



School of Education
Department of Administrative Leadership

Educational Administration

DRAFT 10/09



**Department of
Administrative Leadership**

**Educational Administration
Degree and Licensure Programs**

DRAFT 10-10-09

Educational Administration

Degree and Licensure Programs

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Department of Administrative Leadership

Educational Administration and Supervision

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Financial Aid.....414-229-4541.....www.uwm.edu/dept/finaid

Campus Directory Information..... 414-229-1122 www.uwm.edu

Educational Administration Focus Areas:

Degree Programs:

- Master's Degree in Administrative Leadership
K-12 School Leadership
- Specialist Certificate
- Ph.D. in Urban Education (Specialization in Educational Administration)

Licensure Programs (Non-Degree):

- Principal
- Director of Instruction
- Director of Special Education and Pupil Services
- School Business Administrator
- Superintendent of Schools

Nature & Scope of Study

The Department of Administrative Leadership is committed to the development of educational leaders, particularly for service in metropolitan areas. We believe that excellent educational leaders nurture leadership among others in the school community, create positive work environments for students, staff, and parents; and contribute to the improvement of teaching and learning.

Our leadership development program prepares leaders to be change agents; adept at creating and engaging teams of professionals, evaluating current conditions, understanding how complex systems work, instilling a shared vision, and creating learning communities with high standards for students .

The educational administration curriculum is rooted in a knowledge base which draws from a variety of theories and practices from current research and literature, national and state professional organizations, federal and state governmental guidelines and the field of educational administrative practice. The curriculum is grounded in a conceptual framework oriented to developing a reflective, critical and engaged scholarly practitioner. This scholarly practitioner consistently reflects on her/his daily practice in order to become a more effectual and ethical administrator. She/he is able to search out and apply information gleaned from a variety of sources in order to improve the conditions that result in high quality instruction and successful student learning. She/he knows how to assess the culture of the school environment to analyze the nature of power relations and the tacit ways social and cultural relations may result in inequities and other injustices in daily school practices. The scholarly practitioner actively integrates theory and practice in order to meet the needs of teachers and students in culturally-appropriate and critically- minded ways .

Our program's foundation is the UWM School of Education Core Guiding Principle and we incorporate this principle with the UWM standards and the Wisconsin State Licensing Standards for School Administrators which are based on the National ISLLC Standards for School Leaders. To satisfy required competency of the Core Guiding Principle and meet the UWM/WI State Standards, we draw upon the domains of knowledge articulated by the National Policy Board for Educational Administration. In particular, we regard research on leadership and organization change, societal and cultural influences on schooling; best practices for teaching and learning processes and the general literature on school reform and improvement as the major paths toward competency. We call up leadership theories, ethics and moral dilemmas, organizational change, multiculturalism and critical theories, and diverse management methodologies in course work that examines policies, management innovation, assessment, planning and the politics of education.

The program takes a holistic, integrated and critical approach to administrator preparation. Each course, while placing particular emphasis on one standard and examining school leadership skills and traits relative to that standard, explores the complex interplay between the principles, practices and theories that inform the standards. Courses build upon each other, adding both depth and breadth to achieve proficiency in all of the standards. Students complete pre-practicum field assignments and field practicums in which they can practice the theories and principles addressed in the courses. Upon completion of the program of studies, students are required to submit an electronic portfolio that demonstrates their acquisition of the knowledge, skills and dispositions advocated in the UWM Core Guiding Principle and the UWM-WI State Standards for Education Administrators.

Students may aspire to positions of principal, assistant principal, student dean, director of instruction, curriculum generalist, director of special education and pupil services, school business administrator or superintendent. Others may wish to prepare for the ongoing study of administration by entering the professoriate. Students meet with their advisors in order to determine their interests and professional goals and a program of studies is developed. While courses have been arranged into sequences in order to further students' goals, students may individualize their programs through electives and structuring a program which allows for the concurrent pursuit of multiple licenses.

By the end of the program, students will possess knowledge of self, others, organizations and society necessary to perform creatively and effectively in diverse environments. They will be proficient in all the standards, possessing the skills needed to engage people in the work to accomplish a shared vision for the school or school district. And they will have developed a capacity for critical scholarly reflection and a commitment to the continued development of self and others as educational leaders for excellence and equity.

UWM CORE GUIDING PRINCIPLE

Urban Education/Equity

All programs at UWM leading to licensure by the Wisconsin Department of Public Instruction have adopted a unified guiding principle centered on advocating for and providing an equitable education to all students, within a culture of inspiration, high expectations, accountability and quality services. Individuals licensed through UWM will demonstrate an understanding of the unique characteristics of urban contexts and keep issues of race, class, culture, and language at the forefront of their work. Candidates have substantive knowledge about the varieties of urban contexts and cultures, the forces that maintain poverty, and other powerful historic and contemporary beliefs and traditions that support discrimination in society. They understand how other social identities, including gender, disability, sexual orientation, and religion, intersect with the forces of poverty, cultural traditions, language, and racism and lead to inequity in teaching and learning.

This *Urban Education/Equity Principle* is aligned with UWM's commitment to the urban community and influences our interpretation of state licensing standards and how they are assessed. Throughout their programs and in their portfolios, candidates address the *Urban Education/Equity Principle* as they interpret the performance standards of the applicable license.

UWM-WI Administrator Standards

These standards are based on Wisconsin's seven Administrator Standards. It is important to note that Wisconsin adopted the six Standards for School Leaders developed in 1996 by the Interstate School Leaders Licensure Consortium (ISLLC). Wisconsin added another standard, which appears first on the list — *understanding and developing competence in the WI Teacher Standards*. UWM faculty and staff have interpreted these standards for UWM candidates to show greater alignment with our Urban Education/Equity Core Guiding Principle.

Standard #1. Understanding and Demonstrating Competence in the Teacher Standards

Wisconsin State Administrator Standard #1: *The administrator has an understanding of and demonstrates competence in the Ten Teacher Standards.*

For UWM candidates, this requires administrators to have the knowledge base and practical ability to actively support the professional development of teachers in all areas of teaching and learning. Teacher development for UWM prepared administrators encompasses the purposeful endeavor of furthering teachers' abilities to understand and apply knowledge gleaned from a variety of sociological, cultural and psychological theories in the expansion and enhancement of practicing teachers' professional development.

Standard #2. Facilitating a Vision of Learning

Wisconsin State Administrator Standard #2: *The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.*

For UW111 candidates, administrators will understand the importance of a strongly articulated vision of learning for all students in all contexts. Administrators also have the ability to lead collaborative efforts in the creation of highly successful, responsive and reflective learning environments for teachers and students. Learning is broadly conceived within an understanding of students' unique needs and in the context of an understanding of schools as complex social and cultural systems in a pluralistic and democratic society.

