University of Colorado
Denver
School of Education & Human Development

# Leadership for Educational Organizations

## Student Handbook

## M.A. or ED.S. Program with Principal Licensure
### and
## Administrator (License Only)

Updated Fall 2024

We are excited about your journey at the School of Education and Human Development (SEHD) and are here to support your success! The SEHD Leadership for Educations Organizations (LEO) Student Handbook is a valuable resource designed to help you thrive academically while navigating our policies and procedures at the University of Colorado Denver. We encourage you to take a moment to explore this handbook; it's filled with helpful information to guide you along the way!

In addition to this handbook, LEO 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:  https://education.ucdenver.edu/academic-services/student-resources

**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 to the regulations, courses, rules, fees, or other changes in this handbook without advance notice. See the SEHD website at https://education.ucdenver.edu/ 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 National Association of School Psychologists.

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: https://www.cu.edu/regents/policy/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://www.ucdenver.edu/offices/equity/about-us/meet-the-team

## 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 Student Honor Code (https://education.ucdenver.edu/academic-services/student-resources/student-honor-code).
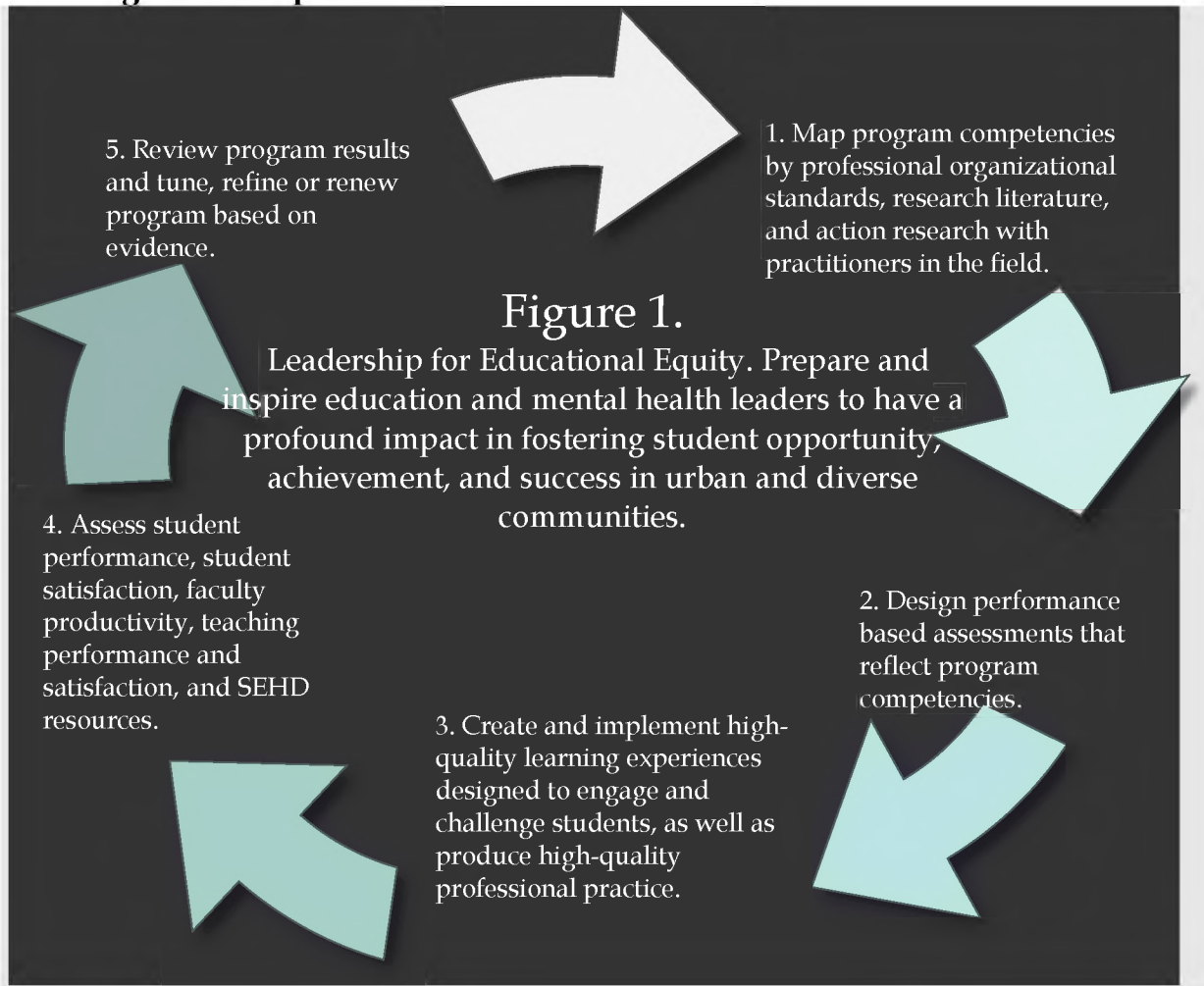
**School of Education & Human Development**
UNIVERSITY OF COLORADO DENVER

