistently met.**

#### **Standard VI: Principals Demonstrate External Development Leadership**

- A. Family and Community Involvement and Outreach: Principals design structures and processes which result in family and community engagement, support, and ownership of the school.** They create a culture of engagement and communication with families and community to build relationships that support students and families to improve student learning, achievement and healthy development, and school performance. Principals engage parents/guardians in understanding and taking part in activities to improve their student's learning, and partner with school- and community-based resources to support students and their families. They build and sustain school-community partnerships with businesses and other civil and social organizations to ensure multiple learning opportunities for students.
- B. Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, district leadership, and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers, and schools at all levels of the education system.** They ensure that these initiatives are consistent with state and federal laws, district and board policies, and negotiated agreements where applicable. Principals act as leaders in the field to influence local/district/state or national decisions that have an effect on student learning. They are aware of state and federal laws, and district and board policies including negotiated agreements, and ensure that the protocols and processes they adopt in their schools are consistent with these requirements. As necessary they advocate for changes that better serve students, teachers and schools. They establish and maintain systems to protect the confidentiality of student records and family communications.
- C. Advocacy for the School: Principals develop systems and relationships to leverage the district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interests of students and families.** Principals look for ways to leverage and develop district and community resources at their disposal, and to advocate for what they need to meet the needs of their schools. They understand and work collaboratively within the governance structure of the school, including with district leadership and the local school board, where consistent with local district practice, in order to improve governing relationships and develop clarity about each body's roles and responsibilities in educating students.

### **Standard VII: Principals Demonstrate Leadership Around Student Growth**

- A. Student Academic Achievement and Growth:** Principals take responsibility for ensuring all students are progressing toward post-secondary and workforce readiness by high school graduation. Principals prepare students for success by ensuring mastery of Colorado Academic Standards, including 21st century skills.
- B. Student Growth and Development:** Principals take responsibility for facilitating the preparation of students with the skills, dispositions, and attitudes necessary for success in post-secondary education, work, and life, including democratic and civic participation.
- C. Use of Data:** Principals use evidence to evaluate the performance and practices of their schools, in order to continually improve attainment of student growth.

<p><b>Examples of Evidence that Can Be Used for Standard I</b></p> <p>Unified Improvement Plan  Number and percent of Highly Effective, Effective, and Ineffective Teachers  Teacher, staff, supervisor, parent, student, and community feedback  Teacher turnover rates  Emails and memos to staff  Parent newsletters  Meeting agendas  Descriptions of processes and procedures  ICAP  School vision, mission, and goals  Business and/or community resource agreements</p>	<p><b>Examples of Evidence that Can Be Used for Standard II</b></p> <p>Unified Improvement Plan  Number and percent of Highly Effective, Effective, and Ineffective Teachers  Teacher, staff, supervisor, parent, student, and community feedback  Teacher turnover rates  Communication logs  Minutes of planning sessions  Student achievement data  School accountability team rosters  Parent and community events related to school goals  Evidence from formal and informal observations  Professional growth statements  Teacher action research  Records of professional involvement</p>	<p><b>Examples of Evidence that Can Be Used for Standard III</b></p> <p>Unified Improvement Plan  Number and percent of Highly Effective, Effective, and Ineffective Teachers  Teacher, staff, supervisor, parent, student, and community feedback  Teacher turnover rates  Communication logs and other artifacts  Student achievement data  Disaggregated high school graduation rates  RtI Fidelity Assessment  Evidence from formal and informal observations  Teacher action research  Records of involvement in professional organizations and activities  Parent and student handbook  Staff handbook  FTE/TE staffing plans  Grants and/or budget worksheets</p>
<p><b>Examples of Evidence that Can Be Used for Standard IV</b></p> <p>Unified Improvement Plan  Number and percent of Highly Effective, Effective, and Ineffective Teachers  Teacher, staff, supervisor, parent, student, and community feedback  Teacher turnover rates  Communication logs  Personnel evaluation records  School handbook  School policies and procedures manual  School budget  Discipline referrals  Student achievement data</p>	<p><b>Examples of Evidence that Can Be Used for Standard V</b></p> <p>Unified Improvement Plan  Number and percent of Highly Effective, Effective, and Ineffective Teachers  Teacher, staff, supervisor, parent, student, and community feedback  Teacher turnover rates  Communication logs and other artifacts  Discipline referrals  Yearly budget logs  Grants and/or budget worksheets  Parent and student handbook  Staff handbook</p>	<p><b>Examples of Evidence that Can Be Used for Standard VI</b></p> <p>Unified Improvement Plan  Number and percent of Highly Effective, Effective, and Ineffective Teachers  Teacher, staff, supervisor, parent, student, and community feedback  Teacher turnover rates  Rosters of parent conference attendees  Communication logs  Student achievement data  School accountability team rosters  Parent</p>

Professional development plans School-wide goals and strategies regarding professional learning Individual professional learning goals		association/organization rosters and meeting artifacts Parent and community events related to school goals School and business collaboration notes
<b>Examples of Evidence that Can Be Used for Standard VII</b> Unified Improvement Plan Number and percent of Highly Effective, Effective, and Ineffective Teachers Teacher, staff, supervisor, parent, student, and community feedback Teacher turnover rates Communication logs Student achievement logs Common assessment data		

**UNIVERSITY of DENVER**  
**Morgridge College of Education**

**Executive Leadership for Successful Schools (ELSS) Certificate Course Work Plan**

*The course work plan must be completed, with student's and Advisor's signature, and submitted to the Office of Academic Services during the first quarter of enrollment in ELSS.*

Name: \_\_\_\_\_ Student ID \_\_\_\_\_

**REQUIRED COURSES**

Course No.	Course Title	Quarter Hours	Term to be Completed
ADMN 4801	Foundations of Educational Leadership	2	
ADMN 4805	Personnel Management	2	
ADMN 4806	Legal Aspects of School Leadership	2	
ADMN 4807	Research and Best Practices in School Reform	2	
ADMN 4829	Instructional Leadership	2	
ADMN 4830	Student Supports and Services	3	
ADMN 4831	Instructional Supervision and Evaluation	3	
ADMN 4833	Strategic Resource Management for Schools	3	
ADMN 4839	Entrepreneurial Leadership	3	
ADMN 5100	Data Use for School Improvement	2	
	<b>Subtotal</b>	<b>24</b>	
ADMN 4815	Elementary Internship		
ADMN 4816	Secondary Internship		
	<b>Subtotal</b>	<b>6</b>	
	<b>Total Credits</b>	<b>30</b>	

