Administrative Leadership and Policy Studies

Student Handbook

Principal-Administrator Licensure Program

Revised January 2009
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INTRODUCTION

ALPS PROGRAM CONCEPTUAL FRAMEWORK

The conceptual framework guides Administrative Leadership and Policy Studies (ALPS) program work within the mission of the School of Education & Human Development:

Leadership for Educational Equity. Prepare and inspire education and mental health leaders to have a profound impact in fostering student opportunity, achievement, and success in urban and diverse communities.

This mission helps faculty define and refine professional responsibilities through continuous improvement based on research, the standards of the profession, and action research with practicing professionals in the field.
Knowledge, skills, and dispositions required for professional leadership are identified, mapped, and assessed throughout the program. Figure 1 provides a graphic representation of the way that faculty and principal partners work together to achieve program improvement (see knowledge-based maps in Appendices A and B). ALPS program faculty (a) map competencies; (b) design performance based assessments; (c) construct and implement their syllabi, assignments, readings, and activities; (d) assess student performance; and (e) then review students’ results annually so that fine tuning, redesign, and continued improvement are part of the fabric of ALPS program work.

DESIGN SPECIFICATIONS AND GOAL STATEMENTS

It is the intention of ALPS program faculty to design, implement, and evaluate a principal-administrator licensure program that meets the following design specifications:

1. The University of Colorado Denver’s Principal-Administrator Licensure program is designed to be coherent, flexible, student-centered, standards-based, project-oriented, diverse, research- and inquiry-focused, and delivered to students on-site in a partner school district or online by an instructional team of University of Colorado Denver professors and school district instructional partners and clinical site supervisors.

2. Program coherence is achieved through the development of a curriculum based on the integration of state and national standards across program content domains and related performance based projects. Standards, expectations, rubrics, outcome-assessment measures, group processes, and role expectations of all participants and faculty are clearly articulated in program documentation. Core projects are based on a common framework used by all instructional faculty members in the program and are measured using common performance-outcome measures.

3. Program flexibility is evidenced through the customization of projects and assignments to meet specific cultural and procedural processes of specific school district partners as well as the quantity and intensity of the work of the district instructional team members. While each principal-administrator cohort meets all relevant program and performance standards, each cohort experience is tailored to meet specific school district needs, the learning needs of the cohort members, and to be updated from experience with previous cohorts.

4. Faculty intentionally design teaching/learning assessments and learning activities to be student-centered, problem-oriented, standards-based, and performance-oriented, including both individual and group processes, focused on the real work-life context of practicing principals, and constructed using the principles of constructivism and
5. Program learning experiences are standards-based and constructed by school district principal-administrator partners and University of Colorado Denver faculty members to provide opportunities for students to gain awareness, conceptual knowledge, and experiential understandings related to multiple state and national program and performance standards for principals and administrators. Currently these standards include (a) Colorado Department of Education (CDE) Performance Based Principal-Administrator Standards and (b) Educational Leadership Constituent Council-National Council for Accreditation of Teacher Education (ELCC-NCATE) Program Standards.

6. Program faculty strive to achieve diversity in multiple arenas by designing learning activities that provide students with knowledge and skills that help them (a) address educational equity issues related to gender, racial, and language diversity; (b) prepare students to display, engage in, and respect diverse cultural perspectives and backgrounds of all individuals; and (c) help the school community to provide for differentiation of instruction to meet the learning needs of all students. Program recruitment and retention strategies strive to increase gender, racial, and language diversity at all levels of Colorado school.

7. The program design and content is research-based and inquiry-focused, providing the opportunity for both students and faculty to study effective administrative practices. Relevant success criteria for administrative accomplishments as well as personal repertoires of successful leadership-response strategies in specific context-based environments are acquired through inquiry processes, thereby contributing to the knowledge base in educational leadership.

8. The program supports school-university partnerships with opportunities for synergistic learning activities. These partnerships provide authentic learning contexts for the professional learning community of students, instructional team members, and district personnel. District principals and administrators provide students with opportunities for context-based learning activities. The learning activities may result in service-learning experiences that support a student’s department, school, or district.

9. Program assessment and evaluation processes are distributed throughout the program and focus on measurable data, acquired for the purposes of measuring student understanding, program improvement, academic presentations and publications in the field of educational leadership. These measures include student recruitment, admissions, multiple program assessments, exit measures, state performance tests (PLACE), and feedback from program graduates.
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The ALPS academic advisor responds to questions about the program and ongoing logistics of applying for admission, registering for classes, and applying for licensure or graduation. Detailed questions about course content and expectations, as well as overall program philosophy, can be addressed by program faculty.