## TABLE OF CONTENTS

# Introduction

### LEO Program Conceptual Framework



**Figure 1.**
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.

1. Map program competencies by professional organizational standards, research literature, and action research with practitioners in the field.

2. Design performance based assessments that reflect program competencies.

3. Create and implement high-quality learning experiences designed to engage and challenge students, as well as produce high-quality professional practice.

4. Assess student performance, student satisfaction, faculty productivity, teaching performance and satisfaction, and SEHD resources.

5. Review program results and tune, refine or renew program based on evidence.

The conceptual framework guides Leadership for Educational Organizations (LEO) 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 Appendix A).

LEO 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 LEO program work.

**Design Specifications and Goal Statements**

The LEO program faculty are excited to have created, implemented, and evaluated a principal or administrator licensure program that truly meets your needs! Our faculty goal was to design a program that not only fulfills essential specifications but also inspires and empowers you on your leadership journey toward becoming an exceptional educational leader.

It is the intention of LEO 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 are **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 (Praxis), and feedback from program graduates.

**LEO Program Faculty & Advisors**

**Scott Bauer, Ph.D.**
Professor and Associate Dean
scott.bauer@ucdenver.edu

**Rod Blunck, Ed.D.**
Associate Teaching Professor
rodney.blunck@ucdenver.edu

**Jim Christensen, Ed.D.**
Senior Instructor & Program Coord.
james.christensen@ucdenver.edu

**Julia Mahfouz, Ph.D.**
Associate Professor
julia.mahfouz@ucdenver.edu

**Scott McLeod, J.D., Ph.D.**
Professor
scott.mcleod@ucdenver.edu

**George Panayiotou, Ed.D.**
Senior Instructor
George.Panayiotou@ucdenver.edu

**Rebecca Schell, M.A.**
Academic Services Manager
rebecca.schell@ucdenver.edu

**Ingrid Summers, M.A., M.Phil.**
Program Manager
ingrid.summers@ucdenver.edu

The Academic Services Manager and Program Manager respond 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, and overall program philosophy, are addressed by program faculty. Additionally, students will contact their assigned faculty advisor when making course selection decisions.

**Additional Sources of Information/Websites**

This handbook provides an orientation to the principal licensure program and subsequent master's and education specialist degrees plus the administrator licensure program. The Clinical-Practice Handbook, available from program faculty, provides additional details.

# Licensure programs

## Overview of Principal Licensure Program

The LEO 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. LEO 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.

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. 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 must 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. Partnership cohorts have four semesters of eight credits each. Distance Learning or Denver Metro (on-campus) cohorts have three semesters of nine credits and a final semester of five credits.

## LEO Principal Licensure Options

| Partnership Principal Cohort Option | | | |
|---|---|---|---|
| 1st Semester | 2nd Semester | 3rd Semester | 4th Semester |
| EDUC 5751 | EDUC 5752 | EDUC 5753 | EDUC 5754 |
| 8 credits | 8 credits | 8 credits | 8 credits |
| Distance Learning or Denver Metro Principal Cohort Option | | | |
| Summer | Fall | Spring | Summer |
| EDUC 5751 | EDUC 5752 | EDUC 5753 | EDUC 5754 |
| 9 credits | 9 credits | 9 credits | 5 credits |

**Principal Licensure Cohort Options**

Students considering the LEO program may learn about future cohort start dates by visiting https://education.ucdenver.edu/academics/graduate/leadership-for-educational-organizations/detail/Leadership-for-Educational-Organizations-MA

Partnership Cohorts
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 the Canvas learning environment. Students earn eight credits each semester for a total of 32 credits.