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

**UNIVERSITY OF DENVER**  
**Morgridge College of Education**  
**Ritchie Program for School Leaders Certificate Course Work Plan**

Name \_\_\_\_\_ Student ID \_\_\_\_\_

*The course work plan must be completed, with student's and Advisor's signature, and submitted to the Office of Academic Services by the end of the first quarter of enrollment.*

**REQUIRED COURSES**

Course No.	Course Title	Quarter Hours	Term to be Completed
ADMN 4801	Foundations of Educational Leadership	2	
ADMN 4805	Personnel Management	2	
ADMN 4806	Legal Aspects of School Leadership	2	
ADMN 4807	Research and Best Practices in School Reform	2	
ADMN 4829	Instructional Leadership	2	
ADMN 4830	Student Supports and Services	3	
ADMN 4831	Instructional Supervision and Evaluation	3	
ADMN 4833	Strategic Resource Management for Schools	3	
ADMN 4839	Entrepreneurial Leadership	3	
ADMN 5100	Data Use for School Improvement	2	
	<b>Subtotal</b>	<b>24</b>	
ADMN 4815	Elementary Internship	4	
ADMN 4816	Secondary Internship	4	
	<b>Subtotal</b>	<b>8</b>	
	<b>Total Credits</b>	<b>32</b>	

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Advisor Signature

\_\_\_\_\_  
 Date

## APPENDIX B: EDUCATIONAL LEADERSHIP AND POLICY STUDIES MASTER'S DEGREE

**Please Note: The University of Denver Registrar's website contains the official and most current course descriptions [http://myweb.du.edu/mdb/bwlkffcs.p\\_disp\\_dyn\\_ctlq](http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlq). Select the quarter in which you are enrolled and K12 Administration as the subject.**

### **Master of Educational Leadership and Policy Studies and Policy Studies Degree Curriculum**

The Master of Educational Leadership and Policy Studies degree is designed to prepare students to assume leadership roles in elementary or secondary education in Colorado. The degree is based on the principal preparation programs' core curriculum, which is aligned with the current licensure standards of the State of Colorado. In addition to the core curriculum, students take additional quarter credits to complete the minimum 45 credits required for the degree.

The final degree requirement is the successful completion of a capstone project. Students who have completed all course work required for the Master's of Educational Leadership and Policy Studies degree will complete a final project appropriate to their interests and expertise under the guidance of the instructor of the Action Research course (ADMN 4849) and a capstone advisor. In the Action Research course, students are responsible for designing their study, reviewing the literature, and gathering/analyzing data. They will turn this work into a capstone project by drawing conclusions, making an action plan and reflecting on the relationship between action research and the content in the master's program. This project will provide students with an opportunity to integrate their learning from the master's degree coursework and apply it to an action research framework. The capstone project serves as the comprehensive final exam for the Master's in Educational Leadership and Policy Studies.

Students in the Master's in Educational Leadership and Policy Studies will complete the following credit requirements.

#### **Master's Degree Curriculum (31 qtr hrs)**

- ADMN 4801—Foundations of Educational Leadership 2 cr hrs.
- ADMN 4805—Personnel Management 2 cr hrs.
- ADMN 4806—Legal Aspects of School Leadership 2 cr hrs.
- ADMN 4807—Research and Best Practices in School Reform 2 cr hrs.
- ADMN 4829—Instructional Leadership 2 cr hrs.
- ADMN 4830—Student Supports and Services 3 cr hrs.
- ADMN 4831—Instructional Supervision and Evaluation 3 cr hrs.
- ADMN 4833—Strategic Resource Management for Schools 3 cr hrs.
- ADMN 4839—Entrepreneurial Leadership 3 cr hrs.
- ADMN 5100—Data Use for School Improvement 2 cr hrs.
- ADMN 4848—Business Administration for School Leaders 3 cr hrs.
- ADMN 4849—Action Research for School Leaders 4 cr hrs.

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

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

**Foundations Requirements** (8 qtr hrs)

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

A minimum of 45 credit hours and the successful completion of the comprehensive exam (the Action Research capstone project) are required to complete an Educational Leadership and Policy Studies MA.

**UNIVERSITY OF DENVER**  
**Morgridge College of Education**  
**Master of Arts in Educational Leadership and Policy Studies**  
**Course Work Plan**

Name \_\_\_\_\_ Student ID \_\_\_\_\_

*The course work plan must be completed, with student's and advisor's signature, and submitted to the Office of Academic Services by the end of the first quarter of enrollment.*

<b>MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS</b>	<b>COURSE NUMBER</b>	<b>TERM TO BE COMPLETED</b>	<b>QUARTER HOURS</b>
<b>A. Foundations</b>			
Education Research and Measurement	RMS 4900		4
Seminar in Multicultural Issues	ADMN 4834		4
		<b>SUBTOTAL:</b>	<b>8</b>
<b>B. Program Requirements</b>			
Business Administration for School Leaders	ADMN 4848		3
Action Research for School Leaders	ADMN 4849		4
		<b>SUBTOTAL:</b>	<b>7</b>
<b>C. Principal Licensure Requirements</b>			
	<b>COURSE NUMBER</b>	<b>TERM TO BE COMPLETED</b>	<b>QUARTER HOURS</b>
School Administration: Foundations of Educational Leadership and Policy Studies	ADMN 4801		2
Personnel Management	ADMN 4805		2
Legal Aspects of School Leadership	ADMN 4806		2
Research and Best Practices in School Reform	ADMN 4807		2
Instructional Leadership	ADMN 4829		2
Student Supports and Services	ADMN 4830		3
Instructional Supervision and Evaluation	ADMN 4831		3
Strategic Resource Management for Schools	ADMN 4833		3
Entrepreneurial Leadership	ADMN 4839		3
Data Use for School Improvement	ADMN 5100		2