ADDITIONAL SOURCES OF INFORMATION/WEBSITE

This handbook provides an orientation to the principal-administrator licensure program and subsequent master’s and education specialist degrees. The Clinical-Practice Handbook, available from program faculty, provides additional details. Also, the ALPS website has online links to further information and downloadable forms—please visit www.cudenver.edu/sehd/alps.
LICENSURE PROGRAMS

OVERVIEW OF PRINCIPAL LICENSURE PROGRAM

The ALPS faculty offer both metro-area and distance-learning principal licensure program options to prepare K-12 education professionals to assume leadership roles in elementary and secondary schools in Colorado. ALPS faculty work in partnership with school districts to recruit and select program participants, deliver the licensing program, establish well-qualified clinical-practice sites, and assess the success of students and the program. The 32 credit-hour licensure sequence (EDUC 5751-5754) is standards-based and designed to meet the following state and national principal-administrator licensing standards: (a) CDE Principal-Administrator Licensure Standards and (b) ELCC-NCATE Program Standards.

After completing the licensure program and successfully passing the state-approved assessment (PLACE), students with three or more years experience as licensed educators are eligible to apply for a Colorado initial principal license. A master’s (M.A.) or education specialist degree (Ed.S.) can be completed with nine additional credits.

The program begins with an intensive self-assessment process. These initial assessments help students determine learning and clinical-practice goals. All learning experiences are designed to provide opportunities for mastering performance standards required for licensure. Students work on school-based projects designed by Colorado principals and administrators that are supported by literature and data-based research. Faculty work with students as they complete program projects, through both online and face-to-face sessions. Interim assessments are conducted throughout the program.

Students construct artifacts from learning experiences and complete performance based assessments. These works are placed into a program portfolio. This body of evidence is presented to a faculty review committee near the end of the program for the final program review experience. Successful completion of this final review signifies that a student has met both program and state licensure expectations.

The 32 credit-hour program is delivered over four consecutive semesters (including summer). Program content and clinical-practice experiences are integrated throughout. Candidates will be able to use their own schools and districts as clinical-practice sites. Program credits are organized into four learning domains as outlined below. Denver metro-area cohorts have four semesters of eight credits each. Distance-learning cohorts have three semesters of nine credits and a final semester of five credits. Those who have completed a Ph.D. program through the UC Denver School of Education & Human Development may be eligible to earn a principal license through an alternative licensure program. The alternative program can be taken over four semesters of three credits each. See details in the chart below.
ALPS Principal Licensure Options

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<thead>
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<th>Denver Metro-Area Principal Cohort Option</th>
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<tbody>
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<td>2nd Semester</td>
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<tr>
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<td>EDUC 6104</td>
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<td>3 credits</td>
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PRINCIPAL LICENSURE COHORT OPTIONS

Students considering the ALPS program may learn about future cohort start dates by visiting [www.cudenver.edu/sehd/alps](http://www.cudenver.edu/sehd/alps).

Denver Metro Area
Cohorts begin the four-semester sequence in fall or spring and meet up to 15 times per semester in a metro area school district. The program includes a substantial online component and is supported by eCollege and LiveText learning environments. Students earn eight credits each semester for a total of 32.

Distance Learning
The distance-learning option begins only in summer and is available for students who live too far from the university to make face-to-face cohort options around the Denver Metro area feasible or for students who prefer an online learning environment. Program requirements are identical to those of the “Denver Metro Area” option, but students complete their work online, along with several intensive on-campus sessions. The first on-campus session is a week-long “boot camp” experience during the first summer. Students then return to campus for a number of weekends in the subsequent fall.
spring, and summer semesters. The program is delivered through online eCollege and LiveText learning environments. Students earn nine credits per semester for the first summer term, fall term, and spring term, and then five credits for the second summer term, totaling 32.

LEARNING DOMAIN SEQUENCE

EDUC 5751 - Principal-Administrator Licensing I
Combines foundational learning activities in leadership, curriculum and supervision, school improvement, and the school environment via distance-learning and face-to-face sessions. Field applications are related to these foundations, and students will develop, establish, and pursue goals for clinical-practice activities. Assessment is by portfolio. Prerequisite: admission to the program.