Standard #3. School Culture and Instructional Program

Wisconsin State Administrator Standard #3: *The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.*

For UWM candidates, administrators understand learning as subject area competence, the achievement of WI state standards for K-12 students, the development of an active and engaged citizenry among youth, and as a journey of

personal growth and self-fulfillment for both teachers and students. Students' unique needs and the diversity among learners are acknowledged and nurtured in the development and sustainability of engaged learning environments in schools. Diverse values and perspectives are supported in a school culture that fosters achievement for self, social and subject area knowledge.

Standard #4. Organizational Change and Management

Wisconsin State Administrator Standard #4: *The administrator ensures management of the organization, operations, finances, and resources for a safe, effective and efficient learning environment.*

For UWM candidates, administrators must be able to promote learning by effective, efficient, and equitable utilization and distribution of resources. They use their knowledge of efficient organizational operations and finances to create learning environments conducive to the success of all students in the most fiscally responsible way. Candidates understand that resource management should facilitate quality teaching, student achievement, and student development. Proper allocation of resources includes selection and support of personnel, adequate facilities, good instructional materials, and modern technology.

Standard #5. Collaboration with Families and Communities

Wisconsin State Administrator Standard #5: *The administrator models collaboration with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

For UWM candidates this means understanding the importance of and promoting strong family and community relations with schools. Collaboration and communication with families, governmental agencies, social service organizations, the media, businesses and higher education institutions are viewed as critical to effective schooling. Candidates regard students' families and others as vital figures and key contributors in the promotion of student success in schools.

Standard #6. Acting with Integrity, Fairness, and in an Ethical Manner

Wisconsin State Administrator Standard #6: *The administrator acts with integrity, fairness, and in an ethical manner.*

For UIVM candidates this means being able to serve as strong adult role models for others. They accept responsibility by using their position ethically and constructively on behalf of others within the school/district community. They set a positive tone in their interactions with one another and with members of the school, district, and larger community and demonstrate a respect for the rights of others. They integrate social responsibility with sensitivity to student diversity in their engagements with students, teachers, and families.

Standard #7. The Political, Social, Economic, Legal and Cultural Context

Wisconsin State Administrator Standard #7: *The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.*

For UWM candidates this means understanding the importance of acknowledging and responding to their work within the larger political, social, economic, legal, and cultural context. They advocate for policies and programs that promote equitable learning opportunities and success for all students with clear considerations of socioeconomic backgrounds, ethnicities, race, disabilities, religious differences, gender and other cultural or social differences.

DPI Licensing Programs: Non-Degree and Degree Options

Wisconsin state licensure as a Principal, Director of Instruction, Director of Special Education and Pupil Services, or School Business Administrator requires a master's degree in education with corresponding course work geared to achieve competency of the UWM-WI State Department of Public Instruction standards for school administrators. In addition, DPI licensure requires three years of classroom teaching or its equivalent. The School of Education at UWM also requires additional competencies in the core guiding principles as outlined previously in this handbook. All candidate competencies are evaluated by faculty through an electronic portfolio process

In addition, Wisconsin DPI licensure as a superintendent can be obtained at UWM either through a post master's Specialist Certificate program or a Ph.D. program. Previous licensure as a school principal is required and the candidates must demonstrate proficiency in UWM-WI standards for administrators and the UWM guiding principles through development of or addendum to an existing electronic portfolio.

Candidates enrolled in specific masters or doctoral degree programs within the department can earn administrative licenses as part of their degree. Licenses can be earned through degree programs (M.S. or Ph.D) or Non-Degree Programs. A full description of these programs can be found on subsequent pages of this booklet.

Licensure is also available through a non-degree graduate program option at UWM. This is open only to candidates who already possess a graduate degree in an education-related field. These candidates may complete course requirements for licensure as a Non-Degree candidate and, subsequently, be recommended for the appropriate license upon successful completion of required course work and demonstration of competencies of the UWM-WI school administrative standards and the UWM guiding principles.

Graduate work or degrees completed prior to beginning licensure at UWM may be applied toward requirements subject to departmental approval. Candidates need to submit official transcripts from other universities to the UWM Graduate School. Department faculty will review transcripts or course material taken from other universities to determine which courses would be appropriate for the candidate to achieve competencies of the UWM-WI standards. There is no grade point average admission requirement for NDC status. Applications can be processed completely online.

Competency as proficient or emerging in all the UWM-WI standards and UWM guiding principles is required before an application for DPI licensing can be processed for all licensure candidates.

As candidates proceed through their program of studies, they are required to develop, update and edit their electronic portfolios. All candidates are expected to work closely with their advisors throughout their graduate programs. The development of individual electronic portfolios begins the first semester of a candidate's graduate program and should be regularly reviewed by that candidate's advisor throughout their program of study. At the completion of required coursework, all licensure applicants must complete and submit their electronic portfolio for review to the department.

All portfolios for candidates admitted in Fall 2007 and thereafter must be electronic A one-time fee is assessed for the electronic portfolio. Candidates are responsible for securing this service from the designated UWM provider.

The final assessment will be completed by the applicant's advisor with one additional member of the educational administration faculty. These final reviews are held once each semester including Fall, Spring and Summer. Typically, these reviews are made in a face-to-face meeting held at UWM. Proof of final portfolio assessment along with advisor verification of program of study completion are required before an application for licensure can be made. Candidates should apply to submit and defend their final electronic portfolio at the beginning of the semester in which they intend to complete their program and apply for a licensure. The application for portfolio review is available only online at the Ad Ldsp home page, under Educational Administration.

UWM Portfolio Timeline

This chart is a recommended guide toward program completion and DPI licensure for school administrators. The timeline suggested below is organized by credit hours and reflects the typical trajectory of candidates in the Masters degree program. This timeline will differ slightly for candidates seeking certification through a Non-Degree program and/or for those candidates who have transferred appropriate credits into their program of study at UWM.

Credit Hours	Suggested Actions
3-6 Credits	<ul style="list-style-type: none"> • Meet with advisor to draft a Program of Study. • Review and study the UWM-WI Administrative, Technology and Equity Standards and the UWM Core Guiding Principle. • Purchase the E-portfolio program online.
9 – 15 Credits	<ul style="list-style-type: none"> • Begin to collect artifacts and write drafts of your reflections on the UWM-WI standards and the UWM Core Guiding Principle. (This will be a continuous process throughout your graduate study). Upload draft artifacts and reflections onto your E-Portfolio. • Ask your advisor to review and respond to your E-Portfolio.
15 – 21 Credits	<ul style="list-style-type: none"> • Complete a mid-program self-assessment and upload this into your E-Portfolio. • Continue to collect artifacts and upload into your E-Portfolio. • Revise your reflections of the UWM-WI standards and Core Guiding Principle.
21 – 27 Credits	<ul style="list-style-type: none"> • Continue to collect and upload artifacts into your E-Portfolio and revise your reflections of the UWM-WI standards and UWM Core Guiding Principle. • Draft a new professional resume. • Meet with your advisor to review your graduate study and E-portfolio progress. • Begin to gather required letters of recommendation from field supervisors and UWM practicum instructors.
27+ Final Semester	<ul style="list-style-type: none"> • Contact advisor regarding your intent to defend your portfolio. • Register for portfolio review online. • Complete all revisions of reflections and upload all remaining materials onto your E-Portfolio. Complete final self assessment and upload into E-Portfolio.

