Educational Leadership and Policy Studies Student Handbook

2015-2016

The Educational Leadership and Policy Studies Program *Student Handbook* provides admitted students with information to assist them as they progress through the requirements of MCE degrees and certificates. In addition to this program publication, the student should become familiar with the MCE Policies and Procedures: http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/ and the University-wide, Graduate Studies Policy Bulletin: http://bulletin.du.edu/graduate/gradpolicy/ Although every effort has been made to ensure agreement among these documents, it is the students' responsibility to read the norms regarding degree programs in all documents and to complete various program requirements and procedures in a timely fashion.

The University of Denver and its programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and by other major accrediting agencies for specific degree programs.

The University of Denver is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment on the basis of race, ethnicity, color, religion, sex, national origin, age, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, or disability. The University prohibits all discrimination, harassment and retaliation, and complies with all applicable federal, state and local laws, regulations and Executive Orders.

Inquiries concerning allegations of discrimination based on any of the above factors may be referred to the University of Denver Office of Equal Opportunity/ADA Compliance, Mary Reed Building, Room 422, 2199 S. University Blvd., Denver, CO 80208. Phone: 303-871-7436. Fax: 303-871-3656. For more information, please call the above number or see the website at http://www.du.edu/deo/. You may also contact the Office of Diversity and Equal Opportunity/ADA Compliance with concerns regarding determinations of religious or disability accommodations and /or issues about access.

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WELCOME TO THE EDUCATIONAL LEADERSHIP AND POLICY STUDIES PROGRAM

Welcome to the Educational Leadership & Policy Studies (ELPS) Program in the Morgridge College of Education (MCE) at the University of Denver. The decision to pursue a certificate or graduate degree may have been an easy one for you to make, or it may have required more thought than you anticipated. One thing is certain - you have been selected because we know that your leadership will have an impact in educational settings that span from early childhood to post-secondary, in Colorado and the nation. A graduate degree is a significant commitment of time, money, and effort; and the ELPS faculty are committed to make it one of the most rewarding experiences of your lifetime.

Your experience in our programs will be different from those of most other graduate students. We expect that you will act on your learning and lead to make a difference. A certificate or degree course of study in ELPS will provide you with relevant learning through integrating high quality content and research, authentic projects and field experiences and individualized support from a team of experienced school leaders and university faculty. Classes are held on weekends or late on weekdays, and blended online learning and partnerships with districts provide flexibility and relevance. Additionally, classes are structured in a cohort model of delivery, so you will build tight learning communities that will persist beyond the completion of the program. The cohort model encourages a consistently high level of professional support and challenge among members. We value our continued connections with graduates, and work to facilitate connections of alumni with current MCE faculty and students.

The ELPS faculty is comprised of full-time university professors with district and school leadership experience and effective educators who are currently employed in districts, schools, and other related professions across the state. We integrate the work of real educational contexts within our courses, and expect all students to apply learning to lead improvement efforts in your educational settings while developing personal leadership capacity. The goal of the faculty is that you develop a strong commitment to core values essential for ethical, visionary, courageous, transformative, and responsible leaders as well as the skills and abilities necessary for success as a leader in educational settings.

We congratulate you on taking the first step on this new adventure, and we welcome you into our community of learners. We look forward to partnering with you, knowing that we make a difference for every student, teacher and community by doing great things together.

Warm regards,

Susan Korach, EdD
Department Chair
Educational Leadership and Policy Studies

EDUCATIONAL LEADERSHIP AND POLICY STUDIES PROGRAM OVERVIEW

Educational Leadership and Policy Studies Mission

The Educational Leadership and Policy Studies program mission is to be a force for positive change in the lives of individuals, organizations and communities through unleashing the power of learning. We accomplish our mission in four ways:

- Through preparing highly competent, socially responsible, ethical and caring professionals to promote learning in diverse settings.
- Through actively reaching out beyond our College to engage in learning partnerships with others.
- Through contributing high quality research to our respective fields.
- Through modeling excellence in all of our own educational programs.

Educational Leadership and Policy Studies Program Faculty and Staff

The Educational Leadership and Policy Studies faculty is committed to working closely with students to facilitate their academic progress. As part of this process, faculty members regularly review all students' work to assess their progress. Assessment is based on a review of coursework, independent work, and other relevant criteria, such as demonstrated competence in writing and critical thinking. In addition, in order for students' knowledge to be current, and to pursue research on timely problems that will advance the field, it is expected that all students will make steady progress toward completion of degree requirements. Faculty bios can be found on the MCE website.