EDUC 5752 - Principal-Administrator Licensing II
Combines work toward advanced learning goals in leadership, curriculum and supervision, school improvement, and the school environment via distance-learning and face-to-face sessions that build on the foundational learning activities in EDUC 5751 and related clinical-practice activities. Students will continue to pursue goals for clinical-practice activities. Assessment is by portfolio. Prerequisite: completion of EDUC 5751.

EDUC 5753 - Principal-Administrator Licensing III
Combines work toward advanced learning goals in leadership, curriculum and supervision, school improvement, and the school environment via distance-learning and face-to-face sessions that build on the learning activities in EDUC 5752 and related clinical-practice activities. Students will continue to pursue goals for clinical-practice activities. Assessment is by portfolio. Prerequisite: completion of EDUC 5752.

EDUC 5754 - Principal-Administrator Licensing IV
Combines work toward advanced learning goals in leadership, curriculum and supervision, school improvement, and the school environment that build on the learning activities in EDUC 5753 via distance-learning and face-to-face sessions with related clinical-practice activities. Students will complete learning and clinical-practice activities. Assessment is by portfolio. Prerequisite: completion of EDUC 5753.

ALTERNATIVE PRINCIPAL LICENSING OPTION

Those who have completed a Ph.D. through UC Denver’s School of Education & Human Development are eligible to earn a principal license through an alternative licensure sequence. This sequence includes 12 additional credits beyond the Ph.D. and...
either a) follows an existing traditional cohort or b) is completed independently according to the course descriptions below. In either case, students register for credits under the course numbers below and complete the same amount of work as that expected of students in the traditional program.

**EDUC 6102 – Initial Portfolio Analysis for Principal Licensure**
Students will work with faculty members to develop a portfolio related to the professional standards of practice for principals. Faculty members will review the portfolio and provide an initial analysis and recommendation for licensure.

**EDUC 6104 – Portfolio Product Development for Principal Licensure**
Students will work with faculty members to develop the products needed to ensure compliance with the state standards for principal licensure.

**EDUC 6930 – Clinical Practice for Administrative Leadership**
Students will work with faculty members to develop and implement clinical-practice goals and keep clinical-practice logs and reflections. Students will be evaluated by the site supervisor at the end of the clinical-practice experience.

**EDUC 6106 – Portfolio Evaluation for Principal Licensure**
Students will work with the professor to conduct a detailed evaluation of portfolios to ensure that they meet the state standards for principal licensure. Students need to participate in a portfolio review, offered on campus once each semester.

**CLINICAL PRACTICE**

**Overview**
Clinical-practice experiences are integrated throughout the principal licensure program and are connected to each of the learning projects. Generally, clinical practice constitutes the primary field experience, designed to immerse students in the day-to-day practice of principalship. The major goal is to provide significant experience before employment as a principal or an administrator. Clinical practice is to the principalship as student teaching is to teaching. The purpose of clinical practice is to provide experiences under the direction of a building principal and a university supervisor. More details are in the *Clinical-Practice Handbook*, available from program faculty.

The total hours that must be logged during the program for the K-12 principal license equals 400. The easiest way to do this is to log 100 hours each semester of the program. While logs are kept that reflect completion of the clinical-practice hours, it is the quality of the clinical-practice field learning that is essential. Field experiences include working with agencies that serve children and youth (examples: a student-service activity or human-service activity as an extension of local government or involvement with law
Practice Requirements
- Student must author clinical-practice goals.
- Student must obtain approval of goals from site and university supervisors.
- Student must keep a log of 400 clinical-practice hours.
- Student must keep a reflective journal of clinical-practice activities.
- Student must complete clinical-practice activities.
- Student must be evaluated by the site supervisor.

Scope and Sequence for Principal Licensure
- SEMESTER 1: Initial planning, supervisor selection, plan approval and initial clinical practice.
- SEMESTER 2: Clinical-practice logs, reflections, and activities.
- SEMESTER 3: Clinical-practice logs, reflections, and activities.
- SEMESTER 4: Complete clinical-practice activities; add log, reflections, artifacts, and site-supervisor evaluation to portfolio.

PORTFOLIO

Overview
The portfolio process is the capstone experience for students in the ALPS principal licensure program. Many students have described the process as the place where all the work and effort comes together. Students should use the portfolio to document knowledge and skills obtained during the program as evidence of meeting the following state and national standards: (a) CDE Standards for Principals/Administrators, and (b) ELCC-NCATE Program Standards for School and District Leadership. Approval of the portfolio is required for successful completion of the licensing program. The completed portfolio contains the products (program projects and clinical-practice activities) produced by a student during the program and reflective justifications about these learning experiences that contain evidence of the student meeting relevant state and national standards.

