

SOUTH DAKOTA BOARD OF REGENTS

Committee on Academic and Student Affairs

AGENDA ITEM: III – A (1)

DATE: October 8-9, 2014

SUBJECT: Intent to Plan: BHSU, NSU, SDSU, USD – M.Ed. in Principal Preparation

Black Hills State University (BHSU), Northern State University (NSU), South Dakota State University (SDSU), and the University of South Dakota (USD) are proposing a collaborative, shared M.Ed. in Principal Preparation (the Principal Preparation Program). The program would incorporate nationally recognized best practices in training future principals and administrators of South Dakota’s PK-12 schools, including an emphasis on specific challenges faced by principals operating in rural settings. Delivery of the program would occur in a hybrid format with students participating in face-to-face, online, and fieldwork learning experiences. The four collaborating universities anticipate an initial enrollment of 20-25 students.

Planning for this program originated with the Board of Regents’ 2006 request for a System-wide review of teacher education. Multiple follow-up meetings between university personnel, legislators, and school district leadership resulted in a directive to improve principal preparation. Development of the program began in 2012 with financial support from the Bush Foundation. Over a two-year period, a statewide workgroup consisting of PK-12 and university educators discussed the design of a collaborative principal preparation program shared among four Regental universities. The Board of Regents has monitored the progress of the program’s development, including recent updates at their [April 2014](#) and [August 2014](#) meetings.

(Continued)

RECOMMENDED ACTION OF THE EXECUTIVE DIRECTOR

Authorize BHSU, NSU, SDSU, and USD to develop a collaborative proposal for a M.Ed. in Principal Preparation with the following conditions:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.
2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

The approval of the intent to plan is contingent on each of the participating universities approving it through their internal processes.

University Mission and Priorities

The proposal is within the statutory mission of BHSU and NSU in SDCL 13-59-1 to prepare “elementary and secondary teachers” and for “graduate work” as authorized by the Board of Regents. In addition, Board Policy 1:10:4 (BHSU) and Board Policy 1:10:6 (NSU) grant authorization for BHSU and NSU to offer “masters degrees in education.”

The proposal is within the statutory mission of SDSU in SDCL 13-58-1 and USD in SDCL 13-57-1 to provide “professional education in . . . education.” In addition, Board Policy 1:10:2 grants authorization to SDSU for “masters degrees in . . . education and counseling” and Board Policy 1:10:1 grants authorization to USD for “masters degrees in . . . education.”

Related Programs within the System

Related programs exist at three of the participating universities, including NSU’s M.S.Ed. in Leadership and Administration, SDSU’s M.Ed. in Educational Administration, and USD’s M.A. in Educational Administration.

System Strategic Goals, State Initiatives, & Workforce Demand

The program would support System Strategic Goals (Board Policy 1:21) by expanding graduate education, expanding programs to meet workforce needs, and streamlining academic organization structures. Employment projection data indicates a 2.5% growth in state demand for PK-12 principals over the next decade; newly implemented South Dakota Department of Education standards for principal preparation and effectiveness ensure demand for the proposed program.

Off Campus & Distance Delivery

The four collaborating institutions do not intend to offer the program as an off campus or distance delivery program. However, the program will utilize a hybrid model of delivery that incorporates face-to-face, online, and field experiences.

Resources

The four collaborating institutions do not intend to request additional resources to support the program. A grant from the Bush Foundation supported initial development of the program.

**South Dakota Board of Regents
Intent to Plan for a Master of Education in Principal Preparation**

UNIVERSITY(IES):	Black Hills State University (BHSU) Northern State University (NSU) South Dakota State University (SDSU) University of South Dakota (USD)
DEGREE(S) AND TITLE OF PROGRAM:	Master of Education (M.Ed.) in Principal Preparation
INTENDED DATE OF IMPLEMENTATION:	Summer 2015

University Approval

To the Board and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University
(Black Hills State University)

Date

President of the University
(Northern State University)

Date

President of the University
(South Dakota State University)

Date

President of the University
(University of South Dakota)

Date

After approval by the President, a signed copy of the proposal should be transmitted to the Executive Director. Only after Executive Director review should the proposal be posted on the university web site and the Board staff and the other universities notified of the URL.