		<b>SUBTOTAL</b>	<b>24</b>
<b>D. Internship Requirements</b>	<b>COURSE NUMBER</b>	<b>TERM TO BE COMPLETED</b>	<b>QUARTER HOURS</b>
Internship in School Administration: Secondary	ADMN 4815		
Internship in School Administration: Elementary	ADMN 4816		
		<b>SUBTOTAL</b>	<b>6</b>
<b>NOTE: Ritchie requires 8 credits of internship for principal certification</b>			
<b>Total Credit Requirements for MA</b>			<b>45 min</b>

<b><i>MA in Educational Leadership with Principal Licensure concentration Summary of Requirements</i></b>	<b><i>Credits</i></b>
A. Morgridge College of Education Foundations Requirements	<b>8</b>
B. Program Requirements	<b>7</b>
C. Principal Licensure Concentration	<b>24</b>
D. Internship	<b>6</b>
E. Capstone paper / project	<b>Date completed:</b>
<b>Total Credit Requirements for MA and Capstone</b>	<b>45 min</b>

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Master's Degree Concluding Assessments and Forms

### Action Research Project

The Action Research course (ADMN 4849) provides the methodological framework and support for the development of a capstone project, which serves as the comprehensive exam for the Master's in Educational Leadership and Policy Studies and Policy Studies. While enrolled in this course, students are responsible for designing a study, reviewing appropriate literature, and gathering/analyzing data. Under the supervision of the course instructor, students will then draw conclusions from their research, make an action plan, and reflect on the relationship between action research, leadership and the content in the Educational Leadership and Policy Studies Master's program. The result is the completed capstone. Certification of successful capstone completion by each student's capstone advisor is necessary to fulfill degree requirements for the MA. Students are expected to complete the capstone in the quarter following completion of Action Research ADMN 4849.

- Prior to leaving the Action Research course students will be informed who their Capstone Advisor is by the Action Research professor
- Capstone advisors will read and edit their assigned students' work at least 3 times: Spring Quarter including by the end of week 2, week 4 and week 6
- Student work will be emailed back to the students for review. Given the short timeline for completion a one week turn around on these edits is ideal
- Rubrics and feedback sheet are from Action Research will be utilized
- Student work will be available on Bb for all students and faculty to view
- Capstones are due by the end of Week 7
- Capstone Advisor completes the certification and sends by week 8 to OAS director.

The capstone project for Educational Leadership and Policy Studies should demonstrate:

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

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

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

## **Evaluation of the Action Research Project Capstone**

The student's capstone advisor will evaluate the completed capstone project. After the final evaluation of the capstone, the capstone advisor will submit the Certification of the Completion of Capstone to the Office of Academic Services.

All capstone projects will be evaluated using the following criteria:

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

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

**Educational Leadership and Policy Studies**  
***Masters Capstone Feedback Form***

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

### Action Research Capstone Project Rubric

Learning Outcome 1: Demonstrate Strategic Leadership that indicates understanding and the ability to influence the larger political, social, economic, legal, and cultural context through development of a vision of learning for a learning community.					
0	1	2	3	4	Score
No suggestion of, effective, ethical or culturally responsiveness.	Evidence of, effective, ethical or culturally responsiveness is minimally reflected.	Evidence of effective, ethical or culturally responsiveness but not clearly linked to the research question, design, or discussion.	Some evidence of effective, ethical or culturally responsiveness is reflected and linked to the research question, design, or discussion.	Evidence of effective, ethical or culturally responsiveness is clearly linked to the research question, design, or discussion.	
Learning Outcome 2: Demonstrate school cultural and equity leadership that include core values and beliefs consistent with current educational leadership theory and practice.					
0	1	2	3	4	Score
No discussion of relevant theory.	Minimal review of the literature and little mention of empirical evidence.	Adequate review of the literature and empirical evidence.	Good review of the literature and inclusion of empirical evidence.	Thorough review of the literature and consideration of empirical evidence.	
Fails to provide statement of research design, sample, instruments, and procedures.	Provides poor statement of research design, sample, instruments, and procedures, with large degree of vagueness.	Provides adequate statement of research design, sample, instruments, and procedures, with some degree of vagueness.	Provides good statement of research design, sample, instruments, and procedures with little vagueness.	Provides clear and descriptive statement of research design, sample, instruments, and procedures.	
Fails to identify implications for further research.	Provides poor statement of implications for further research.	Provides adequate statement of implications for further research.	Provides good statement of implications for further research.	Provides clear statement of implications for further research.	
Fails to connect work to values and ethics.	Provides poor connections to values and ethics.	Provides adequate connections values and ethics.	Provides good connections to values and ethics.	Provides clear connections to values and ethics.	
Learning Outcome 3: Demonstrate instructional leadership by sustaining a culture and instructional program committed to student learning, social justice and staff professional growth.					
0	1	2	3	4	Score
No evidence of strategies advocating leadership actions or policies to increase efficacy or effective programming.	Poor evidence of strategies advocating leadership actions or policies to increase efficacy or effective programming.	Adequate evidence of strategies advocating leadership actions or policies to increase efficacy or effective programming.	Good evidence of strategies advocating leadership actions or policies to increase efficacy or effective programming.	Provides clear evidence of strategies advocating leadership actions or policies to increase efficacy or effective programming.	
Learning Outcome 4: Demonstrate managerial and external development leadership ensuring management of school operations, resources, and family and community interests for a safe, efficient, and effective learning environment.					
0	1	2	3	4	Score
No evidence of	Poor evidence of	Adequate	Good evidence of	Provides clear	

strategies advocating leadership actions or policies to increase efficacy or effective programming.	strategies advocating leadership actions or policies to increase efficacy or effective programming.	evidence of strategies advocating leadership actions or policies to increase efficacy or effective programming.	strategies advocating leadership actions or policies to increase efficacy or effective programming.	evidence of strategies advocating leadership actions or policies to increase efficacy or effective programming.	
<b>Learning Outcome 5:</b> Demonstrate human resource leadership that includes acting with integrity, fairness, and in an ethical manner to implement a vision of learning that assures success for all students					
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
No evidence of strategies advocating leadership actions or policies to increase efficacy or effective programming.	Poor evidence of strategies advocating leadership actions or policies to increase efficacy or effective programming.	Adequate evidence of strategies advocating leadership actions or policies to increase efficacy or effective programming.	Good evidence of strategies advocating leadership actions or policies to increase efficacy or effective programming.	Provides clear evidence of strategies advocating leadership actions or policies to increase efficacy or effective programming.	