Process and Deadlines
Each cohort has a designated interim portfolio review at the end of each semester. The final principal portfolio review date is scheduled at the end of the four-semester period. This review is often scheduled at the site of the cohort and involves the instructional team from that cohort. This experience may take place on the last night of class or on a night several weeks after the completion of the course. Please check with the cohort leader and instructional team about the specifics and date of the review.
Those ALPS students who do not complete the final portfolio review as part of the last course in their licensure sequence are then expected to complete all assignments and their final portfolio review within the two subsequent academic semesters (not including summer). For cohorts that end during a summer session, this means that the make-up review must be completed the following fall or spring; for cohorts that end during a fall semester, the make-up review must be completed the following spring or fall; and for cohorts that end during a spring semester, the make-up review must be completed the following fall or spring. Should the two make-up review opportunities pass without a review undertaken, licensure by ALPS is forfeited, unless the program is entirely repeated (including all course work, clinical work, credit registration, and tuition and fees). In such a case, the former student would be required to submit a new application for admission to a new cohort and to go through the selection process.

Usually, make-up reviews will occur as part of the regular final review process in another, later cohort. Students should consult their faculty advisor no later than the first two weeks of the semester to connect with the appropriate cohort leader and schedule the review for that semester.

Students may petition the ALPS faculty for special consideration, given life circumstances which prevented timely completion of the program or portfolio. If the program standards and requirements have not changed, then such appeals will be considered case by case.

PLACE EXAM

The PLACE Principal Exam is #80. For specific Program for Licensing Assessments for Colorado Educators (PLACE) exam dates and application deadlines, please visit www.place.nesinc.com. The ALPS licensure program is designed to maximize your performance on the exam. It is not advisable to schedule the exam before you complete the program.

OVERALL REQUIREMENTS FOR SUCCESSFUL PRINCIPAL LICENSURE COMPLETION

Students need the following elements in order to apply for an initial principal license:

1. Passing grades on all four learning domains. Students must earn at least a C (a C- is not acceptable) in each class, with an overall GPA of at least a 3.0.
2. Evidence of successful completion of all performance-assessment tasks.
3. Evidence of successful completion of all required clinical-practice experiences.
4. Evidence of a successful final program/portfolio review.
5. Passing score on the state administered principal PLACE exam.
6. Three or more years experience as a licensed teacher or special services provider.

Applications for licensure are submitted to the state through the School of Education & Human Development’s Student Services Center in the Lawrence Street Center, suite 701. Licensure information and materials may be obtained by contacting Diccon Conant at diccon.conant@ucdenver.edu.

**SUPPORTIVE TECHNOLOGY REQUIREMENTS**

- Own or have access to a computer of sufficient size and speed to be capable of connecting to and using the Internet.
- Own or have access to and be capable of using the following software packages:
  - Microsoft Word
  - Microsoft Excel
  - Microsoft PowerPoint
  - Adobe Acrobat Reader (free)
- Have basic computer keyboarding skills and knowledge about the general operation of a computer, including uploading and downloading documents, making subdirectories, and retrieving downloaded documents for viewing.
- Able to be on a computer and make a phone call at the same time to receive support/help from CU Online at 303-315-3700 or 303-873-0005.
- Have the computer be connected to a printer.

**ADDING AN ADMINISTRATOR LICENSE**

Students seeking an administrator license (as a credential to facilitate advancement at the district level) may build upon their principal license and master’s degree (either earned previously or through ALPS) by pursuing UC Denver’s Executive Leadership Program. This program consist of 12 semester credits, runs one year, meets on weekends and online, and includes instruction from experienced superintendents. Executive Leadership Program credits may, with faculty advisor approval, apply towards ALPS Ed.S. requirements (see next section). Please learn more at [www.cudenver.edu/sehd/elp](http://www.cudenver.edu/sehd/elp).