1. What is the general nature of the proposed program? What is the expected demand for graduates in South Dakota? What is the need for the proposed program?

What is the general nature of the proposed program?

Black Hills State University (BHSU), Northern State University (NSU), South Dakota State University (SDSU), and the University of South Dakota (USD) are proposing a collaborative, shared M.Ed. in Principal Preparation (the Principal Preparation Program). All four of the collaborating universities will have degree granting authority while sharing a common core of coursework and required student competencies. Three of the collaborating universities (NSU, SDSU, and USD) currently offer similar programs. Participating institutions

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may opt to keep their existing related programs in addition to the Principal Preparation Program (see Question 3).

The purpose of the program is to provide improved levels of preparation and nationally recognized best practices in training future principals and administrators of South Dakota's K-12 schools. In addition, the program will emphasize the specific challenges faced by South Dakota principals operating in rural settings. The program's curriculum will align with the South Dakota Department of Education's "Recommended Domains of Professional Practice" in evaluating principal effectiveness, including Vision and Goals; Instructional Leadership; School Operations and Resources; School, Student and Staff Safety; School and Community Relationships; and Ethical and Cultural Leadership.¹ Completion of the program will lead graduates to licensure as a principal within South Dakota.

The program will operate in a hybrid delivery model allowing students to learn theory and practice in classroom and independent settings as well as to receive opportunities to apply their learning in field exercises at partner school districts. Program components include:

- Workshop meetings between the full cohort and their university instructor of record for the semester. Cohorts will meet at a central location for the designated amount of time, periodically working with mentor principals and clinical faculty who will supervise the students during their fieldwork.
- Online learning through the System's Desire 2 Learn (D2L) platform, including active use of discussion boards and peer feedback.
- Opportunities for students to engage in fieldwork each semester and to complete assignments based on authentic challenges facing today's principals.
- Demonstration of student mastery of core competencies through the compilation of evidence, projects, and artifacts used in a final capstone project.

What is the expected demand for graduates in South Dakota?

The *Occupational Outlook Handbook* published by the US Department of Labor's Bureau of Labor Statistics notes that elementary, middle, and high school principals "typically need a master's degree in education leadership or education administration. These master's degree programs prepare future principals to manage teachers and staff, prepare and manage budgets, set goals, and work with parents and the community."² Graduates of the Principal Preparation Program will find employment opportunities as principals and assistant principals throughout South Dakota. Currently, the state has 150 public school districts, 48 non-public school systems, 19 tribal/BIE schools, and 15 cooperative/multidistrict systems, each employing multiple principals and assistant principals.³ Job opportunities for program graduates will come

¹ South Dakota Department of Education, "South Dakota Principal Effectiveness Handbook," accessed 20 August 2014, <http://doe.sd.gov/oatq/documents/Principal.docx>, 9.

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, "Elementary, Middle, and High School Principals," accessed 28 July 2014, <http://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm>.

³ South Dakota Department of Education, "South Dakota Educational Directory," accessed 1 August 2014, <http://doe.sd.gov/ofm/edudir.aspx>.

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from natural turnover and attrition at schools within these districts. In addition, the Department of Labor predicts slow but steady growth in employment trends for K-12 principals. Nationally, the Department of Labor expects a 6% increase in the number of principal positions for elementary, middle, and high school principals through 2022.⁴ Within South Dakota, the Department of Labor projects an increase of 2.5% during the same time period.⁵

What is the need for the proposed program?