Distance Learning or Denver Metro Cohort
Program requirements are identical to those of the Partnership cohort option, but students complete their work online, along with several intensive on-campus (or zoom) sessions. The first session (typically via zoom) is a three day-long "boot camp" experience during the first semester. Students then participate in a number of course meetings in the subsequent three semesters. The program is delivered through the Canvas learning environment. Students earn nine credits per semester for the first three distance-learning terms, and then five credits for the final term, a 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.

**Principal Licensure Clinical Practice**

Overview
Clinical-practice experiences are integrated throughout the principal licensure program and connected to each learning project. Generally, clinical practice constitutes the primary field experience, designed to immerse students in the day-to-day practice of the principalship. The major goal is to provide considerable experience before employment as a principal or school 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 the program faculty.

The total hours that must be logged during the program for the K-12 principal license equals 300. 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 300 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.

**Electronic Portfolio for Principal Licensure**

Overview
The portfolio process is the capstone experience for students in the LEO principal licensure program. The portfolio is required of ALL Principal Licensure students. Many students have described the process as the place where all the work and effort come together. Students should use the portfolio to document knowledge and skills obtained during the program as evidence of meeting the state's Colorado Principal Quality Standards. 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 course's completion. Please check with the cohort leader and instructional team about the specifics and date of the review.

Those LEO 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 LEO 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 LEO 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 completed master's degree (either earned previously or through LEO) 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. The Ed.S. LEO students can, with Faculty Advisor approval, use administrator courses towards the additional 9 semester hours for the Ed.S. Please learn more at https://education.ucdenver.edu/academics/certificates-licenses-and-endorsements/detail/Administrator-License-Executive-Leadership.

Students 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 total hours that must be logged during the program for the administrator license equals 200 hours. It is the responsibility of each individual licensure candidate to record their clinical practice hours. 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 external school district 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.)

The administrator licensure program 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. 3 credits

**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. 3 credits

**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. 3 credits

**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. 3 credits

## Praxis Exam

In addition to requiring successful completion of a state approved principal or administrator licensure program, the Colorado Department of Education (CDE) also requires a passing score on the Praxis exam for the Principal or Administrator license. Effective on 9/1/19, the Praxis #5412 (Educational Leadership: Administration and Supervision) is the content exam for the Principal License and the Praxis #6991 is the content exam for the Administrator License.

More information on CDE's licensure requirements for Principal or Administrator Licensure can be found on their website under Leadership Licenses:

Principal: https://www.cde.state.co.us/educatortalent/principalrequirements

Administrator: https://www.cde.state.co.us/cdeprof/adminrequirements

For more information on the Praxis exam, please visit https://www.ets.org/praxis/

*The LEO licensure program is designed to maximize your performance on the exam. It is not advisable to schedule the exam until the end of the licensure program.*

## Evaluator Training

As of August 1, 2024, the Colorado Department of Education (CDE) requires all principal and administrator licensure applicants to complete Evaluator Training. See this page for information: https://www.cde.state.co.us/educatoreffectiveness/e-train.

The Leadership for Educational Organizations (LEO) Program has effectively embedded the Colorado Department of Education (CDE) required Evaluator Training Standards into our licensure curriculum. This intentional integration ensures that future educational leaders, that complete the LEO licensure program, are equipped with the essential skills and knowledge necessary for conducting high-quality evaluations of educators. By aligning the curriculum with the CDE standards, the LEO Program prepares candidates to understand key evaluation processes, apply best

practices in observation and feedback, and recognize potential biases in evaluations. This comprehensive approach not only enhances the evaluative capabilities of future leaders but also supports their role in fostering professional growth among educators within their districts. Please refer to your cohort faculty chair if you have any questions.

## READ Act

The Leadership for Educational Organizations (LEO) Program licensure curriculum incorporates the required Colorado Reading to Ensure Academic Development (READ) Act Standards, which focus on enhancing early literacy skills among students. Enacted to ensure that all students are reading at or above grade level by the end of third grade, the READ Act mandates evidence-based reading instruction and assessments for kindergarten through third-grade students. It requires teachers in these grades to receive specialized training in effective reading strategies, including the development of individual READ plans for students identified with significant reading deficiencies. By embedding these standards into its curriculum, the LEO Program prepares future educational leaders to effectively support literacy development and implement the necessary interventions to meet the diverse needs of all learners. Please refer to your cohort faculty chair if you have any questions.