MASTER'S DEGREE AND/OR LICENSURE AS A SCHOOL PRINCIPAL

A. Common Core	Credits
AD LDSP 702 Leadership in Educational Organizations or Equivalent	3
AD LDSP 710 Organizational Change and Team Leadership	3
AD LDSP 712 Instructional Leadership	3
AD LDSP 732 The Politics of Education or Equivalent	3
AD LDSP 752 School Law	3
AD LDSP 762 Management of Educational Resources	3

B. Area of Specialization

CURRINS 701 Curriculum Planning OR	3
CURRINS 715 Guiding Instructional Improvement	3
EXCEDUC 861 Foundations in Student Services & Special Education	3
AD LDSP 782 Principalship Field Practicum	3
_____ Elective (Optional - Ad Ldsp 842)	3
_____ Elective (Optional – Ad Ldsp 790)	3

C. Selecting Electives

Candidates seeking a master's degree must complete 33 credits. Candidates can select AD LDSP 842 and AD LDSP 790 as electives if they wish to earn the Principal and Director of Instruction administrative license in one master's degree.

Candidates who already have a master's degree and are pursuing Director of Instruction licensure may be able to use previous course work to substitute for required courses. All electives or course substitutions must be approved by an advisor.

D. Electronic Portfolio Requirement

Upon completion of coursework required for licensure, all applicants must complete and submit for review an electronic portfolio detailing their competencies of the UWM core guiding principles and the UWM-WI state standards for administrators. Electronic portfolios are offered through an outside service for a nominal fee. Portfolios will be evaluated by the advisor and one other member of the educational administration faculty at the end of the candidate's program.

MASTER'S DEGREE AND/OR LICENSURE AS A DIRECTOR OF INSTRUCTION

A. Common Core	Credits
AD LDSP 702 Ldsp in Ed Organizations or Equivalent	3
AD LDSP 710 Organizational Change and Team Leadership	3
AD LDSP 712 Instructional Leadership	3
AD LDSP 732 The Politics of Education or Equivalent	3
AD LDSP 752 School Law	3
AD LDSP 762 Management of Educational Resources	3
B. Area of Specialization	
CURRINS 701 Curriculum Planning OR	3
CURRINS 715 Guiding Instructional Improvement	3
EXCEDUC 861 Foundations in Student Services & Special Education	3
AD LDSP 842 Program Planning & Evaluation in Education	3
AD LDSP 790 Internship in Instructional Leadership	3
_____ Elective (Optional – Ad Ldsp 782)	3

C. Selecting Electives

Students seeking a master's degree must complete 33 credits. Students can select Ad Ldsp 782 as an elective if they wish to earn the Principal's license and the Director of Instruction in one master's degree.

Students who already have a master's degree and are pursuing Director of Instruction licensure may be able to use previous course work to substitute for required courses. All electives or course substitutions must be approved by an advisor.

D. Electronic Portfolio Requirement

Upon completion of coursework required for licensure, all applicants must complete and submit for review an electronic portfolio detailing their competencies of the UWM core guiding principles and the UWM-WI state standards for administrators. Electronic portfolios are offered through an outside service for a nominal fee. Portfolios will be evaluated by the advisor and one other member of the educational administration faculty at the end of the candidate's program.

MASTER'S DEGREE AND/OR LICENSURE AS A DIRECTOR OF SPECIAL EDUCATION AND PUPIL SERVICES

A. Common Core	Credits
AD LDSP 702 Leadership in Educational Organizations	3
AD LDSP 710 Organizational Change and Team Leadership	3
AD LDSP 712 Instructional Leadership	3
AD LDSP 732 The Politics of Education or Equivalent	3
AD LDSP 752 School Law	3
AD LDSP 762 Management of Educational Resources	3
B. Area of Specialization	
EXCEDUC 861 Fnds in Student Services & Special Ed	3
EXCEDUC 805 Legislative and Legal Aspects of Sp Ed	3
EXCEDUC 961 Advanced Analysis and Design of Student Service and Special Education Admin	3
EXCEDUC 780 Internship in Special Education Administration	3
_____ Elective	3

C. Selecting Electives Students seeking a master's degree must complete 33 credits.

Students who already have a master's degree and are pursuing Director of Special Education and Pupil Services licensure may be able to use previous course work to substitute for required courses. All electives or course substitutions must be approved by an advisor.

D. Electronic Portfolio Requirement.

Upon completion of coursework required for licensure, all applicants must complete and submit for review an electronic portfolio detailing their competencies of the UWM core guiding principles and the UWM-WI state standards for administrators. Electronic portfolios are offered through an outside service for a nominal fee. Portfolios will be evaluated by the advisor and one other member of the educational administration faculty at the end of the candidate's program.

MASTER'S DEGREE AND/OR LICENSURE AS A SCHOOL BUSINESS ADMINISTRATOR

A. Common Core	Credits
AD LDSP 702 Leadership in Educational Organizations	3
AD LDSP 710 Organizational Change and Team Leadership	3
AD LDSP 732 The Politics of Education	3
AD LDSP 752 School Law	3
AD LDSP 762 Management of Educational Resources	3

B. Area of Specialization

AD LDSP 800 Administration of the School Plant	3
AD LDSP 812 Educational Personnel Administration & Supervision	3
AD LDSP 862 School Finance	3
BUS ADM 703 Financial Accounting	3
AD LDSP 750 Internship in Administrative Leadership	3
_____ Elective	3

C. Selecting Electives

Students seeking a master's degree must complete all the courses above. Students who already have a master's degree and are pursuing a School Business Administrator licensure may be able to use previous course work to substitute for required courses.

D. Electronic Portfolio Requirement

Upon completion of coursework required for licensure, all applicants must complete and submit for review an electronic portfolio detailing their competencies of the UWM core guiding principles and the UWM-WI state standards for administrators. Electronic portfolios are offered through an outside service for a nominal fee. Portfolios will be evaluated by the advisor and one other member of the educational administration faculty at the end of the candidate's program.

SPECIALIST CERTIFICATE/LICENSURE AS A SUPERINTENDENT

A. Common Core	Credits
AD LDSP 802 District Leadership for Learning	3
AD LDSP 812 School Personnel Supervision and Administration	3
AD LDSP 832 Educational Politics and Policymaking	3
AD LDSP 842 Program Planning and Evaluation in Education	3
AD LDSP 862 School Finance	3
AD LDSP 970 Policy Issues in Urban Education or Equivalent	3
AD LDSP 882 Practicum in the School Superintendency	3
AD LDSP 892 Specialist Applied Field Study Project	3
_____ Elective related to the School Superintendency	3

C. Selecting Electives

A master's degree and licensure as a school principal are pre-requisites to licensure as a superintendent. Students seeking a specialist certificate must complete 27 post master's credits including all the course work listed above or their equivalent as determined by the department. Students who have completed post master's courses and are pursuing superintendent licensure may be able to use prior course work to substitute for the elective or required courses. All electives or course substitutions must be approved by an advisor.