The need for this proposed program arises out of three distinct conditions. First, the South Dakota Board of Regents tasked staff with reviewing teacher education programs in the Regental System in 2006. As part of that review process, a recommendation emerged to redesign existing educational leadership programs within the Regental System. That on-going process led to a two-year review process beginning in 2012 involving stakeholders from higher education, K-12 education, and government. This process included identifying weaknesses and areas for improvement in current educational leadership programs within the state and identifying the best practices of effective programs throughout the country. Second, the South Dakota Department of Education (DOE) launched a Principal Effectiveness Project in 2013 that included assessment of principal training as well as issuing new standards for measuring principal performance in South Dakota schools.⁶ The proposed Principal Preparation Program included input from educators to ensure the program addressed needed features of the new state standards. Third, the proposed program will align with the most current trends, standards, and guidelines in education leadership preparation, including accreditation guidelines published by the Council for the Accreditation of Educator Preparation (CAEP), the Educational Leadership Constituent Council standards (ELCC 2011), and the Interstate School Leaders Licensure Consortium (ISLLC 2008) standards.

Existing requirements for principal certification in South Dakota as well as new developments in the field of K-12 education make this program attractive to a variety of teachers and administrators. The program will meet the DOE's requirement that applicants for administrative certification as a principal possess a minimum of a master's degree and complete an approved program in school principal preparation. The program will also provide students with the needed background for complying with the DOE's new methods to evaluate principals on professional practice and student growth scheduled for implementation in 2015-2016.⁷ The program will attract students who want professional training as principals addressing the most current trends in education and mirroring national best practices, including providing aspiring K-12 leaders with administrative background in developments related to the newly implemented Common Core standards and Smarter Balance assessments, as well as matching the standards of national education organizations.

⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, "Elementary, Middle, and High School Principals," accessed 28 July 2014, <http://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm>.

⁵ South Dakota Department of Labor and Regulation, Occupational Employment Projections, accessed 28 July 2014, http://dlr.sd.gov/lmic/occupation_projections_2012_2022.aspx.

⁶ For more information, see South Dakota Department of Education, "Principal Effectiveness Pilot Project," accessed 20 August 2014, <http://doe.sd.gov/oatq/pep.aspx>.

⁷ South Dakota Department of Education, "South Dakota Educator Effectiveness Implementation Timeline," 13 December 2013, accessed 1 August 2014, <http://doe.sd.gov/secretary/documents/TimelineI.pdf>.

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2. What is the relationship of the proposed program to the University’s mission as provided in South Dakota statute and Board of Regents Policy?

BHSU Mission

- SDCL 13-59-1 states the primary purpose of BHSU “is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.”
- Board Policy 1:10:4 grants authorization to BHSU for degrees at the “associate, baccalaureate, and masters levels,” including “masters degrees in education.”

NSU Mission

- SDCL 13-59-1 states the primary purpose of NSU “is the preparation of elementary and secondary teachers, and a secondary purpose is to offer preprofessional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorized by the Board of Regents.”
- Board Policy 1:10:6 grants authorization to NSU for degrees at the “associate, baccalaureate, and masters levels,” including “masters degrees in education.”

SDSU Mission

- SDCL 13-58-1 states the primary purpose of SDSU is to “provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.”
- Board Policy 1:10:2 grants authorization to SDSU for degrees at the “associate, baccalaureate, masters, professional doctorate, and doctoral” levels, including master’s degrees in education.

USD Mission

- SDCL 13-57-1 states the primary purpose of USD is to “provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.”
- Board Policy 1:10:1 grants authorization to USD for degrees at the “associate, baccalaureate, masters, education specialist, and doctoral levels,” including master’s, specialist, doctoral, and professional programs in education and school administration.

Board of Regents Policy 1:21 System Strategic Goals

The proposed program also aligns with several System Strategic Goals, including:

- 1:21:1:A “Continuously improve preparation and align high school standards with college-ready expectations.”
- 1:21:2:A “Review academic degree programs for quality, responsiveness, and productivity.”
- 1:21:2:D “Create employer feedback mechanisms.”
- 1:21:3:B “Expand graduate education.”

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- 1:21:3:D “Contribute to workforce development & quality of life by expanding academic programs to meet our future workforce needs, offering off-campus and online programs, and creating corporate training partnerships.”
- 1:21:4:D “Streamline administrative and academic organizational structures.”

