Administrative Leadership and Policy Studies

Student Handbook

M.A. & ED.S. and Principal-Administrator Licensure Program

Fall 2018, Spring 2019, Summer 2019
Your successful experience in the School of Education and Human Development (SEHD) is important to us. This SEHD ALPS Student Handbook is a tool to ensure you maintain academic progress according to SEHD and University of Colorado Denver policies and procedures. Please take the necessary time to read this handbook.

In addition to this handbook, ALPS students should refer to the SEHD’s Student Policies and Procedures Handbook. The SEHD’s website also has resources that will be helpful to students as you complete your program. http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx

The student assumes full responsibility for meeting all basic requirements for the degree as well as the specific requirements outlined by the program.

The University of Colorado Denver and the School of Education and Human Development reserve the right to make changes in the regulations, courses, rules, fees, or other changes in this handbook without advance notice. See the SEHD website at http://www.ucdenver.edu/education and the CU Denver website at http://www.ucdenver.edu for any updates. No verbal modifications to the contents of this Handbook are allowed. All modifications must be in writing and approved by the SEHD prior to inclusion in the Handbook. The University of Colorado Denver is accredited by the Higher Learning Commission (HLC). University of Colorado Denver’s School of Education & Human Development is fully accredited by the Colorado Department of Education, the Colorado Department of Higher Education, the Council for Accreditation of Counseling and Related Educational Programs, and the American Psychological Association.

We are affiliated with the American Association of Colleges of Teacher Education, the American Education Research Association, the Council of Great City Schools and Colleges of Education (with Denver Public Schools), the Urban Educator Corps, the National Education Association, A+ Denver Citizens Group, the Colorado Association of School Boards, the Colorado Association of School Executives, the Colorado Council of Deans of Education, and the Colorado Education Association.

Nondiscrimination

The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. The university takes action to increase ethnic, cultural, and gender diversity, to employ qualified disabled individuals, and to provide equal opportunity to all students and employees.

Qualification for the position and institutional need shall be the sole bases for hiring employees, and the criteria for retaining employees shall be related to performance evaluation, assessment of institutional need, fiscal constraints, and/or, in the case of exempt professionals, the rational exercise
of administrative prerogative.

All students shall have the same fundamental rights to equal respect, due process, and judgment of them based solely on factors demonstrably related to performance and expectations as students. All students share equally the obligations to perform their duties and exercise judgments of others in accordance with the basic standards of fairness, equity, and inquiry that should always guide education.

History: Amended November 8, 2001; September 17, 2013.

Title IX Notice of Non-Discrimination

The University of Colorado Denver | Anschutz Medical Campus (“the University”) is committed to maintaining a positive learning, working and living environment. The University prohibits discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities. (Law of the Regents, Article 10).

The University prohibition against any act of sexual misconduct or related retaliation applies to all students, faculty, staff, contractors, patients, volunteers, affiliated entities, and other third parties and applies to conduct that occurs on campus and off-campus conduct, including on-line or electronic conduct as noted in the University policy. Violations may be subject to disciplinary action. The University will consider what appropriate potential actions should be taken.

The University employs trained staff members who have responsibility for Title IX compliance. The Title IX Coordinator oversees the development, implementation, and evaluation of Title IX policies, procedures, and training efforts and will refer all reports to a trained Title IX Investigator. To submit a concern, please fill out the online form, noted above, or to ask further questions about Title IX, please contact the University Title IX Coordinator or Deputy Coordinator: https://equity.ucdenver.edu/contact-us/

Student Academic Honor and Conduct Code, Misconduct and Appeals

Students are expected to adhere to the highest standards of personal integrity and professional ethics as detailed in the Graduate School Academic Honor and Conduct Code (http://www.ucdenver.edu/academics/colleges/Graduate-School/Documents/pdf/HonorCode.pdf).