**UNIVERSITY OF DENVER – MORGRIDGE COLLEGE OF EDUCATION**  
**Educational Leadership and Policy Studies**  
*Certification of the Completion of Capstone (Action Research Project)*

	<b>NAME:</b>		
	<b>STUDENT ID:</b>		
	<b>DATE:</b>		

The Capstone has been reviewed and approved by:

	<b>ADVISOR:</b>		
	<b>SIGNATURE:</b>		
	<b>DATE:</b>		

## APPENDIX C: EDUCATIONAL LEADERSHIP AND POLICY STUDIES DOCTORAL DEGREES

***Please Note: The University of Denver Registrar's website contains the official and most current course descriptions at: [http://myweb.du.edu/mdb/bwlkffcs.p\\_disp\\_dyn\\_ctlq](http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlq) Select the quarter in which you are enrolled and K12 Administration as the subject.***

There are two routes available for students who are pursuing the Educational Leadership and Policy Studies Doctoral degree. While the first two years of content and research coursework are the same for both tracks, the Division/Program area course requirements are designed to differentiate between:

1. **EdD students** with an earned Master's degree who have completed a certified principal licensure programs or other acceptable leadership program, whether at DU or elsewhere (e.g., the ELSS, Ritchie, or APSLA principal programs or the Buell Early Childhood Leadership Program at DU, or a certified principal preparation certificate program at another institution); and
2. **PhD students**, who possess an earned Master's degree and who have either not completed a leadership program (required for the EdD) or who choose the extended research focus that the PhD requires. Students who opt for the PhD program who have completed a leadership program at DU may be able to apply some of their content coursework toward the third-year cognate requirements (9-10 hours) of the PhD, if those hours have not already been used for another degree. In every case, such application of hours will be negotiated with the student's faculty advisor in developing the initial course plan of study.

All EdD students will complete a minimum of 65 credits for the doctoral degree; all PhD students will complete a minimum of 90 credits for the doctoral degree.

Note: At the completion of coursework, students are required to remain continuously registered for dissertation/applied research credit at the minimum rate of one credit per quarter (academic year of fall, winter, and spring quarters), until the student has completed the minimum necessary number of dissertation hours required by the student's program and successful dissertation/applied research study defense has occurred. Refer to the continuous enrollment policy found in this handbook and in the MCE Student Policies and Procedures Handbook <http://www.du.edu/education/resources/current-students/handbooks.html>

**District Level Administrator's License** The option of preparation for the Administrator's endorsement is offered with both EdD and PhD doctoral degrees. Students seeking this option must select appropriate elective credits, including 6 credits (minimum 300 contact hours) of internship (ADMN 4817), in order to be eligible for recommendation for this endorsement by the Educational Leadership and Policy Studies Program to the Colorado Department of Education. This internship experience is additional and different from any prior internship students may have completed in an Educational Leadership and Policy Studies certificate program. For additional information regarding the Administrator's endorsement, students should meet with their advisor.

**Overview: EdD Doctorate**

The EdD Doctorate curriculum builds on students' prior leadership preparation and Master's degree in an education field with two years of coursework plus one year of supervised applied team research. Content and research courses are designed to work together, to prepare students to design, conduct, and use applied research for evidence-driven practice and policy leadership. Courses are in a cohort format so students get to know a cadre of fellow educational leaders and support one another through the coursework and applied research projects. In year three, students conduct field research in collaboration with partner schools and districts or in other educational settings. Students will have a wide variety of research options, and also may design their own applied research study with faculty approval. This final year design provides students with access to authentic data and research sites to engage with real problems of practice.

***NOTE: Courses are generally held on Saturdays but may include week night classes. Course scheduling is subject to change.***

UNIVERSITY OF DENVER – *Morgridge College of Education*

**Doctor of Education (EdD)**

**Recommended Sequence**

*Work with your advisor to determine course availability to complete your coursework plan.*