## 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 CDE-required 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
7. Evaluator Training

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 the staff advisor or program manager or to SEHDacademicservices@ucdenver.edu in order to receive the required signature. Instructions for applying and the CDE approved program verification form

can be found at: https://education.ucdenver.edu/academic-services/student-resources/teacher-licensure

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 in which they will be living 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. In addition to the computers available in the SEHD Student Commons (LSC, Room 701), students can locate labs at https://www.ucdenver.edu/offices/office-of-information-technology/get-help/cu-denver-student-computer-labs-and-study-spaces
- Own or have access to and be capable of using the following software packages (For Microsoft 365 tools available for CU Denver students, see https://www.ucdenver.edu/offices/office-of-information-technology/tools-services/microsoft-365):
  o Microsoft Word
  o Microsoft Excel
  o Microsoft PowerPoint
  o 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.
- Receive support/help from the Office of Information Technology (OIT) Services Desk: https://www1.ucdenver.edu/offices/office-of-information-technology/get-help

## Graduate degree options for Principal Licensure students

Students can complete either the MA Leadership for Educational Organizations with Principal Licensure OR the Ed.S. Leadership for Educational Organizations with Principal Licensure. Students can complete ONE of these degrees, not both.

### Master of Arts Degree

The MA degree requires 32 semester hours (plus the culminating experience project/comps). M.A. students _must_ complete the licensure courses EDUC 5751, 5752, 5753 and 5754 to meet the licensure AND degree requirements. Both the MA Leadership for Educational Organizations and the Principal license must be completed together. The program does not offer a "principal license only" without the MA Leadership for Educational Organizations.

### Education Specialist (Ed.S.) Degree

The Ed.S. degree requires a total of 41 semester hours (plus the culminating experience project/comps). 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 Ed.S. LEO program) and who seek a 32 semester hour Colorado Principal License through LEO. 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 can choose 9 semester hours (3 courses) from the following options (or receive faculty advisor approval for other relevant graduate-level coursework):

EDUC 7100    Leadership in Education
EDUC 7230    Organization Performance
EDUC 7500    Strategic Human Capital Development
EDUC 7510    Strategic Organizational Management
EDUC 7520    Strategic System Improvement
EDUC 7530    Leadership Development

**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 <u>non-degree</u> 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 M.A. & Ed.S." form found at https://education.ucdenver.edu/academic-services/student-resources/graduate and obtain signatures as indicated. Return the form with an official transcript to your faculty advisor. <u>Please submit the required documentation as soon as possible once the course and grade are posted on the transcript</u>. Conditions listed below must be fulfilled before request can be acted upon.

1. Official transcript showing courses recommended for transfer must accompany this request (unless already submitted during the admissions process.) To be official, a transcript must show the seal of the institution and be sent directly from the institution to CU Denver.
2. Courses used toward one master's degree (or Ed.S.) cannot be used toward another master's (or Ed.S.) degree.
3. Grades in the courses recommended for transfer must be no lower than 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 in the SEHD graduate program 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. The rules of the SEHD stipulate a maximum number of hours which may be transferred, depending upon the degree. The LEO program allows a **maximum** of 9 semester hours of transferred coursework with faculty advisor approval

10. Transfer courses must be validated by the faculty advisor if credits were not earned within the master's or Ed.S. program's 7-year time limit.

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.

## Comprehensive Exam

As students complete the final semester for either the M.A. or the Ed.S., they must also submit a satisfactory comprehensive exam ("comps.") **The comprehensive exam 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 review the process for applying for comps and the see a specific "comps" deadline at https://education.ucdenver.edu/academic-services/student-resources/comps

Students must be enrolled during the term of comps/culminating experience project submission. M.A. or Ed.S. students choosing to take an additional semester after coursework completion can enroll in CAND 5940 "Candidate for Degree" during the term of comps submission.

Instructions for comps/CAND 5940 enrollment can be found on this page: https://education.ucdenver.edu/academic-services/student-resources/comps

M.A. or Ed.S. students must successfully complete one of the following two "comps" options. Questions about these options should be addressed to the student's faculty advisor.