Students who are seeking a Ph. D. degree may complete course requirements for superintendent licensure as part of the Ph. D. program. See additional information in the Ph. D program section.

D. Electronic Portfolio Review

Upon completion of coursework required for licensure, all applicants must complete and submit for review an electronic portfolio detailing their competencies of the UWM core guiding principles and the UWM-WI state standards for administrators. Electronic portfolios are offered through an outside service for a nominal fee. Portfolios will be evaluated by the advisor and one other member of the educational administration faculty at the end of the candidate's program.

TEACHER LEADERSHIP PROGRAM – NEW!

The *UWM Teacher Leadership Program* is designed to provide skills to practicing classroom teachers that will enable them to take more responsibility for the overall decision-making and related activities that exist outside of their classrooms and within the larger school and community setting. There are two program options:

- **Master's Degree in Administrative Leadership** (33 credits) with an emphasis in Teacher Leadership, and
- **Teacher Leadership Area of Emphasis** core courses (15 credits) that can be taken by master's students in other departments within the School of Education or teachers who already hold a master's degree and are interested in Teacher Leadership as part of their professional development plan.

Teacher leaders are those who work alongside principals and other administrators to assist in the improvement and reform efforts of their school. Teacher leaders work to impact the organization and overall culture of their schools by initiating and supporting colleagues through sustained change efforts. These efforts might include:

- New school-wide programs
- Cultural change efforts
- School-wide curricular modifications or transformations
- Peer observation and teacher mentoring
- School and community activities
- Parental involvement efforts
- Grant acquisition, data collection
- Action research projects

In essence, *teacher leaders* work to identify and tackle impediments to school change in tandem with their colleagues to envision and create stronger school communities, increase the educational outcomes of all children and strive to eliminate the inequities that exist among children and teachers within schools.

This program provides a course of study that will develop these skills among teachers as the primary determinants of children's educational success. The program is appropriate for teachers who wish to advance their positions as teachers, serve in master teacher roles, or department heads. It is also appropriate for those who might want to eventually pursue additional certification in school administration.

The Teacher Leadership program does not lead directly to an administrative license. However, opportunities for licensure as Directors of Instruction, K-12 School Principals, or Directors of Special Education/Pupil Services are possible with successful completion of the master's degree program and demonstration of competency of the UWM-WI state standards for school administrators and the UWM guiding principles as evident in the candidate's electronic portfolio.

Teacher Leadership
Master's Degree Program in Administrative Leadership Core Courses - Required: 15 credits

AD LDSP 702 Leadership in Educational Organizations or Equivalent
AD LDSP 710 Organizational Change and Team Leadership
AD LDSP 712 Instructional Leadership
AD LDSP 842 Program Planning and Evaluation in Education
EXCEDUC 861 Foundations in Student Services & Special Education

Suggested Electives: 18 credits

Administrative Leadership

AD LDSP 752 School Law
AD LDSP 762 Management of Educational Resources
AD LDSP 795 Women and Leadership in Education

Curriculum & Instruction

CURRINS 701 Curriculum Planning
CURRINS 715 Guiding Instructional Improvement
Currins 816 Curriculum Designs for Urban Schools

Ed Policy and Community Studies

ED POL 65 Race Relations in Education

Exceptional Education

EXCEDUC 961 Advanced Seminar in Admin Sp Ed and Student Services

Master's Degree

The Minimum degree requirement is 33 graduate credits, 27-30 of which must be in the field of Education and 3-6 of which may be in related fields. The student must submit a professional electronic portfolio for review and approval upon completion of the program of studies. Applicants for departmental master's degrees should take the following steps:

1. Admission to UWM Graduate School

- A. Application forms should be completed and submitted online at:
http://www.uwm.edu/Dept/Grad_Sch/Prospective/applyonline.html

Processing generally takes about 6 to 10 weeks. The processing time is partially dependent on the time it takes the Graduate School to receive non-UWM transcripts and other documents (e.g., reasons statement, application fee). The Graduate School will process the application after they have received all required documents. Students will receive a PAWS login and password so they can monitor the application process and status. Note: If necessary, a non-degree application can be used to register for an initial course and the full-application process can be completed at a later time.

- B. Read the instructions carefully and complete the forms accurately. **Choose the emphasis in Educational Administration under your area of interest.**
- C. An undergraduate grade point average of 2.75 as computed by the UWM Graduate School is required for clear admission. Students with less than a 2.75 G.P.A. may be admitted on probation if satisfactory evidence of ability to perform graduate study successfully is provided.

Evidence may consist of:

1. An advanced degree (3.0 GPA or above) or a grade point average of 3.0 or above attained during the final 60 semester hours of your baccalaureate degree program.
2. Completion of 6 or more credits of program-approved post-baccalaureate coursework in an academic area directly related to your chosen graduate program. The grades earned must be a "B" or better (B- not acceptable).
3. Submission of official score reports from the Graduate Record Examination (GRE), the Graduate Management Admission Test (GMAT), or Miller Analogies Test, that indicate a high probability of success in graduate school. Official is defined as having been sent directly from the testing service to UWM

Students who wish to transfer credits from other campuses to their UWM programs must fill out an "Application for Transfer of Credit" available from the Graduate School in Mitchell Hall or online. The application should be completed during the first semester following admission or as soon as possible following completion of such a course. Up to 12 graduate credits may be transferred, with the approval of the Graduate School and the advisor.

- D. For detailed information on Graduate School requirements, see the Graduate School Bulletin at: www.uwm.edu/Dept/Grad_Sch/Publications/Bulletin

2. Allow time for action on your application

Applications are sent to the department by campus mail for a recommendation. The recommendation is usually provided the day the application is received. After the department recommendation, the Graduate School will finalize the admittance and send the student an official letter indicating admittance status.

3. Plan your program

If action on your application is favorable, you will receive a letter from the Department Chairperson identifying an advisor to consult concerning your master's degree program. Before enrolling in any course, students should meet with an advisor to discuss the master's and licensure requirements, using this guide to become familiar with the program prior to initiating a conference. This conference should culminate in a program of studies signed by both the student and the advisor. It is strongly suggested that this be completed before or during the first semester of graduate work.

4. Course Registration

When students receive their Graduate School admission letter they are eligible to register online (before Add Deadline). Registration through PAWS is convenient and user friendly. Otherwise a paper Add/Drop Form, available from the department, is used.

Each semester there is a beginning and ending date for online registration. Students will receive an initial registration date through PAWS and email. The last date to register online is the ADD deadline in the Schedule of Classes. Students will be charged a \$50 late fee if they register after the scheduled registration period. Additional late tuition payment charges may also apply.

Tuition Down payment

- Prior to the start of the semester, there is a tuition prepayment deadline. Students registering before that deadline must pay \$200 to keep their registration.
- Students who have not registered by the down payment deadline must first pay a \$200 tuition prepayment before they can register. It takes approximately 4 - 6 hours for an electronic payment to clear before one can register.