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EDUCATIONAL LEADERSHIP AND POLICY STUDIES PROGRAM REQUIREMENTS

ELPS Certificate for Principal Preparation: ELSS and Ritchie

The Educational Leadership and Policy Studies programs offer intensive, integrated academic and field-based experiences and competency-based learning. Students learn to create learning communities that foster academic achievement, and optimal growth and development for all learners. Students focus on leadership, policy studies and research that are relevant and appropriate for meeting today's educational challenges.

The Educational Leadership and Policy Studies Program focuses not only developing the skills and competencies necessary for success as a school leaders but also on developing a strong commitment to core values, collaborative norms and a reflective process essential for ethical and responsible leadership. In addition to these professional expectations, all faculty use rubrics to assess the critical thinking, communication and participation of ELPS students. The program values, norms, reflective process and rubrics are presented on the next pages.

Internships are supervised learning opportunities to strengthen professional expertise in environments that provides both academic credit and experiential learning. The principal preparation internship (ADMN 4860) is highly integrated with project-based learning within each course and is required of each student each quarter in the principal preparation programs.

Course Requirements and Course Descriptions

The Graduate Bulletin contains all program course requirements and course descriptions under the Program of Study tab. The minimum passing grade for coursework is C-. Please refer to the Office of Graduate Studies Academic Standards document, which includes information students need to know in order to remain in good academic standing.

Additional Requirements, ELPS Certificate

Inquiry Projects

Each quarter features an Inquiry Project—students collect and analyze data and engage in leadership experiences that are integrated with their internship. Students work with these Inquiry Projects as an ongoing context for thinking about leading and developing schools throughout the entire program and into their careers as educational leaders. Student learning and experiences are captured in their personalized ePortfolio.

- **Inquiry Project: Organizational Diagnosis:** School leaders are able to lead efforts to create and sustain schools that successfully address the needs of every student, regardless of their diverse backgrounds. Issues of student and community equity and input are examined to challenge structures and assumptions about diverse and dominant cultural groups and access to learning. In this project a school profile and "snapshots" of culture, student achievement, leadership and market analysis are developed. Students identify organizational needs and practices relative to student achievement, culture, and leadership and marketing.
- **Inquiry Project**: **Leading Teaching and Learning:** Building the capacity of staff to use 21st century teaching and learning skills, knowledge and values are vital to student success.

Principals create and sustain change in schools by engaging stakeholder participation in formulating and implementing change, without which most reform efforts fail. For example, wise use of technology, culturally proficient teaching, and differentiated instruction are pivotal to student success. In this project students work with a teacher or teacher team in a collaborative inquiry action process and identify best practices in assessment, curriculum, instruction, learning, and leadership and identify organizational structures needed to support student learning needs.

- I**nquiry Project**: **Developing People:** Principals help schools become communities that prepare students to participate in society. They influence the organizational practices of schools and distribute resources equitably, uphold high standards, and give all students a variety of opportunities to learn and participate in their schools. Principals have the responsibility to provide a powerful and insightful voice regarding decisions about school change. In this project students identify best practices in evaluation and resource management to support and sustain human resources for student achievement.
- **Inquiry Project: Leading and Resourcing Change:** Excellent principals draw on researched, evidenced-based knowledge to lead innovative schools, melding theories with action to result in best practice. Understanding the legal, political, and socio-cultural contexts for organizing school resources and work is critical to sustaining school efficiency and effectiveness. In this project students provide evidence of how to use resources to lead change and support and sustain student learning.

The Internship

Each internship experience focuses on a "problem of practice" related to the quarterly Inquiry Projects. Potential issues for investigation include systems; culture and environment; student support and response to intervention/instruction (RTI); data use; resource management; family and community engagement; teacher professional development, supervision, and evaluation; policy and ethics; and communication. The Internship is guided by the cohort professor, a mentor principal and a menu of opportunities that complements the focus of each of the inquiry projects. The University grade received by the intern is based upon the cohort professor's judgment of the intern's growth and understanding of the nature, problems and processes of leadership as evidenced within the inquiry project product. The grade will be based upon the: 1) review of student's portfolio including the standards-based inquiry projects and reflections; 2) log of internship hours and experiences; 3) attendance and participation in meetings with mentor principal and cohort instructor; and 4) workshop or class attendance where learning is processed.