3. Are there any related programs in the regental system? If there are related programs, why should the proposed program be added? If there are no related programs within the system, enter “None.”

Three of the four universities involved in developing the proposed Principal Preparation Program have existing programs in education administration (the exception is BHSU). Those programs include:

<i>School</i>	<i>Degree</i>	<i>Degree Abbreviation</i>	<i>Program</i>
NSU	Master of Science in Education	M.S.Ed.	Leadership and Administration
SDSU	Master of Education	M.Ed.	Educational Administration
USD	Master of Arts	M.A.	Educational Administration

The proposed Principal Preparation Program differs in content, delivery, and purpose from existing related programs within the Regental System. In addition, the development of the Principal Preparation Program came in direct response to a specific set of recommendations and directives, including those from the Board of Regents and the DOE. The program’s collaborative nature and development ensures each participating university views it as distinct from NSU’s M.S.Ed. in Leadership and Administration, SDSU’s M.Ed. in Educational Administration, and USD’s M.A. in Educational Administration. Those programs have a broader focus than the Principal Preparation Program which focuses specifically on preparing students for K-12 principalship. Each of the participating institutions may elect to retain their existing program so long as those programs continue to meet minimum productivity standards.

4. Are there related programs at public colleges and universities in Minnesota, North Dakota, Montana, and Wyoming?⁸ If there are related programs in these states list below under each state and explain why the proposed program is needed in South Dakota. If there are no related programs in a state, enter “None” for that state.

The existing related programs in Minnesota, North Dakota, Montana, and Wyoming lead to state-specific licensure requirements that do not include South Dakota. Thus programs in these states do not prepare students for compliance with the South Dakota DOE’s new principal leadership standards and evaluation system.

Minnesota

Minnesota State University (Moorhead), M.S. in Educational Leadership (principal certification emphasizes Minnesota and North Dakota K-12 principal certification).

⁸ This question addresses opportunities available through Minnesota Reciprocity and the Western Undergraduate Exchange in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

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Minnesota State University (Mankato), M.S. in Educational Leadership (face-to-face portions of hybrid education model occur in Mankato and Twin Cities; not convenient for educators working in South Dakota).

St. Cloud State, Post Master's Certificate in Educational Administration and Leadership (emphasis on licensure in Minnesota)

University of Minnesota, M.Ed. in Education Policy and Leadership

Winona State, Educational Specialist (EdS) in Educational Leadership (designed for licensure in Minnesota or Wisconsin).

North Dakota

University of North Dakota, M.Ed. in Educational Leadership (principal certification emphasizes North Dakota K-12 principal certification).

Montana

Montana State University (Bozeman), M.Ed. in Education Leadership (administrative license and principal certification emphasizes Montana K-12 requirements).

Wyoming

University of Wyoming, M.A. in Educational Administration or K-12 Educational Leadership (principal certification emphasizes Wyoming K-12 principal certification).

5. Are students expected to be new to the university or redirected from other programs? How many majors are expected in the first years of the program? How many graduates are expected?

This selective program will draw new students to the universities in addition to recruiting students who otherwise would enroll in the existing related programs in the Regental System (M.S.Ed.in Leadership and Administration at NSU, M.Ed. in Educational Leadership at SDSU, and M.A. in Educational Leadership at USD). The program is expected to draw considerable interest from current K-12 teachers hoping to transition to K-12 administration as program completion leads to K-12 principal licensure. The robust participation in existing System programs preparing K-12 education leaders provides evidence of interest in this new proposed program; for example, the existing programs at NSU, SDSU, and USD combined to produce 115 graduates in 2013.

The proposed Principal Preparation Program will use a closed cohort model, meaning that new students join the program only when one cohort finishes a set sequence of courses and learning objectives. The closed cohort model allows for focused, intensive instruction and as well as the development of professional relationships that exist beyond the duration of the program.

The closed cohort model will require selective admission with smaller enrollments than the System's existing related programs. Cohorts will initially consist of 15-25 students beginning each summer.