Students who do not meet these standards of integrity and ethics, or who violate the honor code may be placed on disciplinary probation by the Dean upon the recommendation of the Academic Conduct and Appeals Committee (ACAC). Generally, procedures for matters involving academic misconduct should emphasize due process, which should include, at a minimum, notification to the student regarding the alleged violation, an opportunity for the student to gather information in order to
properly respond to the allegation, and an impartial hearing to be conducted by the ACAC. The honor code, committee guidelines, and appeal process are on file in the Graduate School office and available in the Graduate School Student Handbook, as well as online at http://www.ucdenver.edu/academics/colleges/Graduate-School/program-resources/Pages/policies.aspx. The Schools or Colleges in which Graduate Programs are housed, or individual Graduate Programs themselves, may have additional policies and/or requirements for student conduct. Please see the School of Education & Human Development Policy on page 23.
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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-base 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 *adult- and cooperative-learning* theories.

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 the Colorado Department of Education (CDE) Performance Based Principal-Administrator 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 schools.

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 or Praxis), and feedback from program graduates.

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The ALPS academic advisor responds to questions about the program and ongoing logistics of program orientation, 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/Websites

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.

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 Colorado Principal Quality Standards.

After completing the principal licensure program and successfully passing the state-approved assessment (Praxis), students with three or more years of 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 and a comprehensive exam paper.

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 learning narratives from learning experiences and complete performance-based assessments. These works are placed into a program portfolio (in Canvas/LIVETEXT). 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 principal licensure program is delivered over four consecutive semesters (including summer.) Students are required to complete the 4 semester principal licensure program in four consecutive semesters with the same cohort. 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 an Ed.D. or Ph.D. program through the CU Denver School of Education & Human Development may be eligible to earn a principal license through an alternate licensure program. The alternate program can be taken over four semesters of three credits each. See details in the chart on the next page.
ALPS Principal Licensure Options

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Principal Licensure Cohort Options

Students considering the ALPS program may learn about future cohort start dates by visiting [www.ucdenver.edu/education/alps](http://www.ucdenver.edu/education/alps) (click the “cohorts” tab for cohort descriptions.)

**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 or at a CU Denver facility. The program includes a substantial online component and is supported by Canvas and LiveText learning environments. Students earn eight credits each semester for a total of 32.

**Distance Learning**
The distance-learning option begins 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 three day-long “boot camp” experience during the first summer. Students then return to campus for a number of weekends in the subsequent three semesters. The program is delivered through online Canvas and LiveText learning environments. Students earn nine credits per semester for the first three distance-learning terms, and then five credits for the final term, total of 32.
Learning Domain Sequence

EDUC 5751 – Principal 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 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 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 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.

Alternate Principal Licensing Option for CU Denver’s SEHD Doctoral Alumni

Those who have completed an Ed.D. or Ph.D. through CU Denver’s School of Education & Human Development (SEHD) are eligible to earn a principal license through an alternate licensure sequence. This sequence includes 12 additional credits beyond CU Denver’s School of Education & Human Development’s Ed.D. or 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 principal licensure credits and complete the same amount of work as that expected of students in the traditional program.

EDUC 7751 – Principal Licensing I, Doctoral Concentration Course I
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 7752 – Principal- Licensing II, Doctoral Concentration Course II
Students will work with faculty members to develop the products needed to ensure compliance with the state standards for principal licensure.

EDUC 7753 – Principal Licensing III, Doctoral Concentration Course III
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 7754 – Principal Licensing IV, Doctoral Concentration Course IV
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.

Principal Licensure 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 leader. 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 enforcement programs.)

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 for Principal Licensure

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 (work submitted to Canvas and LIVETEXT) to document knowledge and skills obtained during the program as evidence of meeting the state’s Colorado Principal Quality Standards. The completed portfolio (work submitted to Canvas and LIVETEXT) 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.
Overview of Administrator Licensure Program

Students seeking an administrator license (as a credential to facilitate advancement at the district level) may build upon their master’s degree (either earned previously or through ALPS) by pursuing CU Denver’s Executive Leadership Administrator Licensure Program. This program consists of 12 semester hours, 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.ucdenver.edu/education/elp. Student seeking an institutional recommendation from CU Denver for an initial administrator license must complete a separate application for admission to the Executive Leadership Administrator Licensure Program.

The administrator licensure program is consists of four graduate-level courses, totaling 12 semester hours. Each hybrid course includes a course-embedded internship.