Internship Process (minimum requirements)

- **Initial Meeting:** the student will schedule a meeting (may be 'virtual' by phone, Skype, chat room or email) between the student, the mentor principal and university instructor within the first 2 to 3 weeks (20-30 clock hours) after beginning the internship. Prior to the first meeting, the student gives the mentor principal a copy of the inquiry project internship materials and the appropriate Internship Evaluation Document: Intern Evaluation Form (ELSS), DPS School Leadership Framework (Ritchie DPS) or Professional Traits Evaluation (Ritchie Adams).
- **Quarterly** check-in meetings (may be 'virtual' by phone, Skype, chat room or email) to share and discuss the new **Inquiry project** outline with the principal mentor. School needs or considerations that might require a modification of the project are discussed. The cohort

instructor is available to meet with students if desired or necessary-please contact them as needed/desired by the student or field mentor.

- **End of Each Quarter: Log of hours and Inquiry Projects (or completion of the internship evaluation.)** This documentation is posted on the student's Portfolio for course professor review or shared in a conference with the student, cohort instructor and mentor principal.
- **Last Quarter**: the appropriate Internship Evaluation Document is completed by the field mentor prior to the Final Conference and submitted electronically to the university mentor.

Certificate Completion Requirement

Final Portfolio Review and Leadership Journey Presentation

The final portfolio contains the cumulative learning from the principal certificate program. Each student prepares a portfolio that includes reflections of learning from the inquiry projects and provides evidence of meeting state standards for principals. Each student also presents a review of learning at an end-of-year, in-person Leadership Journey event. Mentor principals are invited to attend this event. The student is required to provide the following context for leadership actions:

- Introduce school and position
- Articulate vision, goals, key strategies and bold steps took to impact student learning and achievement at the school
- Identify at least one "essential" leadership question
- Clearly articulate how the inquiry projects impacted leadership development and experiences.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES (ELPS)
EXECUTIVE LEADERSHIP FOR SUCCESSFUL SCHOOLS (ELSS) CERTIFICATE COURSE WORK PLAN
Completed and signed course work plan will be submitted by the end of the first quarter of enrollment.

Name:_____ Student ID_____

REQUIRED COURSES

Course No.	Course Title	Credit Hours	Term to be Completed
ADMN 4840	Strategic and Transformative School Leadership	7	Summer
ADMN 4841	Instructional Leadership for Equitable Schools	7	Fall
ADMN 4842	Human Resource Leadership	5	Winter
ADMN 4843	Strategic Resource Management for School Leadership	5	Spring
	Subtotal	**24**	
ADMN 4860	Principal Internship	2	Fall
ADMN 4860	Principal Internship	2	Winter
ADMN 4860	Principal Internship	2	Spring
	Subtotal	**6**	
	Total Credits Required	**30**	

_____ _____ _____ _____
Student Signature Date Advisor Signature Date

EDUCATIONAL LEADERSHIP AND POLICY STUDIES (ELPS)
RITCHIE PROGRAM CERTIFICATE COURSE WORK PLAN

Completed and signed course work plan will be submitted by the end of the first quarter of enrollment.

Name:_____ Student ID_____

REQUIRED COURSES

Course No.	Course Title	Credit Hours	Term to be Completed
ADMN 4840	Strategic and Transformative School Leadership	7	Summer
ADMN 4841	Instructional Leadership for Equitable Schools	7	Fall
ADMN 4842	Human Resource Leadership	5	Winter
ADMN 4843	Strategic Resource Management for School Leadership	5	Spring
	Subtotal	**24**	
ADMN 4860	Principal Internship	2	Summer
ADMN 4860	Principal Internship	2	Fall
ADMN 4860	Principal Internship	2	Winter
ADMN 4860	Principal Internship	2	Spring
	Subtotal	**8**	
	Total Credits Required	**32**	

_____ _____ _____ _____

Student Signature Date Advisor Signature Date

ELPS Master of Arts Degree

The Educational Leadership and Policy Studies Program Master of Arts (ELPS-MA) is uniquely designed to prepare leaders who are capable of turning around low performing schools. The master's degree is a 7-quarter program of study that begins with the foundation of either the Ritchie Program for School Leaders (Ritchie) or the Executive Leadership for Successful School (ELSS) certificate program.

The ELPS Program (MA degree) is an approved provider of CDE School Turnaround Leadership Grant Program (http://www.cde.state.co.us/accountability/turnaroundleadership)

Program Course Requirements and Course Descriptions

The Graduate Bulletin contains all program course requirements and course descriptions under the Program of Study tab. The minimum passing grade for coursework is C-. Please refer to the Office of Graduate Studies Academic Standards document, which includes information students need to know in order to remain in good academic standing.