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6. Does the university intend to seek authorization to deliver this entire program at any off-campus locations? If yes, enter location(s) and intended start date(s). Does the university intend to seek authorization to deliver this entire program by distance technology? If yes, identify delivery method(s) and intended start date(s).

Off-campus	No
Distance delivery	No

Instruction in the Principal Preparation Program will occur in a hybrid format combining several different delivery methods. These delivery methods include:

- Online learning utilizing the Desire 2 Learn (D2L) platform.
- Face-to-face instructional sessions and workshops at a central location that includes students enrolled in the program through each of the four participating universities.
- Fieldwork allowing students to apply their theoretical learning to an actual work environment.

7. What are the University’s plans for obtaining the resources needed to implement the program? Indicate “yes” or “no” in the columns below.

	Development/Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources	Yes	No
Ask Board to seek new State resources	No	No
Ask Board to approve new or increased student fee	No	No

The “yes” in the “Apply for external resources” box references the South Dakota Board of Regents’ receipt of a grant from the Bush Foundation. The grant provided financial resources used in the development of the program. See Question 9 “Additional Information.”

8. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should provide the required and elective courses in the program. Catalog pages or web materials may be used. Identify the college or university and explain why the program may be used as one model when the proposed program is developed.

The workgroup responsible for developing the Principal Preparation Program reviewed a number of model programs, including the Delaware Leadership Project, Delta State University, Illinois State University, University of North Carolina at Chapel Hill, University of Washington, University of Denver, Iowa State University, and University of Northern Iowa. Some of the information gleaned during this process is available on the South Dakota Board of Regents website at the following address:

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<http://www.sdbor.edu/services/academics/ProjectsInitiatives/EducationAdministrationPrograms.htm>.

The example programs provided in *Appendix A* are those of the University of Northern Iowa and the University of Denver. In addition to reviewing program documents, the workgroup made site visits to these programs to further investigate program operations. The University of Northern Iowa program is similar to that of the proposed Principal Preparation Program in that it maintains an emphasis on rural education, includes a hybrid delivery model, utilizes a cohort structure, and requires internships for students to gain practical experience. The University of Denver program is similar to that of the proposed Principal Preparation Program in that it utilizes a cohort model, utilizes a blended on-line delivery system, and includes strong partnerships with current K-12 educators.

9. Additional Information. *Additional information is optional. Use this space to provide information not requested above. This item may be deleted if it is not used.*

Planning for this program dates to the Board of Regents 2006 planning session when Regents tasked staff with a System-wide review of teacher education. Throughout the 2006-07 academic year, meetings between university personnel, area legislators, and school district leadership targeted strategies for preparing leaders for the challenges of the 21st century educational system. A number of preliminary action items emerged from the final report presented to the Board during their May 2007 meeting. The intent to plan for a new M.Ed. in Principal Preparation represents a multi-year effort to achieve the Educational Leadership Redesign directive that emerged from the 2007 report.

The development of the Principal Preparation Program began in earnest in the spring of 2012. The Bush Foundation supported the Board of Regents with a grant to initiate review of the System's principal preparation programs. Over a two-year period, a state-level workgroup discussed the design of a collaborative principal preparation program shared among four Regental universities. The Board of Regents approved recommendations from the workgroup at the [April 2014](#) meeting to redesign the System's Educational Leadership programs. The workgroup met following the April 2014 Board meeting to facilitate the redesign efforts, including addressing curriculum redesign and assessment strategies. In addition, the Board received an extension on the initial Bush Foundation grant to support the redesign efforts.

A smaller working group consisting of BOR staff, faculty from each of the four universities involved in the program proposal, K-12 education leadership, and practitioners met over a three-week period to establish learning frameworks and desired candidate competencies, and to build a corresponding curriculum. The workgroup also met with superintendents and principals from around the state to solicit feedback on curriculum elements.