EDUC 7500: Strategic Human Capital Development
This course focuses on understanding and leveraging the personnel function of an educational organization. You will learn how to strategically align and maximize your human capital with organizational strategic objectives. Fall

EDUC 7510: Strategic Organizational Management
An effective partnership between the board, community and institutional leader is essential to the mission of an educational organization. This course examines the importance of strategic visioning, strategic planning, and specific communication strategies. Fall

EDUC 7520: Strategic System Improvement
The fundamental purpose of educational organizations (schools, districts, community colleges, higher education, non-profits) is to ensure high levels of learning for all. This course addresses topics such as data development and management, accountability, curriculum assessment and instruction, continuous improvement, and professional learning. Spring

EDUC 7530: Leadership Development
Successful leaders are able to articulate, protect and promote what is important. This course will examine the challenges of educational leadership and help participants clarify the core values essential to their success as a leader. Spring

Praxis Exam

In addition to requiring successful completion of a state approved principal or administrator licensure program, the Colorado Department of Education also requires a passing score on the Praxis exam for the Principal or Administrator license: #5411 Educational Leadership: Administration and Supervision. For more information on the Praxis exam, please visit https://www.ets.org/praxis/

*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 or Administrator Licensure Completion

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

1. Passing grades on all learning domains. Students must earn at least a B- 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 #5411 Educational Leadership: Administration and Supervision Praxis exam.
6. Three or more years of experience as a licensed teacher or special services provider is required for initial principal licensure in Colorado. The Colorado Department of Education’s requirements for an initial principal license can be found at https://www.cde.state.co.us/cdeprof/checklist-initialprincipal

It is the student’s responsibility to ensure meeting the requirements for licensure. Applications for licensure are submitted online via the Colorado Department of Education’s website: http://www.cde.state.co.us. Students will need a signature on the Colorado Department of Education’s “Approved Program Verification Form” from a CU Denver Certification Officer. Students who have successfully completed licensure requirements can email the verification form to academicservices@ucdenver.edu in order to receive the required signature.

Approved Program Verification is completed by the School of Education & Human Development, but licenses are granted by the State of Colorado. Individual state requirements vary and may include examinations in addition to a valid teaching license. Students should consult with the Colorado Department of Education and/or the state they will be living in, for the most updated licensure requirements.

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 www.ucdenver.edu/academics/cuonline or 303-315-3700.

- Have the computer be connected to a printer.

**GRADUATE DEGREE OPTIONS FOR PRINCIPAL LICENSURE STUDENTS**

Students take nine additional credits (three courses) following completion of the 32 semester hour principal licensing sequence to earn an M.A. or Ed.S. degree.

**Master of Arts Degree**

Nine hours of course work beyond the 32 hours for the principal license is required for the Master of Arts in Administrative Leadership and Policy Studies. Select one course from each of the sections below (A, B and C). Each course is 3 semester hours.

**Section A**

*Educational Research - Choose one course:*

- RSEM 5100 Basic Statistics
- RSEM 5110 Introduction to Measurement
- RSEM 5120 Introduction to Research Measurement

**Section B**

*Families and Communities or Language Literacy & Culture - Choose one course:*

**Families and Communities**

- CLDE 5180 Working with Bilingual Families and Communities
- COUN 5170 Issues in Family Studies
- COUN 6140 Counseling Children, Adolescents and Their Parents
- ECED 5060 Working with Families and Communities
- HDFR 5075 Family Policy and Law
- HDFR 5010 Family and Cultural Diversity
- HDFR 5040 Latino Families in Schools and Communities
- HDFR 5045 Latino Families in Later Life
- HDFR 5080 Global Family Resource Management
- HDFR 6000 Family Theories
- LCRT 5815 Family Literacies in Diverse Communities
- SPED 5300 Family, Professional, and Community Collaboration

**Language, Literacy & Culture**

- CLDE 5010 Foundations of Language, Literacy and Culture
- CLDE 5070 Linguistic Analysis of English
- CLDE 5140 Language, Culture and Education Equity
- CLDE 5160 History & Law of Bilingual & Immigrant Education
- CLDE 5170 Race, Class, Literacy and Culture in Public Schools
- CLDE 5800 Language Variation & Implications for Teaching
- LCRT 5020 Reading Development, Instruction and Assessment
LCRT 5810  Oral & Written Language & Literacy
LCRT 5815  Family Literacies in Diverse Communities
SCHL 5200  Promoting Literacy in Schools
SPED 5780  Literacy Interventions in SPED