<b>TYPICAL SCHEDULED COHORT SEQUENCE: FIRST SUMMER QUARTER</b>				
<b>NUMBER</b>	<b>COURSE NAME</b>	<b>REQUIREMENT</b>	<b>HOURS</b>	
ADMN 4821	School Reform & Current Issues	Program Area	3	
RMS 4940	Structure & Foundations of Research	Intro Level Research Methods	3	
<b>TYPICAL SCHEDULED COHORT SEQUENCE: FIRST FALL QUARTER</b>				
	<b>COURSE NAME</b>	<b>REQUIREMENT</b>	<b>HOURS</b>	
ADMN 4819	Organizational Theory & Behavior	Program Area	3	
RMS 4910	Introductory Statistics	Intro Level Research Methods	5	
<b>TYPICAL SCHEDULED COHORT SEQUENCE: FIRST WINTER QUARTER</b>				
	<b>COURSE NAME</b>	<b>REQUIREMENT</b>	<b>HOURS</b>	
ADMN 4827	Foundations & Philosophy of Education	Program Area	3	
RMS 4920	Educational Measurement	Intro Level Research Methods	3	
<b>TYPICAL SCHEDULED COHORT SEQUENCE: FIRST SPRING QUARTER</b>				
	<b>COURSE NAME</b>	<b>REQUIREMENT</b>	<b>HOURS</b>	
ADMN 4812	Perspectives on District Administration	Program Area	3	
RMS 4931	Survey Design & Analysis	Intermediate Level Research Methods	3	
			<b>TOTAL HOURS, YEAR ONE:</b>	<b>26</b>
<b>TYPICAL SCHEDULED COHORT SEQUENCE: SECOND SUMMER QUARTER</b>				
	<b>COURSE NAME</b>	<b>REQUIREMENT</b>	<b>HOURS</b>	
ADMN 4822	Leadership in Complex Systems	Program Area	3	
RMS 4941	Introduction to Qualitative Research	Intro Level Research Methods	4	
<b>TYPICAL SCHEDULED COHORT SEQUENCE: SECOND FALL QUARTER</b>				
	<b>COURSE NAME</b>	<b>REQUIREMENT</b>	<b>HOURS</b>	
ADMN 4836	Improving School Culture	Program Area	3	
ADMN 4820	Program Evaluation	Program Area	3	
<b>TYPICAL SCHEDULED COHORT SEQUENCE: SECOND WINTER QUARTER</b>				
	<b>COURSE NAME</b>	<b>REQUIREMENT</b>	<b>HOURS</b>	
ADMN 4823	Educational Policy Making in the US	Program Area	3	
ADMN 4844	Policy Analysis in Educational Systems	Program Area	4	
<b>TYPICAL SCHEDULED COHORT SEQUENCE: SECOND SPRING QUARTER</b>				
	<b>COURSE NAME</b>	<b>REQUIREMENT</b>	<b>HOURS</b>	
ADMN 4835	Curriculum, Instruction, Assessment	Program Area	3	
ADMN TBA	Advanced Program & Policy Research	Program Area	4	
			<b>TOTAL HOURS, YEAR TWO:</b>	<b>27</b>
<b>TYPICAL SCHEDULED COHORT SEQUENCE: THIRD YEAR, DISSERTATION FIELD RESEARCH</b>				
<b>NUMBER</b>	<b>COURSE NAME</b>	<b>REQUIREMENT</b>	<b>QTR PLANNED</b>	<b>HOURS</b>
ADMN TBA	Doctoral Research Planning & Design	Advanced Research	Summer	2
ADMN TBA	Doctoral Research	Advanced Research	Fall	2
ADMN TBA	Doctoral Research	Advanced Research	Winter	2
ADMN TBA	Doctoral Research	Advanced Research	Spring	2
ADMN TBA	Doctoral Research	Advanced Research	Summer-Fall	4
			<b>TOTAL HOURS, YEAR THREE:</b>	<b>12</b>
<b>OPTIONAL INTERNSHIP – ONLY NEEDED IF SEEKING DISTRICT LEVEL (SUPERINTENDENCY) ADMINISTRATIVE LICENSE.</b>				
	<b>COURSE NAME</b>	<b>REQUIREMENT</b>	<b>HOURS</b>	

ADMN 4817	District Administration Internship	6 hours total required (300 field hrs) <b>TAKE ANY QUARTER</b>	6
<b>TOTAL OPTIONAL INTERNSHIP HOURS:</b>			<b>6</b>

<b><i>EdD in Educational Leadership - Summary of Course Requirements</i></b>		<b>Credit Hours</b>
College of Ed/Research Requirements		<b>18</b>
Division/Program Area Requirements		<b>37</b>
Doctoral Research Hours		<b>10</b>
<b>TOTAL for EdD Doctorate:</b>		<b>65</b>
<b>OPTIONAL:</b>		
Internship Hours (6 needed if license is sought)		<b>6</b>

<b><i>EdD in Educational Leadership – Review Benchmarks Required</i></b>		<b>Planned Qtr</b>
End of Year One Case Study Exercise (given summer quarter)		
End of Year One Review with Advisor		
End of Year Two Review with Advisor		
Official advancement to candidacy (end of year two / prior to Doctoral Research Project Planning)		
Doctoral Research Project proposal defense		
IRB (Institutional Review Board) approval		
Final Doctoral Research Project defense / presentation		

**UNIVERSITY OF DENVER – Morgridge College of Education**  
**Educational Leadership and Policy Studies**  
**Doctor of Education (EdD) Course Plan**

Name \_\_\_\_\_ Student ID \_\_\_\_\_

*The course work plan must be completed, with advisor’s signature, and submitted to the Office of Academic Services office by the end of the first quarter of enrollment.*

<b>TRANSFER CREDITS, IF ANY – MUST BE FILED WITH GRADUATE STUDIES OFFICE BY END OF FIRST QUARTER OF STUDY.</b>				
COURSE NAME & ORIGINAL NUMBER	SUBSTITUTES FOR (REQUIREMENT):	INSTITUTION	WHEN COMPLETED	HOURS TO TRANSFER
<b>TOTAL TRANSFER HOURS (10 maximum):</b>				

*NOTE: Schedules are subject to change; be sure to consult your advisor!*

COURSE NAME	REQUIREMENT	NUMBER	QTR PLANNED	HOURS
School Reform & Current Issues	Program Area	ADMN 4821		3
Structure & Foundations of Research	Intro Level Research Methods	RMS 4940		3
Organizational Theory & Behavior	Program Area	ADMN 4819		3
Introductory Statistics	Intro Level Research Methods	RMS 4910		5
Foundations & Philosophy of Education	Program Area	ADMN 4827		3
Educational Measurement	Intro Level Research Methods	RMS 4920		3
Perspectives on District Administration	Program Area	ADMN 4812		3
Survey Design & Analysis	Intro Level Research Methods	RMS 4931		3
Leadership in Complex Systems	Program Area	ADMN 4822		3
Introduction to Qualitative Research	Intro Level Research Methods	RMS 4941		4
Improving School Culture	Program Area	ADMN 4836		3
Program Evaluation	Program Area	ADMN 4820		3
Policy Analysis in Educational Systems	Program Area	ADMN 4844		4
Educational Policy Making in the US	Program Area	ADMN 4823		3
Curriculum, Instruction, Assessment	Program Area	ADMN 4835		3
Advanced Program & Policy Research	Program Area	ADMN 4845		4
Doctoral Research Planning & Design	Advanced Research	ADMN TBA		2
Doctoral Research	Advanced Research	ADMN TBA		1-6
Doctoral Research	Advanced Research	ADMN TBA		4