MA Degree Completion Requirement

Action Research Project

The Action Research course (ADMN 4849) provides the methodological framework and support for the development of a capstone project, which serves as the comprehensive exam for the Master's in Educational Leadership and Policy Studies and Policy Studies. While enrolled in this course, students are responsible for designing a study, reviewing appropriate literature, and gathering/analyzing data. Under the supervision of the course instructor, students will then draw conclusions from their research, make an action plan, and reflect on the relationship between action research, leadership and the content in the Educational Leadership and Policy Studies Master's program. The result is the completed capstone. Certification of successful capstone completion by each student's capstone advisor is necessary to fulfill degree requirements for the MA. Students are expected to complete the capstone in the quarter during or immediately following completion of ADMN 4849. Students who do not complete the capstone during ADMN 4849, prior to leaving the Action Research course, will be assigned a Capstone Advisor by the Action Research professor.

The capstone project for the ELPS MA should demonstrate:

- An integration of theory and practice
- Original thinking and research richly supported by literature from the field, using APA format
- A problem based focus connected to practice Instructor approval of action research project

Students will follow this process in the formulation of the action research project:

- Selecting a focus
- Clarifying theories
- Identifying research questions
- Collecting data
- Analyzing data

- Reporting results
- Planning/Taking informed action

Evaluation of the Action Research Project
The Action Research professor or the student's Capstone Advisor will evaluate the completed capstone project. After the final evaluation of the capstone, the Capstone Advisor will submit the Certification of the Completion of Capstone to the Academic Services Associate.

All capstone projects will be evaluated using the following criteria:
- Clear identification of focus and research question(s)
- Relevant literature review of related research (minimum of 5 sources, APA format)
- Clear research design, development of data collection tools and definition of data sources and collection processes
- Strong data analysis and interpretation of findings
- Clear description of the planned or real action resulting from research findings.

Specific rubrics and feedback sheet for the capstone project are found in the Appendices of this handbook.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES
MA COURSE WORK PLAN

Name_____Student ID _____

Completed and signed course work plan will be submitted by the end of the first quarter of study.

MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS	COURSE NUMBER	QUARTER TO BE COMPLETED	QUARTER HOURS
A. Foundations			
Education Research and Measurement	RMS 4900	Summer	4
Seminar in Multicultural Issues	ADMN 4834	Summer	3
		SUBTOTAL:	**7**
B. Program Requirements			
Business Design and Innovation for School Leaders	ADMN 4848	Fall	4
Action Research for School Leaders	ADMN 4849	Winter	4
		SUBTOTAL	**8**
C. Principal Licensure Requirements			
Strategic and Transformative School Leadership	ADMN 4840	Summer	7
Instructional Leadership for Equitable Schools	ADMN 4841	Fall	7
Human Resource Leadership	ADMN 4842	Winter	5
Strategic Resource Management for School Leadership	ADMN 4843	Spring	5
		SUBTOTAL	**24**
D. Internship Requirements (6-8 cr)			
*Principal Internship**	*ADMN 4860*	*Summer*	*2*
Principal Internship	ADMN 4860	Fall	2
Principal Internship	ADMN 4860	Winter	2
Principal Internship	ADMN 4860	Spring	2
**Ritchie students are required to take 8 credits*		**SUBTOTAL**	**6-8**

Summary of Requirements	
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 **Date completed:**	
Total Credits Required	**45 Min**

_____ _____ _____ _____

Student Signature Date Advisor Signature Date

ELPS Doctoral (EDD/PHD) Degree

The Educational Leadership and Policy Studies Program doctoral (EdD or PhD) degree prepares students to design, conduct, and use research for evidence-driven practice and policy leadership. Content and research courses are designed to work together to prepare students to design, conduct, and use applied research for evidence-driven practice and policy leadership. Courses are in a cohort format so that students get to know a cadre of fellow educational leaders and support each other through the coursework and doctoral research.

Program Course Requirements and Course Descriptions

The Graduate Bulletin contains all program course requirements and course descriptions under the Program of Study tab. The minimum passing grade for coursework is C-. Please refer to the Office of Graduate Studies Academic Standards document, which includes information students need to know in order to remain in good academic standing.

Doctor of Education (EdD)

The EdD in Educational Leadership and Policy Studies builds on prior leadership preparation and Master's degree in an education field with two years of coursework plus one year of supervised applied team research. In year three, EdD students conduct field research in collaboration with partner schools and districts. Students have a wide variety of research options, and also may design the doctoral research project with faculty approval. This final year design provides students with access to authentic data and research sites to engage with real problems of practice.