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APPENDIX A

University of Northern Iowa

Master of Education (MAE) Principalship Program

The UNI Principalship Program welcomes aspiring school leaders eager for an intensive process of personal and professional growth. UNI Principalship graduates with a Master's Degree or Advanced Studies Certificate stand ready to impact student achievement, enhance teacher effectiveness, and build community engagement. Through immersion in the Iowa Standards for School Leaders and a customized, site-based internship, students connect current theory with real-world practices. Courses, seminars, and internship experiences assist beginning principals to develop the skills needed to meet the challenges of Iowa's changing demographics, globalization, Iowa Core-Curriculum, and the ever-increasing expectations of schools.

Learning at the speed of life...

- Convenient, interactive learning experiences available statewide via the ICN and Web, as well as face-to-face instruction and a short on-campus experience during the first summer of the program

An individualized experience...

- An extensive and rigorous internship experience collaboratively developed with expert mentors, with support from UNI faculty, focusing on individual strengths and growth areas

We've been there...

- Learning facilitated by a creative, award-winning faculty with decades of combined real-world school leadership experiences

Addressing issues that matter in Iowa and beyond...

Two principalship programs:

- The Urban Education Network (UEN) program, developed with Iowa's eight urban districts that specifically addresses issues facing urban education
- The All-Iowa program, which focuses on school leadership in Iowa's suburban and rural districts⁹

⁹ Information from University of Northern Iowa, "Principalship Program," accessed 20 August 2014, <http://www.uni.edu/coe/departments/educational-leadership-postsecondary-education/educational-leadership/progr--3>.

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APPENDIX A, continued
University of Northern Iowa
 Master of Education (MAE) Principalship Program

Information available from:

<http://www.grad.uni.edu/degrees-programs/programs/principalship-mae>

This major is available on the **thesis** and **non-thesis** options. A **minimum of 43 semester hours** is required on the thesis option; a **minimum of 37 hours** is required on the non-thesis option. A **minimum of 32 hours of 200/6000-level course work, including 6 hours of [EDLEAD 6299 \(270:299\)](#), is required for the thesis option. A minimum of 32 hours of 200/6000-level course work is required for the non-thesis option.**

Successful completion of a final oral comprehensive examination is required for the thesis option. The student must complete the usual degree and licensure/endorsement requirements and must complete a minimum of one year of successful teaching appropriate to the major prior to graduation. For endorsement the student must have three years of teaching experience at either the elementary or secondary level. This program is offered to cohort groups of 20-25 students on and off campus over the ICN, through the Web, and in face-to-face instructional sessions. This program will require the student to participate in the All Iowa cohort group or in the Urban Education Network (UEN) group for a period of two or three years. New cohort groups start each year at the beginning of the fall semester.

Required program courses

Educational Psychology:

EDPSYCH 6214 (200:214)	Foundations of Instructional Psychology	3
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Special Education:

SPED 6260 (220:260)	Special Education Law and Policy	3
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Measurement and Research:

MEASRES 6205 (250:205)	Educational Research	3
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Additional educational leadership courses

Educational Leadership:		25
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EDLEAD 6206 (270:206)	Orientation to ISSL and Educational Leadership	
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EDLEAD 6232 (270:232)	School Governance, Law and Intersystems Relations	
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EDLEAD 6245 (270:245)	Leadership for Effective Schools	
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EDLEAD 6247 (270:247)	School Management for Student Learning	
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EDLEAD 6249 (270:249)	Leading Learning, Teaching, and Curriculum	
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EDLEAD 6282 (270:282)	Leading School Growth and Improvement	
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EDLEAD 6284 (270:284)	Evaluator Approval for Improved Student Learning	
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EDLEAD 6289 (270:289)	Seminar in Educational Leadership	
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EDAD Intent to Plan

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EDLEAD 6225	Activities Administration I	
or		
EDLEAD 6235	Community Connections I	
EDLEAD 6226	Activities Administration II	
or		
EDLEAD 6236	Community Connections II	
Internship		
Educational Leadership:		
EDLEAD 6291 (270:291)	Internship	2
EDLEAD 6292 (270:292)	Capstone ISSL	1
Total hours non-thesis Option		37
Thesis Option		
EDLEAD 6299 (270:299)	Research	6
Total Hours thesis option		43