**OPTIONAL INTERNSHIP – ONLY NEEDED IF SEEKING DISTRICT LEVEL (SUPERINTENDENCY) ADMINISTRATIVE LICENSE.**

COURSE NAME	REQUIREMENT	NUMBER	TAKE ANY QUARTER	HOURS
Superintendency Internship	6 hours total required (300 field hrs) 1-6 credits (50 clock hours per 1 credit)	ADMN 4817		
		ADMN 4817		
		ADMN 4817		
<b>TOTAL OPTIONAL INTERNSHIP HOURS:</b>				<b>6</b>

<i><b>Edd in Educational Leadership - Summary of Course Requirements</b></i>	<b>Credit Hours</b>
College of Ed/Research Requirements	<b>18</b>
Division/Program Area Requirements	<b>37</b>
Doctoral Research Hours	<b>10</b>
<b>TOTAL for EdD Doctorate:</b>	<b>65</b>
<b>OPTIONAL:</b>	
Internship Hours (6 needed if license is sought)	<b>6</b>
<b>TOTAL coursework hours for this plan:</b>	

<i><b>Edd in Educational Leadership – Review Benchmarks Required</b></i>	<b>Planned Qtr</b>
End of Year One Case Study Exercise (given summer quarter)	
End of Year One Review with Advisor	
End of Year Two Review with Advisor	
Official advancement to candidacy (end of year two / prior to Applied Research Planning & Design)	
Doctoral Research Project proposal defense	
IRB (Institutional Review Board) approval	
Final Doctoral Research Project defense / presentation	

\_\_\_\_\_  
**Student Signature**\_\_\_\_\_  
**Date**\_\_\_\_\_  
**Advisor Signature**\_\_\_\_\_  
**Date**

For our PhD Doctorate curriculum, students join the EdD students for the first two years of coursework and foundational research training (see immediately above), in order to provide students with a strong grounding in the leadership of educational organizations and applied research and policy. In their third year, PhD students work with their advisor to design their final courses in advanced research preparation and a cognate area (e.g., curriculum design or educational assessment). PhD students then complete a dissertation to finish their degree.

The Doctor of Educational Leadership and Policy Studies PhD degree, comprised of 90-credit hours of coursework, is a degree for those who are most interested in continued theoretical research. Coursework includes a strong focus on quantitative and qualitative research methods, computer applications related to leadership, school reform, and teaching and learning. These areas are studied in an effort to expand and enhance research skills and add to the knowledge base needed for effective schools.

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

## Educational Leadership and Policy Studies Doctor of Philosophy (PhD)

### Recommended Sequence

*This is not a course work plan. Work with your advisor to determine course availability and complete your coursework plan.*

TYPICAL SCHEDULED COHORT SEQUENCE: FIRST SUMMER QUARTER			
NUMBER	COURSE NAME	REQUIREMENT	HOURS
ADMN 4821	School Reform & Current Issues	Program Area	3
RMS 4940	Structure & Foundations of Research	Intro Level Research Methods	3
TYPICAL SCHEDULED COHORT SEQUENCE: FIRST FALL QUARTER			
NUMBER	COURSE NAME	REQUIREMENT	HOURS
ADMN 4819	Organizational Theory & Behavior	Program Area	3
RMS 4910	Introductory Statistics	Intro Level Research Methods	5
TYPICAL SCHEDULED COHORT SEQUENCE: FIRST WINTER QUARTER			
NUMBER	COURSE NAME	REQUIREMENT	HOURS
ADMN 4827	Foundations & Philosophy of Education	Program Area	3
RMS 4920	Educational Measurement	Intro Level Research Methods	3
TYPICAL SCHEDULED COHORT SEQUENCE: FIRST SPRING QUARTER			
NUMBER	COURSE NAME	REQUIREMENT	HOURS
ADMN 4812	Perspectives on District Administration	Program Area	3
RMS 4931	Survey Design & Analysis	Intermediate Level Research Methods	3
<b>TOTAL HOURS, YEAR ONE:</b>			<b>26</b>
TYPICAL SCHEDULED COHORT SEQUENCE: SECOND SUMMER QUARTER			
NUMBER	COURSE NAME	REQUIREMENT	HOURS
ADMN 4822	Leadership in Complex Systems	Program Area	3
RMS 4941	Introduction to Qualitative Research	Intro Level Research Methods	4
TYPICAL SCHEDULED COHORT SEQUENCE: SECOND FALL QUARTER			
NUMBER	COURSE NAME	REQUIREMENT	HOURS
ADMN 4836	Improving School Culture	Program Area	3
ADMN 4820	Program Evaluation	Program Area	3
TYPICAL SCHEDULED COHORT SEQUENCE: SECOND WINTER QUARTER			
NUMBER	COURSE NAME	REQUIREMENT	HOURS
ADMN 4823	Educational Policy Making in the US	Program Area	3
ADMN 4844	Policy Analysis in Educational Systems	Program Area	4
TYPICAL SCHEDULED COHORT SEQUENCE: SECOND SPRING QUARTER			
NUMBER	COURSE NAME	REQUIREMENT	HOURS
ADMN 4835	Curriculum, Instruction, Assessment	Program Area	3
RMS 4930	Empirical Research Methods	Intro Level Research Methods	3
<b>TOTAL HOURS, YEAR TWO:</b>			<b>26</b>
THIRD YEAR OF STUDY – STUDENT DESIGNS WITH ADVISOR			
<b>TOTAL HOURS, YEAR THREE (Additional Research + Additional Cognate Hours):</b>			<b>28</b>
<b>REQUIRED: COGNATE AREA COURSES (DU Leader Prep Programs MAY be counted in some circumstances)</b>			
<b>REQUIRED: THREE OR MORE INTERMEDIATE / ADVANCED RESEARCH METHODS COURSES (AT LEAST 3 CREDITS AT THE ADVANCED LEVEL)</b>			