**GRADUATE DEGREE OPTIONS**

Students can take nine additional credits (three courses) following completion of the principal licensing sequence to earn an M.A. or Ed.S. degree.
REQUIREMENTS

The Master of Arts (M.A.) degree is designed for those who do not hold a graduate degree and who seek a Colorado principal license through ALPS. Students must select at least one course in each of the following areas:

1. Educational research
2. Educational foundations/multicultural education
3. Educational psychology/special education

The Education Specialist (Ed.S.) degree is designed for advanced graduate study and is available to those who already hold a master’s degree and who seek a Colorado principal license through ALPS. The nine hours beyond the licensure program must constitute an area of focus and/or a specific advancement of knowledge and skills for the license. Students should choose courses after conferring with their faculty advisor. Currently, the ALPS faculty offer the following sequence of online courses for the Ed.S. degree: EDLI 7210 Educational Policy Making in a Democratic Society (Spring), EDLI 7230 Organizational Performance in Schools (Summer), and EDLI 7220 Leadership and Power (Fall).

Comprehensive Exam Paper
During the final semester, as students complete the third additional course for either the M.A. or the Ed.S., they must also write a comprehensive exam paper. This paper is in addition to the portfolio already completed for the licensure program and must be submitted electronically to the cohort advisor about two thirds of the way into the final semester—please see a specific deadline at www.cudenver.edu/sehd/comps&graduation.

The comprehensive exam paper should be 10-15 pages in length and tell how the three courses in the master’s or education specialist program will help graduates in their role of principal or administrator. Cite relevant literature and key standards that apply.

Suggestions for paper headings/organization:

Introduction
Perceived Impact of Course One
Perceived Impact of Course Two
Perceived Impact of Course Three
Integration
Summary
Minimum grades and GPA
Successful completion of an M.A. or Ed.S. degree requires at least a 3.0 GPA and a grade of C or higher in every class (a C- is not acceptable).

Graduation Application Deadline
The deadline to apply for graduation occurs very early each semester. Start preparing the paperwork one or two months before the final semester. All necessary forms and information may be obtained through www.cudenver.edu/sehd/comps&graduation.

TRANSFER CREDITS
Up to nine credits of course work taken at another accredited institution may count as credits toward the M.A. or Ed.S. degree. Formal evaluation of transfer credits is only available to students who have completed a semester in the ALPS program. Courses must be graduate-level, graded with a B- or better, less than 10 years old at the time of graduation from ALPS, and not already used to complete another degree.

To apply to transfer credits from another institution, attach an official copy of the transcript (in a sealed, unopened envelope) to a Transfer of Credit form, available in Student Services Center (Lawrence Street Center, suite 701), by emailing education@ucdenver.edu, or from the website at www.ucdenver.edu/education. The form must be signed by a faculty advisor and submitted to the Student Services Center for a dean’s signature. If the Student Services Center already has a copy of the official transcript on file, it is not necessary to obtain an additional copy.

OTHER INFORMATION

COURSE REGISTRATION
Check the Registrar’s website at www.cudenver.edu/registrar for registration dates and academic calendars of deadlines. Those who are properly registered for the current term will receive a message at their university email account when it is time to register for the upcoming term. Students in a principal licensure cohort will also receive an email from the ALPS academic advisor, providing information about how to register for the next specific course in the sequence.

EMAIL

All UC Denver students are required to activate and use an assigned UC Denver email for all electronic communication to and from the university. One business day
after registering for their first course, students may activate their new email account. To learn more, visit www.cudenver.edu/registrar and click the email policy link, or call the Help Desk at 303-315-4357.

CU ONLINE

ALPS instructors use an eCollege system on CU Online to post course materials and hold discussions. An eCollege account is set up for each student automatically one business day after registering for the first class. To access the account, students simply go to www.cuonline.edu, click the “eCollege” login and use their student number for both the username and password. Once in eCollege, students should select "User Profile" and change the password. Contact the CU Online help desk at 303-315-3700 or help@cuonline.edu with any questions.

LIVETEXT

Performance assessments in the program are completed online through LiveText. Learn more about LiveText at http://sehdassessment.cudenver.edu/index.html.

SITE SUPERVISOR REGISTRATION

In recognition of their efforts, site supervisors have the opportunity to earn one continuing education credit for a nominal fee of $50. Current licensure students may go to the SS Reg Form link under Clinical Practice in their eCollege shell to obtain the registration form. They may then invite their site supervisor to complete, sign, and mail in the form at the beginning of the third semester of the program.