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APPENDIX A, continued

University of Denver Morgridge College of Education
Master of Arts (MA) Educational Leadership and Policy Studies

Information available from:

<http://morgridge.du.edu/programs/educational-leadership-and-policy-studies/>

Program Overview

The Educational Leadership and Policy Studies program prepares courageous, visionary and transformative leaders in educational settings at all levels of the education system. To achieve this, we offer intensive, integrated academic and field-based experiences and project-based learning. Our students learn to create learning communities that foster academic achievement and optimal growth and development for all learners. Our students focus on leadership, policy studies and research that are relevant and appropriate for meeting today's educational challenges.

Masters of Arts in Educational Leadership and Policy Studies

The MA in Educational Leadership and Policy Studies is designed to be completed the year following the principal preparation certificate program as a continuation of the coursework required for principal licensure. After completion of the Principal Preparation Certificate program, the MA in Educational Leadership and Policy Studies requires four additional courses (15 credits) and an action research project build upon the principal preparation coursework (30 or 32 credits) to prepare students to assume leadership roles in elementary and secondary educational settings. If you've already completed one of our principal prep programs within the last 5 years, you can still apply to the MA completion to finish the degree.

Why Should You Choose Morgridge?

All of our programs use a cohort structure to build learning communities and professional networks. We partner with individuals, schools and districts to build leadership capacity and improve educational contexts.

- Lead change in K-12 education as a principal, administrator, researcher or policymaker
- Learn through integrated academic and school-based experiences and projects
- Create learning communities that foster academic achievement and optimal growth and development for all learners
- Focus on leadership, policy studies and research that are relevant and appropriate for meeting today's educational challenges

The George W. Bush Institute recently named the ELPS program to the [Alliance to Reform Education Leadership \(AREL\)](#), a network of innovative principal preparation programs around the country that are changing the way school leaders are recruited, selected, trained, evaluated and empowered. University of Denver is an associate member of the [University Council of Educational Administration \(UCEA\)](#), a consortium of higher education institutions committed to advancing the preparation and practice of educational leaders for the benefit of schools and children.¹⁰

¹⁰ Information from University of Denver Morgridge College of Education, "Educational Leadership and Policy Studies," accessed 20 August 2014, <http://www.uni.edu/coe/departments/educational-leadership-postsecondary-education/educational-leadership/progr--3>.

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APPENDIX A, continued

University of Denver

Master of Arts (MA) Educational Leadership and Policy Studies

Information available from:

<http://morgridge.du.edu/wp-content/uploads/2013/12/ELPS-MA-CWPL-2013-14.docx>

MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS	COURSE NUMBER	QUARTER HOURS
A. Foundations		
Education Research and Measurement	RMS 4900	4
Seminar in Multicultural Issues	ADMN 4834	4
		8
B. Program Requirements		
Business Administration for School Leaders	ADMN 4848	3
Action Research for School Leaders	ADMN 4849	4
		7
C. Principal Licensure Requirements		
	COURSE NUMBER	QUARTER HOURS
School Administration: Foundations of Educational Leadership and Policy Studies	ADMN 4801	2
Personnel Management	ADMN 4805	2
Legal Aspects of School Leadership	ADMN 4806	2
Research and Best Practices in School Reform	ADMN 4807	2
Instructional Leadership	ADMN 4829	2
Student Supports and Services	ADMN 4830	3
Instructional Supervision and Evaluation	ADMN 4831	3
Strategic Resource Management for Schools	ADMN 4833	3
Entrepreneurial Leadership	ADMN 4839	3
Data Use for School Improvement	ADMN 5100	2
		24
D. Internship Requirements (6-8 cr)		
Internship in School Administration: Secondary	ADMN 4815	
Internship in School Administration: Elementary	ADMN 4816	
		6-8
NOTE: 8 credits of internship are required for students in the Ritchie Program.		
Total Credit Requirements for MA		45 min

Name of University: *BHSU, NSU, SDSU, USD*

Intent to Plan: *M.Ed. in Education Leadership (Principal Preparation Program)*

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