SEE LIST BELOW FOR RECOMMENDED SEQUENCE AND OPTIONS				
TYPICAL SCHEDULED COHORT SEQUENCE: SECOND SUMMER QUARTER				
NUMBER	COURSE NAME	REQUIREMENT		HOURS
ADMN 5993	Dissertation Planning/Design			2
RECOMMENDED OPTIONS, STATISTICS FOCUS				
NUMBER	COURSE NAME	REQUIREMENT	USUALLY OFFERED	HOURS
RMS 4911	Correlation & Regression	Intermediate Res Methods (pre-req: RMS 4910)	Fall quarter	4
RMS 4912	Analysis of Variance (ANOVA)	Intermediate Res Methods (pre-req: RMS 4910)		5
RMS 4913	Multivariate Analysis	Adv. Res Methods (pre-req: RMS 4911)	Spring quarter	5
RMS 4915	Hierarchical Linear Modeling	Adv. Res Methods (pre-req: RMS 4911)		4
RMS 4914	Structural Equation Modeling	Adv. Res Methods (pre-req: RMS 4911)		5
RECOMMENDED OPTIONS, MEASUREMENT FOCUS:				
NUMBER	COURSE NAME	REQUIREMENT	USUALLY OFFERED	HOURS
RMS 4921	Psychometric Theory	Intermediate Research Methods		3
RMS 4922	Item Response Theory	Advanced Research Methods		3
RMS 4913	Multivariate Analysis	Advanced Research Methods		5
RECOMMENDED OPTIONS, QUALITATIVE FOCUS				
NUMBER	COURSE NAME	REQUIREMENT	USUALLY OFFERED	HOURS
RMS 4942	Qual Data Collection/Analysis	Intermediate Research Methods		4
RMS 4945	Community Based Research	Intermediate Research Methods		4
RMS 4947	Arts-based Research	Intermediate Research Methods		3
RMS 4946	Ethnographic Research	Intermediate Research Methods		4
OTHER RECOMMENDED OPTIONS				
NUMBER	COURSE NAME	REQUIREMENT	USUALLY OFFERED	HOURS
RMS 4932	Meta-Analysis for Social Science Research	Intermediate Research Methods		2
RMS 4951	Mixed Methods Research Design	Advanced Research Methods Spring		4
COURSE NAME		NUMBER	HOURS	
Dissertation Research		ADMN 5995		
Dissertation Research		ADMN 5995		
Dissertation Research		ADMN 5995		
<b>TOTAL REQUIRED DISSERTATION HOURS:</b>				<b>10</b>
OPTIONAL INTERNSHIP – ONLY NEEDED IF SEEKING DISTRICT LEVEL (SUPERINTENDENCY) ADMINISTRATIVE LICENSE.				
COURSE NAME	REQUIREMENT	NUMBER	ANY QTR	HOURS

Superintendency Internship	6 hours total required	ADMN 4817		6
<b>TOTAL OPTIONAL INTERNSHIP HOURS:</b>				<b>6</b>

**UNIVERSITY OF DENVER – Morgridge College of Education**

**Educational Leadership and Policy Studies**

**Doctor of Philosophy (PhD) Course Plan**

Name \_\_\_\_\_ Student ID \_\_\_\_\_

*The course work plan must be completed, with advisor’s signature, and submitted to the Office of Academic Services office by the end of the first quarter of enrollment.*

**TRANSFER CREDITS, IF ANY – MUST BE FILED WITH GRADUATE STUDIES OFFICE BY END OF FIRST QUARTER OF STUDY.**

COURSE NAME & ORIGINAL NUMBER	SUBSTITUTES FOR (REQUIREMENT):	INSTITUTION	WHEN COMPLETED	HOURS TO TRANSFER
<b>TOTAL TRANSFER HOURS (15 maximum):</b>				

*NOTE: Schedules are subject to change; be sure to consult your advisor!*

COURSE NAME	REQUIREMENT	NUMBER	QTR PLANNED	HOURS
School Reform & Current Issues	Program Area	ADMN 4821		3
Structure & Foundations of Research	Intro Level Research Methods	RMS 4940		3
Organizational Theory & Behavior	Program Area	ADMN 4819		3
Introductory Statistics	Intro Level Research Methods	RMS 4910		5
Foundations & Philosophy of Education	Program Area	ADMN 4827		3
Educational Measurement	Intro Level Research Methods	RMS 4920		3
Perspectives on District Administration	Program Area	ADMN 4812		3
Survey Design & Analysis	Intro Level Research Methods	RMS 4931		3
Leadership in Complex Systems	Program Area	ADMN 4822		3
Introduction to Qualitative Research	Intro Level Research Methods	RMS 4941		4
Improving School Culture	Program Area	ADMN 4836		3
Program Evaluation	Program Area	ADMN 4820		3
Educational Policy Making in the US	Program Area	ADMN 4823		3
Policy Analysis in Educational Systems	Program Area	ADMN 4844		4
Curriculum, Instruction, Assessment	Program Area	ADMN 4835		3
Empirical Research Methods	Intro Level Research Methods	RMS 4930		3
Dissertation Planning & Design	Advanced Research Methods (May be waived by advisor)	ADMN 5993		2
<b>THIRD YEAR OF STUDY – STUDENT DESIGNS WITH ADVISOR SEE LIST BELOW FOR RECOMMENDED SEQUENCE AND OPTION</b>				
<b>REQUIRED: COGNATE AREA COURSES</b>				
<b>REQUIRED: THREE INTERMEDIATE AND/OR ADVANCED RESEARCH METHODS COURSES</b>				
<b>REQUIRED: MINIMUM OF 3 CREDITS AT THE ADVANCED LEVEL</b>				