RESOURCES FOR STUDENTS WITH DISABILITIES

The Office of Disability Resources and Services (DRS) is committed to providing equal opportunities and fostering the personal growth and development of students with disabilities. The DRS staff strives to meet the needs of a large and diverse community of students with disabilities. They are available to provide assistance and to arrange for reasonable accommodations that will address specific educational needs. Accommodations may include but are not limited to the following:

- Priority registration for classes
- Assistance in identifying volunteer notetakers
- Alternative testing (private room, additional time, reader/scribe)
Alternative textbook formats (scanned, enlarged print, Braille)
Interpreter Services or Captioning Services

Office of Disability Resources and Services
North Classroom Building, Room 2514
303-556-3450
TTY: 303-556-4766
disabilityresources@ucdenver.edu

PRINCIPAL PROGRAM ADMISSION GUIDELINES

Deadlines
Summer – March 15
Fall – June 15
Spring – October 15

Admission to the ALPS principal licensing and M.A./Ed.S. programs is competitive. All applicants must hold at least a bachelor’s degree and a teaching or special services license, and are encouraged to have three to five years of post-licensure experience in that field.

NOTE: Applicants seeking licensure without the attached M.A. or Ed.S. are eligible for only limited school-based financial aid. Contact the Office of Financial Aid at 303-556-2886 for more details.

The ALPS program seeks students who possess:

- High intellectual ability
- Strong academic background
- Clear leadership potential

For fall and spring semesters, the faculty works in partnership with Denver metro-area school districts to select the best students for membership in a principal licensure cohort. A new cohort starts each term, rotating throughout the region. Cohort programs are delivered in school district partner locations.

Admission decisions for the distance-learning cohort—beginning every summer—are made by ALPS program faculty, again with a goal of selecting the best students for membership. This cohort is not affiliated with any particular school district, but rather is partnered with the school districts of each admitted distance-learning student.

Successful applicants are notified of their admission to the program via email from an
associate dean of the School of Education & Human Development.

**Application Requirements**

All italicized items listed below may be downloaded off the web at [www.cudenver.edu/sehd/alps](http://www.cudenver.edu/sehd/alps). A printed application packet may also be requested by calling 303-315-6300. All materials should be submitted together as a single packet:

*Application Checklist*. Use this form to obtain additional details about the application and to make certain your file is complete. Enclose a copy of the checklist with the rest of the materials.

*Graduate Application Part 1* and *In-State Tuition Classification form* (Colorado residents must complete both). Applicants should be sure to specify on the application whether they are seeking licensure only or whether they plan to pursue an M.A. or Ed.S.

$50 application fee (check or money order made out to the University of Colorado Denver).

**Resume.**

*Written statement*. Applicants should describe their interest in the program, their special strengths, and the goals they hope to achieve through work in the program. Find additional guidelines online.

*Online written response*. This requirement is in addition to the written statement. Please find more details on the application checklist (see above item).

*Photocopy of most current teaching or special services license*

*Three letters of recommendation*. Applicants provide each recommender with a recommendation form. The recommendation form and letter should be returned to the applicant in an original, unopened envelope to include in the complete application packet. Include one letter from a school principal, indicating support for pursuit of the program.

*Two official transcripts from all universities/colleges attended*. Applicants submit transcripts from (a) institutions granting previous degrees and (b) institutions from which courses have been taken that might possibly be transferred into the program. Transcripts are to be issued to the applicant and should be submitted together in the original, unopened envelopes with the application packet. Minimum GPAs:
   
<table>
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<th>Level</th>
<th>GPA</th>
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<tbody>
<tr>
<td>Undergraduate</td>
<td>2.75 or higher</td>
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<tr>
<td>Graduate</td>
<td>3.0 or higher</td>
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Official Graduate Record Exam (GRE) or Miller Analogy Test (MAT) scores (if applicable—see note below).

Miller Analogy Test (MAT) – 402 or higher scaled score or
Graduate Record Exam (GRE) General Exam – 900 or higher, combined verbal and quantitative scores. Although a minimum has not been set, the analytical part of the GRE also will be considered.

The ALPS program will accept official scores earned up to 10 years prior to the date of application. The GRE Subject Exam is not required.

NOTE: If undergraduate GPA is 2.75 or higher, GRE/MAT scores are waived. The MAT/GRE is also not required of applicants who already hold a graduate degree or have completed at least 24 hours of graduate-level (not post-baccalaureate) course work with a 3.0 GPA.

Please contact Diccon at diccon.conant@ucdenver.edu or 303-315-4978 with any questions about the ALPS program and application process.
## APPENDIX A: ELCC-NCATE PROGRAM STANDARDS FOR PRINCIPALS-ADMIN.

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<th>Performance Standards</th>
<th>Domains</th>
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Code: X denotes standard covered in a particular domain.