The deadline dates regarding tuition down payment and other deadlines are listed online at <http://www3.uwm.edu/des/web/registration/datestoremember.cfm> or in the front of the Schedule of Classes each semester.

5. Note time limits

Master's degree programs must be completed within seven years of admission. For students in full time residence, it is possible to complete master's degree requirements in one academic year, plus one or two semesters. Part-time students are likely to require from three to five years to complete degree requirements, depending on whether or not they attend summer sessions. Accelerated cohort programs in Green Bay, Racine/Kenosha and metropolitan Milwaukee are designed for completion within two years.

6. Develop and complete an electronic portfolio

Graduate School regulations require all students to complete a capstone project for the master's degree. This activity ascertains whether or not each student is able to apply knowledge, understanding, and concepts included in the master's program to questions, situations, or problems of an administrative nature.

For candidates seeking K-12 school administrative licensing, upon completion of coursework required for licensure, all applicants must complete and submit for review an electronic portfolio that demonstrates their acquisition of and competencies in the UWM core guiding principles and the UWM-WI state standards for school administrators which is mandated by PI 34. Electronic portfolios are reviewed throughout students' graduate studies by assigned advisors and are assessed at the end of a candidate's program by their assigned advisor and one other member of the educational administration faculty. There is a one time fee for the electronic portfolio package.

7. Departmental Grade Requirements

Students who receive a grade of "C" or below in any departmental course, or a "B-" in two departmental courses may be dropped from the program.

Specialist Certificate Program

The department also offers a course of study leading to the Specialist Certificate in Administrative Leadership - required for licensure as a school superintendent.

A master's degree is the minimum prerequisite for admission to the Specialist Certificate. The minimum requirement is 27 credits including completion of the Specialist Applied Research Project.

A co-operative relationship for the Specialist certificate exists with the Department of Curriculum and Instruction for students with a reading supervision emphasis.

Admission

Applicants must meet the departmental requirements:

- Departmental Superintendent application
- Completion of a master's degree with a grade point average of 3.5 or above (4.0 scale). The master's degree may be in any field of study.
- Written statement of professional objectives and educational experience.
- Two letters of recommendation.
- Applicants not meeting the grade point minimum may be admitted upon submission of additional data to be specified by Department chair.
- Admission to the Graduate School as a non-degree student. Application forms can be completed and submitted online at: http://www.uwm.edu/Dept/Grad_Sch/Prospective/applyonline.html

Credits and course requirements depend upon the applicant's degree field. For an applicant with a master's degree in Educational Administration, the minimum credit requirement is 27 graduate credits. For an applicant with a master's degree earned in a field other than Educational Administration, the minimum credit requirement is 30 graduate credits. Additional course work may be required for administrative licensure.

Please refer to Master's Degree (p.21) for certain details of the admission process.

Miscellaneous Provisions

- A. Completion of the master's degree or specialist certificate in the Department of Administrative Leadership must meet the Wisconsin state PI 34 requirements for licensure as Principal, Director of Special Education and Pupil Services, Director of Instruction, School Business Administrator, or Superintendent. If licensure is a goal, candidates must work closely with their advisors in order to insure that all requirements are included and achieved in the program of study.
- B. Any changes in a program must have advisor approval. Advisors in the Department of Administrative Leadership are committed to helping candidates achieve success in their graduate programs and will be readily available to discuss any questions that they have regarding their professional objectives and academic progress. Candidates who wish to change advisors may do so by requesting a change from the Department Chair. Reasons for such a request will not be required; under no circumstances will a request for change of advisors impede progress toward the degree or licensure sought.
- C. Applicants seeking licensure who already hold a master's degree are not required to complete a second graduate degree. They may register for all of the required course work as non-degree candidates (NDC) and be recommended for the appropriate license upon successful completion of additional course work and demonstration of competency of the UWM-WI state standards and the UWM guiding principles. Work completed prior to beginning certification at UWM may be applied toward certification requirements as appropriate. There is no grade-point average admission requirement for NDC status.
- D. Master's degree programs must be completed within seven years of admission. For candidates in full-time residence, it is possible to complete master's degree requirements in one academic year, plus one or two summers. Part-time students are likely to require from three to five years to complete degree requirements, depending on whether or not they attend summer sessions. Two-year, accelerated cohort programs are available in Green Bay and metropolitan Milwaukee. In addition, full online course formats are available each semester, beginning Spring, 2008.
- E. Graduate School regulations require all students to complete a final comprehensive examination or a capstone project for the master's degree.
 - For candidates seeking administrative licensing, in place of the written examination, upon completion of coursework required for licensure, all applicants must complete and submit for review an electronic portfolio that demonstrates their competency of the UWM-WI state standards for administrators and the UWM core guiding principles. Portfolios will be reviewed and assessed by the applicant's advisor and on other member of the educational administration faculty.

The Ph.D. Program

Under the auspices of the doctoral program in Urban Education, the department of Administrative Leadership provides a specialization in Educational Administration. In general, this specialization requires advanced work in educational administration.

Prospective doctoral students wishing to specialize in Educational Administration must first be admitted to the Urban Education Doctoral Program (UEDP). Subsequent to UEDP admission, the student must submit a program of studies for a concentration in Educational Administration, developed in conjunction with the student's advisor and committee, to the director of doctoral studies. Although a master's degree and licensure as a Principal are prerequisites to certification as a School Superintendent in Wisconsin, doctoral students may satisfy the requirements for both licenses within their Ph.D. program of study. Advisors will design programs based on individual student need.

Any post-master's courses taken prior to admission while enrolled as a Specialist Certificate candidate in the District Administrator (Superintendency) program do not have to be repeated, subject to advisor and director of doctoral program approval. All such credits may be applied toward the 30 credits required in the area of concentration except that in no case may a Ph.D. area of concentration contain less than 9 upper level graduate credits (excluding dissertation credits) taken after admission to doctoral study. Individuals who have not completed at least 6 credits of accepted graduate course work within the 5 years immediately prior to application must take a minimum of 15 upper level graduate credits.

Program Requirements

The doctoral candidate must meet all of the program requirements of the Urban Education Doctoral Program. The specialization in Educational Administration consists of a minimum of 30 graduate credits excluding dissertation credits.

Doctoral Committee Membership

The dissertation advisor is an Urban Education doctoral advisor and member of the Department of Administrative Leadership. At least two other committee members must be from the Department of Administrative Leadership.

Exit Requirements

Contingent upon successful completion of program requirements, the doctoral preliminary examination, and the dissertation defense, the Chair of the Department of Administrative Leadership must give final approval for the inclusion of "Urban Education: Educational Administration" on the student's transcript.

Minimum degree requirement is 54 credits beyond the bachelor's degree (although students ordinarily take more than 54), at least 27 of which must be earned in residence at UWM.