<b>RECOMMENDED OPTIONS, STATISTICS FOCUS</b>					
<b>COURSE NAME</b>		<b>NUMBER</b>	<b>QTR PLANNED</b>	<b>HOURS</b>	
Analysis of Variance (ANOVA)	Intermediate Research Methods	RMS 4912		5	
Multivariate Analysis	Advanced Research Methods	RMS 4913		5	
Hierarchical Linear Modeling	Advanced Research Methods	RMS 4915		4	
Structural Equation Modeling	Advanced Research Methods	RMS 4914		5	
<b>RECOMMENDED OPTIONS, MEASUREMENT FOCUS</b>					
<b>COURSE NAME</b>		<b>NUMBER</b>	<b>QTR PLANNED</b>	<b>HOURS</b>	
Correlation & Regression	Intermediate Research Methods	RMS 4911		4	
Psychometric Theory	Intermediate Research Methods	RMS 4921		3	
Item Response Theory	Advanced Research Methods	RMS 4922		3	
Multivariate Analysis	Advanced Research Methods	RMS 4913		5	
<b>RECOMMENDED OPTIONS, QUALITATIVE FOCUS</b>					
<b>COURSE NAME</b>		<b>NUMBER</b>	<b>QTR PLANNED</b>	<b>HOURS</b>	
Qualitative Data Collection & Analysis	Intermediate Research Methods	RMS 4942		4	
Community Based Research	Intermediate Research Methods	RMS 4945		4	
Arts-based Research	Intermediate Research Methods	RMS 4947		3	
Ethnographic Research	Advanced Research Methods	RMS 4946		4	
<b>OTHER RECOMMENDED OPTIONS</b>					
<b>COURSE NAME</b>		<b>NUMBER</b>	<b>QTR PLANNED</b>	<b>HOURS</b>	
Meta-Analysis for Social Science Research	Intermediate Research Methods	RMS 4932		2	
Mixed Methods Research Design	Advanced Research Methods	RMS 4951		4	
<b>TOTAL Additional Research Hours:</b>					
<b>REQUIRED: COGNATE AREA COURSES (DU Leader Prep Programs MAY be counted in some circumstances)</b>					
<b>COURSE NAME</b>		<b>NUMBER</b>	<b>QTR PLANNED</b>	<b>HOURS</b>	
<b>TOTAL Additional Cognate Hours:</b>					
<b>TOTAL HOURS, YEAR THREE (Additional Research + Additional Cognate Hours):</b>				<b>28</b>	
<b>COURSE NAME</b>		<b>NUMBER</b>	<b>QUARTERS PLANNED</b>	<b>HOURS</b>	
Dissertation Research	ADMN 5995				
Dissertation Research	ADMN 5995				
Dissertation Research	ADMN 5995				
Dissertation Research	ADMN 5995				
<b>TOTAL REQUIRED DISSERTATION HOURS:</b>				<b>10</b>	
<b>OPTIONAL INTERNSHIP – ONLY NEEDED IF SEEKING DISTRICT LEVEL (SUPERINTENDENCY) ADMINISTRATIVE LICENSE.</b>					
<b>COURSE NAME</b>		<b>REQUIREMENT</b>	<b>NUMBER</b>	<b>ANY QTR</b>	<b>HOURS</b>
District Administration Internship		6 hours total required (1-6 credits)	ADMN 4817		
			ADMN 4817		

		ADMN 4817		
<b>TOTAL OPTIONAL INTERNSHIP HOURS:</b>				<b>6</b>

<i><b>PhD in Educational Leadership - Summary of Requirements</b></i>	<b>Credit Hours</b>
College of Ed/Research Requirements	<b>25</b>
Additional Research Hours (8 to 18)	<b>8-18</b>
Division/Program Area Requirements	<b>27</b>
Additional Cognate Hours (9 to 19)	<b>9-19</b>
Dissertation Research Hours	<b>10</b>
<b>TOTAL for PhD Doctorate:</b>	<b>90</b>
<b>OPTIONAL:</b> Internship Hours (6 needed if license is sought)	<b>6</b>
<b>TOTAL coursework hours for this plan:</b>	

<i><b>PhD in Educational Leadership – Review Benchmarks Required</b></i>	<b>Planned Qtr</b>
End of Year One Review with Advisor	
End of Year Two Comprehensive Examination (given summer quarter)	
End of Year Two Review with Advisor	
End of Year Three Review with Advisor	
Official advancement to candidacy (end of year three / prior to Dissertation Planning)	
Dissertation proposal defense	
IRB (Institutional Review Board) approval	
Final Dissertation defense	

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

## APPENDIX D. THE SEVEN NORMS OF COLLABORATIVE WORK

**Paraphrasing:** Using a paraphrase starter that is comfortable for you: “So...” or “As you are...” or “You’re thinking...” and following the statement with a paraphrase assists members of the group to hear and understand each other as they formulate decisions.

**Pausing:** Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion and decision-making.

**Probing:** Using gentle open-ended probes or inquires such as, “Please say more...” or “Can you tell me more about...” or “Then, are you saying...?” increases clarity and precision of the group’s thinking.

**Putting ideas on the table:** Ideas are the heart of meaningful dialogue. Label the intention of your comments. For example, you might say, “Here is one idea...” or “One thought I have is...” or “Here is a possible approach”... or “I’m just thinking out loud...”

**Paying attention to self and others:** Meaningful dialogue is facilitated when each group member is conscious of self and others and is aware of not only what he/she is saying, but also how it is said and how others are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings. Responding to others in their own language forms is one manifestation of this norm.

**Presuming positive intentions:** Assuming that other’s intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put-downs. Using positive intentions in your speech is one manifestation of this norm.

**Pursuing a balance between advocacy and inquiry:** Pursuing and maintaining a balance between advocating for a position and inquiring about one’s own and others’ positions assists the group to become a learning organization.

*Adapted from William Baker, Group Dynamics Associates,  
720 Grizzly Peak Blvd., Berkeley, CA 94708*

**APPENDIX E: Independent Study Contract**

**Educational Leadership and Policy Studies and Policy Studies**

**Independent Study Work Contract**

Student name: \_\_\_\_\_ Student DU ID: \_\_\_\_\_

Student email: \_\_\_\_\_

Independent Study Course #: \_\_\_\_\_ Quarter / Year: \_\_\_\_\_

Instructor: \_\_\_\_\_

This document is a contract for graduate level independent study work. This completed, signed form must be accompanied by the completed registration form, found at <http://www.du.edu/registrar/forms/independentstudy.pdf> , and submitted to the Office of Academic Services (OAS). Independent study must be approved by the student’s primary advisor, and may also need approval of the Program Coordinator. Independent study “versions” of a course MAY NOT be offered simultaneous to a regular class version of a course.

**Focus of work:**

**Deliverables expected for grading:**

<b>Item:</b>	<b>Deadline:</b>	<b>Percent/value:</b>

Agreed by student:

\_\_\_\_\_

Signature Date

Agreed by professor:

\_\_\_\_\_

Signature Date