Section C
Learning & Development or Diversity & Inclusion - Choose one course:

Learning & Development
COUN 5130  College Student Development
COUN 5400  Career Development
COUN 6230  Developmental Counseling in Schools
ECED 5070  Supporting Social Competence
ECED 5102  Introduction to Developmentally Appropriate Curriculum
ECED 5104  Advanced Developmentally Appropriate Practice
ECED 5110  Advanced Infant and Toddler Development
ECED 5310  Professional Development in ECE
EDHD 5110  Human Learning
EDHD 5180  Psychology of Gifted, Talented and Creative Children
EDHD 5200  Social Psychology of Learning
EDHD 5240  Cognition and Instruction
EDHD 6100  Advanced Child Growth and Development
EDHD 6140  Social Contexts of Adolescence
EDHD 6200  Human Development Over the Life Span
EDHD 6320  Mind, Brain and Education
EDHD 6600  Motivation in Contexts
EDHD 6750  Designing Environment for Learning and Development
INTE 5320  Games and Learning
INTE 5340  Learning with Digital Stories
SPED 5151  Slashing Stigmas: Promoting Positive Behaviors
SPSY 5100  Behavior Analysis and Intervention
COUN/EDHD 6350  Theories of Personality Development and Change

Diversity & Inclusion
COUN 5500  Diversity in Higher education
ECED 5210  Overview of Infant Toddler Autism Services
ECED 6100  Medical and Physiological Aspects of Development
EDHD 5180  Psychology of Gifted, Talented and Creative Children
SCED 5340  Equity & Culture Science Education
SPED 5000  Universal Design for Learning (UDL)
SPED 5030  Understanding Contemporary Classrooms
SPED 5050  Assessment & Advocacy for Diverse Learners
SPED 5151  Slashing Stigmas: Promoting Positive Behaviors
SPED 5500  Transition and Secondary Methods in Special Education
The Education Specialist (Ed.S.) Degree

The Ed.S. is designed for advanced graduate study and is available to those who already hold a Master’s degree (completed prior to admission into the EdS ALPS program) and who seek a 32 semester hour 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.

Comprehensive Exam Paper

During the final semester, as students complete the final 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 by the comprehensive exam deadline the final semester – please see a specific deadline at www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Pages/COMPSandGraduation.aspx.

The comprehensive exam paper should be 10-15 pages in length and tell how the additional three courses (taken beyond the 32 semester hour principal license) in the master's or education specialist program will help graduates in their role of principal or school leader. 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

OTHER INFORMATION

Course Registration

Check the Registrar’s website at www.ucdenver.edu/registrar for registration dates and academic calendars of deadlines. Students in a principal licensure cohort will receive an email from the ALPS Academic Advisor providing information about how to register for the next specific course in the sequence.
Email

All CU Denver students are required to activate and use an assigned CU Denver email for all electronic communication to and from the university. More information can be found at http://www.ucdenver.edu/Email/Pages/login.aspx.

CU Online

ALPS instructors use a Canvas (learning management) system through CU Online to post course materials and hold discussions. To access the account, registered students go to www.ucdenver.edu/academics/CUOnline/OnlineCourses/Pages/CourseLogin.aspx. Contact the CU Online help desk with any questions at www.ucdenver.edu/academics/CUOnline/ContactUs/Pages/ContactUs.aspx.

Livetext

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

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. It is the student’s responsibility to initially seek out services.

Office of Disability Resources and Services
Student Commons Building, Suite 2116
303-315-3510, disabilityresources@ucdenver.edu
www.ucdenver.edu/student-services/resources/disability-resources-services

Grade Requirements

To maintain satisfactory academic progress students are required to maintain a minimum GPA of “B” (3.00). Failure to maintain a 3.00 GPA will result in students being placed on academic probation, as defined below. Courses in which grades below “B-” (2.7) are received cannot be applied toward fulfillment of the requirements for any graduate (Ed.S. or Master’s) degree or license, and consequently, the course must be retaken in order to achieve a B- or better grade. However, all grades received, including repeat courses, will appear on the student’s transcript and will be included in the GPA calculation, but only one course enrollment may be counted towards graduation credits.