Ph.D.: EMPHASIS ON EDUCATIONAL ADMINISTRATION

A. Department Course Work	Credits
1) Non-Certificate Orientation	
AD LDSP 832 Educational Politics and Policy Making	3
AD LDSP 842 Program Planning and Evaluation in Education	3
AD LDSP 862 School Finance	3
Electives in Educational Administration, Research and Related fields, according to student needs	21
2) Ph.D. Superintendent Certification Orientation	
AD LDSP 802 The School Superintendency	3
AD LDSP 812 School Personnel Supervision and Administration	3
AD LDSP 832 Educational Politics and Policy Making	3
AD LDSP 842 Program Planning and Evaluation in Education	3
AD LDSP 862 School Finance	3
AD LDSP 882 Practicum in School Superintendency	3
___ - ___ Elective	3
___ - ___ Elective	3
___ - ___ Elective	3
B. Doctoral Seminars	
EDUC 701 Urban Educational Issues	3
AD LDSP 801 Doctoral Seminar in Administrative Leadership	3
EDUC 901 Advanced Seminar in Urban Education	3
C. Research Course Work	
ED PSY 724 Educational Statistics Methods II	3
AD LDSP 729 Qualitative Research and Field Studies in Educational Settings	3
___ - ___ Advanced Course work from either a Qualitative or a Quantitative track	6
___ - ___ Advanced Course work from either a Qualitative or a Quantitative track	
D. Minor Course Work	
Option A	
8 credits from any one department outside the School of Education	
Option B	
12 credits in two or more departments outside Administrative Leadership.	
Half of these credits may be selected from within the School of Education.	

Admission to the Ph.D. Program

An applicant must meet Graduate School requirements plus the following program requirements to be considered for admission.

Graduate Record Examination

Submission of scores on the General Test portion of the Graduate Record Examination is required. Scores that are more than five years old will not be considered valid.

Grade Point Average

Undergraduate GPA of 2.85 (applicants having less than 15 graduate hours must have an undergraduate GPA of 3.50.); graduate GPA of 3.5; or a combined (undergraduate and graduate) GPA of 6.5.

Recommendations

An applicant must have a minimum of three appropriate persons write a recommendation and comment meaningfully and knowledgeably on the likelihood that the applicant can successfully complete an advanced scholarly program of studies for the Ph.D. degree. It is helpful if the majority of references are written by college/university faculty. If an applicant is unable to secure academic references because of elapsed time, other references should be as current as possible. In any case, individuals preparing references should be selected who can comment with confidence on the applicant's academic qualifications. Reference forms must be forwarded directly to the Office of Doctoral Studies in the School of Education. Complete information is provided in application materials available from the Office of Doctoral Studies.

Application

Applicants are required to articulate their urban research interests and goals in application materials. An intended concentration within the Ph.D. must be specified at time of application.

- Applicants who fail to satisfy these admission requirements will not be recommended for admission. However, satisfying these minimum requirements does not guarantee admission.
- Applicants who are not recommended for admission will be provided an opportunity to request a reconsideration.

A master's degree is not a prerequisite for admission to this Ph.D. program. However, individual specializations may require prior course work in that area. Applicants may contact the Director for specific information. Openings in the program are limited. Applicants must contact the Office of Doctoral Studies for application information and forms.

Procedures

1. Complete the Graduate School Application Form. Application forms can be completed online at: http://www.uwm.edu/Dept/Grad_Sch/Prospective/applyonline.html
2. Two copies of official transcripts of all undergraduate and graduate credits the applicant has accumulated to date at other institutions of higher learning must be submitted to the Graduate School. It is the applicant's responsibility to arrange for this to be done. Admissions applications cannot be processed until all official transcripts have been received by the Graduate School.
3. Complete the Doctoral Applicant Record Form and submit it directly to the Office of Doctoral Studies. Attached to this form must be a typed goal/rationale statement indicating your reasons for pursuing a Ph.D. in the School of Education, and what your intended area of study will be. Articulate your research interests and goals as a component of this statement. This statement must also be used for the statement on "Reasons for Graduate Study" in the Graduate School Application form.

Deadlines:

For fall admission

- January 15 Graduate School Application due
- March 1 All required material due in Office of Doctoral Studies

Admission requirements for Specialization in Educational Administration:

1. Students wishing to be admitted to the Doctoral program must indicate their intended area of specialization. Their application will be reviewed by the Admissions Committee of the Urban Education Doctoral Program as well as by the Educational Administration faculty.
2. Subsequent to admission, the student must submit a program for concentration in Educational Administration, developed in conjunction with the student's advisor and committee.
3. If the student's specialization in Educational Administration is approved, the student must submit his or her program of study to the Office of Doctoral Studies for review and approval by the Director.

Students who have already had their programs approved prior to their decision to seek specialization in Educational Administration must submit a new program for concentration in Educational Administration to the specialization faculty for approval, and if changes are made, must seek approval of the new program of studies by the Office of Doctoral Studies.

For additional information about the Urban Education Doctoral Program, contact:

Urban Education Doctoral Program

Office: UWM School of Education
2400 E. Hartford Ave.
Enderis Hall, Room 510

Mail: Urban Education Doctoral Program
P.O. Box 413
Milwaukee, WI 53201-0413

Phone: 414-229-4729

Web: www.phd.soe.uwm.edu

E-mail: phdsoe@uwm.edu

Courses in Educational Administration and Supervision

Administrative Leadership (AD LDSP)

Courses numbered 300 to 699 are Undergraduate/Graduate.
Courses numbered 700 and above are Graduate only.

607 Coordination of Staff Development and Training Program. 3 cr. U/G. Provides knowledge and skills required for the design, coordination and administration of staff development and training programs. Prereq: jr st.

647 Evaluation of Adult and Continuing Education Programs. 3 cr. U/G. Provides an awareness, analysis, and synthesis of the purposes, methods, and procedures for evaluating diverse types of adult education programs, e.g., HRD, extension/outreach, etc. Counts as repeat of Ad Ldsp 579 with similar title. Prereq: jr st.

702 Leadership in Educational Organizations. 3 cr. G. Governance; social, political, and economic influences; theories of organizations and organizational behavior related to the administration of elementary and secondary schools. Prereq: grad st.

709 Introduction to Higher Education Administration. 3 cr. G. Contemporary issues of higher education focusing on historical, philosophical and sociological forces that affect higher education from an administrative perspective. Prereq: grad st

710 Organizational Change and Team Leadership. 3 cr. G. Organizational change and team leadership is designed to introduce theories and concepts in organizational change and the interpersonal dynamics of working with and leading teams. Prereq: grad st; Ad Ldsp 702 or 757 or cons instr.

711 Organization and Governance in Higher Education Administration. 3 cr. G. Overview of higher education institutions focusing on models of institutional governance, academic organization and higher education constituencies and their respective roles. Prereq: grad st

712 Instructional Leadership. 3 cr. G. Personnel functions of the building principals including teacher recruitment, induction, staff development, supervision, and evaluation. Field experience integrated into course activities. Prereq: grad st; Ad Ldsp 702 or cons instr.

729 Qualitative Research and Field Studies in Education Settings. 3 cr. G. Examination of qualitative techniques as applied to educational research and evaluation in schools, classrooms, and other educational settings. Not open to students who have cr in CurrIns 729 which is identical to Ad Ldsp 729. Prereq: grad st; Ed Psy 528 or equiv.