OPTION 1

**Academic Paper / Multimedia Product(s) Summarizing Learning Across Courses and the CPQS**

1. Students graduating with a M.A. or Ed.S. degree must complete a 12- to 15-page academic paper or create a collection of multimedia product(s)* of equivalent length and depth. The paper or multimedia product(s) will serve as students' culminating comprehensive exam.

2. Students' academic paper or multimedia product(s) must summarize and integrate key themes and learning across all the courses taken for their M.A. or Ed.S. program (not just the additional 9 credits) and across the Colorado Principal Quality Standards, with particular emphasis on school leaders' knowledge, skills, and dispositions.

3. Students must submit a proposal to their advisor for approval that outlines the main content sections and/or formats of the academic paper or multimedia product(s) before proceeding further. This should be done no later than the beginning of the semester in which students plan to graduate.

4. Students' final academic papers or multimedia product(s) are reviewed by the faculty advisor and a second reader.
5. Final student work products must be uploaded to an online folder that is openly accessible to the advisor and second reader. Please check sharing permissions before sending!

\* Students have wide latitude when it comes to multimedia products. Examples could include audio podcasts or interviews; a voice-narrated slide deck; charts, graphs, or images; a photo story; a FlipGrid board with a collection of video responses; a recorded TEDx-, pecha kucha-, or Ignite-style presentation; a stop-motion animation; an annotated mind map; videos of the leadership project in action; and much, much more.

## OPTION 2

**Leadership Project Targeting a Focused Subset of the Colorado Principal Quality Standards (CPQS)**

1. Students graduating with a M.A. or Ed.S. degree must facilitate an additional leadership project and then either complete a 12- to 15-page written report or create a collection of multimedia product(s)\* of equivalent length and depth. The report or product(s) will serve as students' culminating comprehensive exam. The leadership project should be different from other activities and performance assessments completed by students as part of their principal licensure coursework or clinical practice.
2. Students' additional leadership project must target *a focused subset* of the knowledge, skills, and dispositions outlined in the Colorado Principal Quality Standards.
3. Students must submit a proposal to their faculty advisor for approval that outlines the main activities, intended project outcomes and student learning, and/or formats of the leadership project - and its accompanying report or multimedia product(s) - before proceeding further. This should be done no later than the beginning of the semester in which students plan to graduate.
4. Students' final reports or multimedia product(s) are reviewed by the advisor and a second reader.
5. Final student work products must be uploaded to an online folder that is openly accessible to the advisor and second reader. Please check sharing permissions before sending!

\* Students have wide latitude when it comes to multimedia products. Examples could include audio podcasts or interviews; a voice-narrated slide deck; charts, graphs, or images; a photo story; a FlipGrid board with a collection of video responses; a recorded TEDx-, pecha kucha-, or Ignite-style presentation; a stop-motion animation; an annotated mind map; videos of the leadership project in action; and much, much more.

# Other Information

## Course Registration

Check the Registrar's website at **www.ucdenver.edu/registrar** for registration dates and academic calendars of deadlines.

## 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.

## Canvas

LEO instructors use a Canvas (learning management) system to post course materials and hold discussions. To access the account, registered students go to www.ucdenver.edu/academics/CUOnline/OnlineCourses/Pages/CourseLogin.aspx.

## 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 assist and 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 M.A.) degree or license, and consequently, the course must be retaken 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 or 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 instructor.

## Incomplete Grade Policy

Students with extenuating circumstances requesting a grade of Incomplete ('I'), should refer to the SEHD "Incomplete Grade Application" for the full policy and form at https://education.ucdenver.edu/academic-services/student-resources/graduate.

## Graduation Requirements

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 to the Faculty Advisor in the final semester Apply for graduation by the posted deadline. Instructions can be found at https://education.ucdenver.edu/academic-services/student-resources/graduation

## 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 "Extension of Time Limit" form: https://education.ucdenver.edu/academic-services/student-resources/graduate

## Academic 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, the student can follow the appeals process through the Student Committee Appeals in the School of Education & Human Development. The process for an appeal can is outlined here: https://education.ucdenver.edu/academic-services/student-resources/academic-appeal-process

## Academic Probation/Discontinuance

The cumulative University of Colorado graduate-level grade point average (GPA) of students enrolled in the LEO 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 the student 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 the Faculty Advisor and the Associate Dean. Students 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 LEO 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.