For all courses, the instructor will assign a letter grade, an Incomplete (I) in rare cases when a student has completed most of the coursework, but had extenuating circumstances not allowing the student to
finish the course. A grade of "I" is automatically changed to an "F" after one (1) year unless a grade change is initiated by the course Director.

Incomplete Grade Policy

Students with extenuating circumstances requesting a grade of Incomplete ('I'), should refer to the SEHD “Incomplete Grade Application” form available on the website at http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx for the full policy and form.

Transfer Standards

Transfer students from other education programs will be considered under the same criteria as a de novo admission. They will need to meet all of the same requirements for regular admission.

Transfer Credits

Transfer credit is defined as any credit earned at another regionally accredited institution either in the United States or abroad, or credits earned as a non-degree student within the CU system. Graduate courses taken while the student was enrolled in a graduate program anywhere in the CU system are considered resident, not transfer, and therefore fall outside the limits on transfer credits.

Students wishing to transfer course credit from another institution must complete the “transfer of credit” form found at http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx and obtain signatures as indicated. Return the form with an official transcript to your faculty advisor. Please submit the required documentation as soon as possible once the course and grade are posted on the transcript. Conditions listed below must be fulfilled before request can be acted upon.

1. Official transcript showing courses recommended for transfer must accompany this request. To be official, a transcript must show the seal of the institution.
2. Courses used toward one completed graduate degree cannot be used toward another graduate degree.
3. Grades in the courses recommended for transfer must be no lower than “B minus” (B-).
4. Courses with “Pass/Fail” or “Satisfactory/Unsatisfactory” grades will not be transferred.
5. Institutions from which courses are recommended for transfer must be regionally accredited.
6. Quarter hours will be converted to semester hours by multiplying the number of quarter hours by 2/3.
7. Student must have satisfactorily completed one semester as a graduate student within the CU Denver School of Education & Human Development as a regular degree student before transfer of credit is recommended.
8. Student’s grade-point average on all work taken must be no lower than 3.0.
9. A maximum of 9 semester hours may be transferred towards the M.A. or Ed.S. Administrative Leadership & Policy Studies.
10. Courses taken more than 10 years prior to the date of graduation are not transferable
11. Courses recommended for transfer must be equal in level to courses applicable toward the degree at this institution.
12. Grades for transferred classes are not calculated into the graduate grade point average.

**Graduation Requirements**

In order to graduate the student must:
- Complete all coursework with a minimum grade of at least B- for individual classes
- Maintain an overall 3.0 grade point average
- Submit a passing Comprehensive Examination paper to the Faculty Advisor in the final semester
- Apply for graduation by the posted deadline. Instructions can be found at [http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Pages/Graduation.aspx](http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Pages/Graduation.aspx)

**Time Limit to Degree**

M.A. and Ed.S. students, whether enrolled full time or part time, must complete all degree requirements within **seven** years of program admission. Students who fail to complete the degree in this seven-year period are subject to termination. For a student to continue beyond the time limit, the student must obtain approval via the “Request for Time Extension” form: [http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx](http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx)

**Grade Appeals Process**

The steps in the program grade appeals process are as follows:
1. The student appeals to the individual faculty member.
2. If the student is not satisfied with the instructor’s decision, he or she can follow the appeals process through the Student Academic Appeals Committee in the School of Education & Human Development. [http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx](http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx)
Academic Probation/Discontinuance

The GPA of students enrolled in the ALPS program must remain at 3.0 or above to maintain good standing in the program. Should a student’s GPA fall below 3.0, the program leader or academic advisor will notify the student and he/she will be placed on academic probation. Students must obtain a GPA of at least 3.00 during each semester on probation. Probation students will have two (2) semesters if enrolled as a full time student or four (4) semesters if part time, in which to raise the cumulative GPA to at least 3.00. If a probation student does not obtain a GPA of at least 3.00 during each semester while on probation, or the student does not raise the cumulative graduate level GPA to at least 3.00 within two semesters (four semesters if part time) of being placed on probation, the student will be subject to immediate dismissal upon the recommendation of your Faculty Advisor and the Associate Dean. Students who are placed on probation and subsequently dismissed from a graduate degree program by the SEHD will be notified officially by the Program Leader or Academic Advisor. Such notifications will include the reasons for dismissal and the right of appeal.