732 The Politics of Education. 3 cr. G. School-level politics of education and school-community relations. Focus on effective communication. Community assessment, partnerships, parent education, and related issues. Prereq: grad st; Ad Ldsp 702 or cons instr.

737 Distance Education for Adults. 3 cr. G. Analysis of concepts, theories, and research in distance teaching and learning focusing on adult learners, program development and assessment of distance teaching and learning. Prereq: Ad Ldsp 757 or cons instr.

745 Seminar in Educational Administration and Supervision. 3 cr. G. In depth study of selected problems and aspects of educational administration and supervision. Each student will pursue a topic or project selected with instructor's approval. Prereq: grad st; Ad Ldsp 702, 710 & 712.

747 Strategic Planning and Budgeting in Adult Education. 3 cr. G. Examines theoretical models and research literature on both strategic and operational planning, and the budgeting process for adult and continuing education organizations. Prereq: Ad Ldsp 667 or cons instr.

750 Internship in Administrative Leadership. 1-6 cr. G. Field experience in school and social agency settings under guidance of an experienced administrator and a faculty member. Prereq: grad st; Ad Ldsp 710 & cons advisor.

752 School Law. 3 cr. G. Authority, power, liability of school personnel, legal status of school districts, officers, pupils.

Legal controls on curriculum, property, finances. Emphasis on state, federal court decisions. Prereq: grad st; Ad Ldsp 702 or cons instr.

757 (657) Principles and Foundations of Adult Education. 3 cr. G. A study of concepts, theories and principles of adult education, the nature of adult processes, and factors that influence and facilitate adult learning. Prereq: grad st or cons instr.

762 Management of Educational Resources. 3 cr. G. Building level school finance and fiscal management. Federal, state, and local taxation policies; equity; budgeting, purchasing, and fiscal control of public and student funds. Prereq: grad st; Ad Ldsp 702 or cons instr.

777 Leadership in Multicultural Organizations. 3 cr. G. Analyzes concepts and theories of leadership, issues of diversity in organizations, and explores techniques for managing differences that comprise today's multicultural workforce. Prereq: grad st; Ad Ldsp 757 or 702 or cons instr.

779 Current Topics in Administrative Leadership: (Subtitled). 1-3 cr. G. Current problems, issues and research in administrative leadership and supervision and their implications for practitioners. Specific topics and any additional prerequisites will be announced in the schedule of classes each time the course is offered. May be repeated with change in topic to max of 9 cr. Prereq: grad st.

787 Administration of Adult Education Programs. 3 cr. G. Current behavioral concepts, theories, and processes of administration, supervision, and coordination as applied in adult education organizations and agencies. Prereq: grad st; Ad Ldsp 757 or writ cons instr.

790 Internship in Instructional Leadership. 3 cr. Field application of knowledge and change processes learned in director of instruction coursework.

792 Principalship Field Practicum. 3 cr. G. Field application of knowledge, concepts and skills learned in principal accreditation course work. Seminar attendance required. . Prereq: grad st; compl common core.

795 Women and Leadership in Education. 3 cr. G. Addresses issues and contemporary theories of women's leadership within the field of education in the United States. Prereq: grad st; or cons instr.

799 Independent Reading. 1-3 cr. G. For graduate students unable to secure needed content in regular courses. Prereq: grad st; cons instr & advisor.

800 Administration of the School Plant. 2-3 cr. G. Determination of school plant needs based upon educational program, population, and utilization studies. Evaluation of existing school plant. Prereq: grad st; Ad Ldsp 702.

801 Urban Education: Doctoral Seminar in Administrative Leadership. 3 cr. G. Administrative leadership and policy development in urban education. Prereq: grad st; admis to ph.d. prog in urban educ; Educ 701.

802 District Leadership for Learning. 3 cr. G. A study of the special problems and opportunities involved in administering school districts, focusing on the role of the district administrator. Prereq: post masters st; or cons instr.

812 Educational Personnel Administration and Supervision. 3 cr. G. Focus on major concepts, functions and problems of personnel administration in education including recruitment, assignment, evaluation and motivation. Prereq: grad st; Ad Ldsp 802 or cons instr.

829 Advanced Qualitative Research Techniques for Education Settings. 3 cr. G. Advanced examination of qualitative research techniques in three areas; conceptual design; data collection methods and data analysis and reporting. Not open to students who have cr in CurrIns 829 which is identical to Ad Ldsp 829. Prereq: Ad Ldsp 729 or cons instr.

832 Educational Politics and Policymaking. 3 cr. G. An examination of political sources of decision making in education. The role of interest groups in shaping educational policy and implementation at local, state, and national levels. Prereq: post-master's st; Ad Ldsp 802 or cons instr.

839 Practicum in Writing from Qualitative Research for Educational Settings. 3 cr. G. Practice in writing from qualitative research data and analysis of qualitative text. Not open to students who have cr in CurrIns 839 which is identical to Ad Ldsp 839. Prereq: grad st; Ad Ldsp or CurrIns 729(P) & 829(P).

842 Program Planning and Evaluation in Education. 3 cr. G. Theory, research, and practice regarding role of the superintendent in planning and evaluating education programs. Case studies, simulations, and field applications. Prereq: grad st; Ad Ldsp 802 or cons instr.

857 Seminar in Leadership for Change. 3 cr. G. A critical examination of problems and issues in change theory and practice and their implications for administrative leadership. Prereq: grad st; Ad Ldsp 757 or 702 or writ cons instr.

860 Administrative Behavior. 3 cr. G. Theoretical concepts, empirical research, simulated experiences related to administrative behavior in schools and service organizations. Relationships among organizational, role contexts and personal style of administrators. Prereq: grad st; Ad Ldsp 702 & 712, or cons instr.

862 School Finance. 3 cr. G. Theoretical/contemporary bases for raising/distributing local, state, federal funds for public education. Problems, issues of public school financial support. Analysis of Wisconsin school support. Prereq: post-master's st, Ad Ldsp 802 or cons instr.

880 Proseminar in Urban Education: Administrative Leadership. 3 cr. G. An examination of selected problems and issues in urban education. Prereq: grad st; admis to the urban education doctoral prog.

882 Practicum in the School Superintendency. 1-3 cr. G. Field application of the knowledge, concepts, and skills learned in concurrent course work. Seminar attendance required. Repeatable to 3 cr. Prereq: post-master's st; admis to District Administrator Cert Prog; cons instr.

888 Candidate for Degree. 0 cr. G. Available for graduate students who must meet minimum credit load requirement. Fee for 1 cr will be assessed. Repeatable to 3 cr. Prereq: grad st.

892 Specialist Applied Research Project. 2-6 cr. G. Specialist project and inquiry in applied problems of administration and supervision. Prereq: postmaster's st; completion of 15 cr in specialist sequence; cons advisor.

905 Workshop for Administrators: (Subtitled). 1-6 cr. G. A workshop for superintendents, building administrators and supervisors. Opportunities to examine school problems of major concern in the light of current studies and experience. Prereq: grad st; cert as school admin or supervisor or cons instr. Admin or supervision experience recom.

955 Seminar in Instructional Supervision. 3 cr. G. Problems of teacher-learner and supervisory relationships in improvement of instructional programs and development of personnel. Analysis of selected problems. Prereq: postmaster's st; eligibility for building administrator or supervisor cert.

960 Seminar in Economics of Education. 3 cr. G. Financing public education. Efficient allocation and use of facilities and material. Theoretical bases and premises of public education financial support. Federal, state, and local relationships. Prereq: grad st; Ad Ldsp 862.

970 Policy Issues in Urban Education. 1-3 cr. G. Examines recent policy developments in education, socio-political forces which have defined policy direction, and major points of controversy surrounding educational policies. Prereq: postmaster's st or cons instr.

990 Research or Thesis. 1-3 cr. G. - Prereq: grad st; cons instr.

999 Independent Reading. 1-3 cr. G. For the benefit of postmaster's students unable to secure needed content in regular courses. Prereq: grad st; cons instr.

Other Courses – Out of Department

Exceptional Education (Exceduc)

780: Internship in Special Education Administration 3 cr. G. Students will work with selected administrators in the field of special education administration. Prereq: grad st; cons instr

805: Legislative and Legal Aspects of Exceptional Education 3 cr. G. Legislative and legal factors involved in educating individuals with handicapping conditions. Prereq: grad st; ExcEduc 600.

861: Foundations in Student Services and Special Education Administration 3 cr. G. Sets the foundation for leadership in special education and student services in the context of integrated comprehensive services and student diversity.

Prereq: grad st..

961: Advanced Analysis and Design of Student Service and Special Education Administration. 3 cr. G. Advanced analysis and design of organization and leadership of integrated comprehensive services for all learners. Prereq: grad st; ExcEduc 861(P).

Curriculum & Instruction (Currins)

701: Curriculum Planning and Ideologies. 3 cr. G. The concept of elementary and secondary curriculum in modern American education. Foundation principles and major objectives. Prereq: grad st.

715: Guiding Instructional Improvement. 3 cr.G Methods of applying the knowledge of instruction to solve instructional problems; ways of working with teachers to improve the quality of instructional behavior, styles and strategies. Prereq: grad st; CurrIns 714 or cons dept:

Educational Administration and Supervision Faculty

Elise Frattura

Associate Dean for Education Outreach

Assistant Professor, Department of Exceptional Education



Elise Frattura is an assistant professor at the University of Wisconsin-Milwaukee Department of Exceptional Education and Educational Administration. She has five years experience as a high school teacher and 13 years as a district student services and special education administrator. During which time she functioned as an adjunct lecturer at UW-Madison, teaching courses related to diversity in elementary and secondary administration of services for all learners. Currently she is teaching courses in administration of student services, organizational leadership, and special education law.

Frattura researches and publishes in the area of nondiscrimination law, integrated comprehensive services for all learners, and the theoretical underpinnings of educational segregation. In addition, Frattura works with school districts across the state to assist in the movement from programs to services for all learners. She just recently completed her second book on the restructuring of schools for social justice, which will be out early in 2006.

Thomas Joynt

Clinical Associate Professor

Department of Administrative Leadership

Thomas Joynt earned his Ph.D. in Educational Administration from the University of Wisconsin – Madison. He taught American History in the Janesville School District followed by a variety of administrative experiences in Wisconsin and Illinois. As part of his 17 year career as a district administrator in Wisconsin, he served as superintendent in Pulaski, Menomonee Falls, and Green Bay. While serving as a district administrator Tom had extensive experiences with community education, the Milwaukee 220 program, facility and referendum planning, and data based decision making. He joined the UW-Milwaukee faculty in 2001.



Latish Reed
Assistant Professor
Department of Administrative Leadership



Latish Reed is an assistant professor of educational leadership at the University of Wisconsin-Milwaukee. Her research interests include urban school leadership, the historical and contemporary context of Black principals, and social justice in administration and teaching practices. Prior to receiving her Ph.D. in educational leadership and policy analysis from the University of Wisconsin-Madison in May 2007, Reed was a middle school teacher and an assistant principal in the Milwaukee Public Schools. During her four-year tenure as an assistant principal, she secured more than \$700,000 in grant funding.

In 2006, Reed was named a Barbara L. Jackson Scholar. This recognition, awarded by the University Council for Educational Administration, honors outstanding doctoral students of color and provides development and training for the recipients. In 2007, Reed was also recognized as a prestigious David L. Clark Scholar. This distinction provided Reed with an opportunity to share her research with 40 of the top student scholars in Educational Leadership and Education Policy and Politics.

Gail Schneider
Associate Dean for Academic Affairs, School of Education
Professor, Department of Administrative Leadership

Gail Schneider directs the UWM/MPS Partnership Program for Principal Preparation. Schneider's research interests include urban school leadership, school reform and school restructuring. In recent years, she has assisted the states of North Carolina, Ohio, Iowa and Mississippi in the review and reform of the school administrator preparation programs.



Schneider has served as chair of the Education Curriculum Development Team for Zayed University, a new university for women in the United Arab Emirates, and continues to assist the UAE Ministry of Education in the development and review of its education programs. She is a past president of both Division A (Administration) of the American Education Research Association and the University Council for Educational Administration (UCEA) and former editor of the Educational Administration Quarterly. She received her M.S. and Ph.D. degrees from University of Wisconsin-Madison.

Alfonso Thurman
Dean
School of Education



Alfonso Thurman is the Dean of the School of Education. He also serves as president of The Holmes Partnership, a national consortium of universities, public schools and school districts, teachers associations and national organizations. Dean Thurman is actively involved in the local partnership, the Milwaukee Partnership Academy, which is designed to use research to inform intervention strategies to enhance significant education reform in the Milwaukee Public Schools.

Thurman earned his Ph.D. and M.A. in educational policy studies and educational administration from the University of Wisconsin-Madison and a B.S. in English from the University of Wisconsin-La Crosse. Dean Thurman continues to work on his research initiatives, community involvement, and teaching in the areas of urban and diversity education, university/school/community partnerships and higher education leadership.

Leigh Wallace
Clinical Associate Professor
Department of Administrative Leadership

Leigh Wallace is a Clinical Associate Professor in the Department of Administrative Leadership at UWM. She teaches courses in Leadership in Educational Organizations, Organizational Change and Team Leadership, and the Principalship Practicum. Dr. Wallace's research interests include Principal Leadership, Teacher Supervision and Professional Development, Principal Response to Alternative Pathways to Teaching, and Parent Involvement in Urban Schools.



She has eight years of teaching and five years of secondary school administrative experience, and has served as a UWM Panther Cheer Coach since 1995. After receiving a graduate degree in Secondary English Education, Wallace received her Ph.D. in 2007 from University of Wisconsin – Milwaukee with her dissertation: Parents' Perceptions of Involvement in an Urban Community School.