Students may be dismissed from the program if they fail to demonstrate adequate progress (including meeting timelines for degree completion), fail the Comprehensive Exam or for violations of university and school ethical and professional standards of conduct.

Any student who is dismissed from the ALPS program following unsuccessful academic probation or failure to meet his or her program’s guidelines for satisfactory academic progress may reapply for admission to the same or a different graduate program in the School of Education and Human Development after one (1) year.

School of Education & Human Development (SEHD) Student Academic Honor and Conduct Code, Academic Grievances, Misconduct and Appeals

Students are expected to adhere to the highest standards of personal integrity and professional ethics as detailed in the SEHD’s Student Honor Code

Generally, procedures for matters involving academic misconduct should emphasize due process, which should include, at a minimum, notification to the student regarding the alleged violation, an opportunity for the student to gather information in order to properly respond to the allegation, and an impartial hearing to be conducted by the SEHD Student Committee. The honor code and appeal process are on available on the SEHD’s website at
http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx
MA or EdS Administrative Leadership & Policy Studies with Principal Licensure
Program Admission Guidelines

For applicants to the MA Administrative Leadership & Policy Studies with Principal Licensure, all applicants must hold at least a bachelor’s degree and a teaching or special services license. For applicants to the EdS Administrative Leadership & Policy Studies with Principal Licensure, all applicants must hold at least a master’s degree and a teaching or special services license. It is also recommended that applicants to the MA or EdS Administrative Leadership & Policy Studies with Principal Licensure have a minimum of three years of post-licensure professional experience.

NOTE: Students seeking licensure without the attached M.A. or Ed.S. are not eligible for financial aid. Contact the Office of Financial Aid at 303-315-1850 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 or at a CU Denver facility.

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 an email from the School of Education & Human Development.

MA and EdS with Principal Licensure Application Requirements

Instructions for applying online to the M.A. or Ed.S. Administrative Leadership & Policy Studies Principal Licensure program can be found at:
http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Apply/Pages/AdministrativeLeadershipPolicyStudies.aspx

Required materials:
- $50 application fee (credit card or check/money order made out to the University of Colorado Denver).
- Resume The resume should document a minimum of 3 years post-licensure experience as a teacher or special services professional.
• **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 at the above link.

• Copy of most current teaching or special services license

• **Three letters of recommendation** The recommenders are sent an email with a link to the recommendation form. The recommendation includes a space for the recommender to cut and paste their recommendation.

• **Official transcripts from all universities/colleges attended** Applicants submit transcripts from (a) institutions granting previous degrees and institutions where coursework was taken that applied towards a degree 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 via mail to the School of Education & Human Development. Instructions on where to mail transcripts are provided within the online application.

**Administrator Licensure Application Requirements**

Instructions for applying to administrator licensure program can be found at:
http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Apply/Licenses/Pages/ExecutiveLeadershipProgram.aspx

**Required materials:**

- Program application checklist, graduate application Part I, and in-state tuition classification form (see the above link in order to obtain these documents)
- **$50 application fee** (check/money order made out to the University of Colorado Denver).
- **Resume** The resume should document a minimum of 5 years of leadership experience in the field of education.
- **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 at the above link.
- **One letter of recommendation** Provide a recommendation from a superintendent or a district superior, indicating support for your pursuit of the program and clinical work in the district. The recommendation form and letter itself should be returned to you in an original, unopened envelope to include in your complete application packet.
- **Official transcripts from all universities/colleges attended** A master’s degree or the equivalent is required with at least a 3.0 GPA. A minimum undergraduate GPA of at least a 2.75 is also required. Please submit transcripts from (a) institutions granting previous degrees and (b) institutions from which courses have been taken that you wish to transfer into the program. Transcripts are to be issued to you and should be submitted together in the original, unopened envelope with your application packet.

Please contact Office of Admissions and Outreach with any questions about the ALPS program and application process at education@ucdenver.edu or 303-315-6300.
## APPENDIX: COLORADO PRINCIPAL QUALITY STANDARDS

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**Code:**

X denotes standard covered in each course/domain.

**TOTAL** 7/26    7/26    7/26    5/26    17/26