Forms and Rubrics related to the EdD can be found in the Appendices of this document.

Additional Program Requirements, EdD

EdD End-Of-Year Reviews

A required component of the Educational Leadership and Policy Studies EdD program are reflections on learning relative to the development of knowledge, skill and professional attributes (ELPS Student Learning Outcomes). Failure to submit the narrative reflection by the deadline may result in placement on probationary status and the requirement of a Remediation Plan with his or her advisor. The End of Year Review is a comprehensive review of student learning relative to coursework and the ELPS Student Learning Outcomes.

ELPS Student Learning Outcomes

- **Student Learning Outcome 1**: Base leadership practice on empirical evidence to provide effective, ethical and culturally responsive leadership in educational settings that leads to equitable learning for all students.
- **Student Learning Outcome 2**: Engage in critical scholarly inquiry, application and development of knowledge, and consideration of values and ethics.
- **Student Learning Outcome 3**: Assume leadership to leverage school, district and community resources available in order to maximize the ability to serve the best interests of students and families.

Review Process and Feedback
Narrative Reflections will be reviewed by a team of two ELPS doctoral faculty members. Should their assessment of work not agree, a third faculty member will review to determine the student's level of proficiency.

- To **Meet Standards**, there must be evidence that demonstrates that student's competency with or achievement of the standards listed.
- To **Exceed Standards,** there must be evidence of that student's competency with, or achievement of, the standards listed in the Exceeds column for at least ONE outcome.
- A student whose Narrative Reflection earns a rating of **Below Standards** in any single SLO will earn an overall rating of Below Standards regardless of ratings earned in any of the other SLOs.

The student can expect notification of results no later than the Monday two weeks after the submission deadline. The academic advisor will make this notification to the student's official DU email address. A student whose work falls **Below Standards** must meet with the academic advisor within two weeks of notification of the results to develop a remediation plan.

Degree Completion Requirement, EdD
Doctoral Research Project (DRP) Description, Criteria and Evaluation
The Doctoral Research Project represents the culminating research experience for Doctorate of Education students through which degree candidates are expected to complete a publication quality project that investigates a key issue or problem important to the field of education. Upon completing the research, students will be able to reach conclusions and offer recommendations. Through this process, students have an opportunity to translate what they have learned into real-world applications.

The structure of the doctoral project is meant to provide both a standard of excellence for a scholarly contribution on the part of the student, as well as a significant degree of flexibility by which the student may make such contribution. The doctoral project is meant to serve as a vehicle by which the student can make an *original* and *scholarly contribution* to the field of educational leadership. The ELPS student must add original (not common-knowledge) material about the research topic. This does not mean that every student must embark upon something totally new and untested. The "newness" and originality must come in the way the student has conceptualized the problem and undertaken the research.

The research may include new standard operating procedures, policy development, evaluation of existing services or procedures, program implementation, surveys, comparative analysis, or experimentation. Each DRP will be evaluated according to the guidelines established within this document. All empirical research needs to comply with the ethical guidelines for human research, including receiving approval by the DU institutional Review Board (IRB).

The following are four Doctoral Research Project options that require critical analysis to link scholarship and practical application. Each requires a significant commitment of time and effort

to produce an extended piece of writing. Preparation of the final written product will require extended review of bodies of literature relevant to the project. These options extend opportunities for students to demonstrate research skills, theoretical understandings and practical applications.

1. Traditional

Students engaged in traditional research designs seek to test or generate hypotheses or to establish generalizable propositions (quantitative) or explain phenomena or events by exploring the multiple meanings experienced by individuals, to explore and advance theory, or advance an argument (qualitative). Mixed methods research involves both collecting and analyzing quantitative and qualitative data to provide a better understanding of a research problem through more comprehensive evidence than if either dataset had been used alone.

2. Program Evaluation

Students engaged in program evaluation designs explore the effectiveness of educational interventions and developing implications for practice. The program evaluation identifies, clarifies, and applies defensible criteria to determine the effectiveness of an educational program, project, process, policy, or product. In every case, the program evaluation is intended to improve student learning and achievement and/or organizational effectiveness. Students' program evaluation projects should include effective aspects of evaluation capacity building.

3. Policy Analysis

Students engaged in policy analysis designs seek to impact education issues through the review, research, and development of educational policy. This option begins with the review of an educational issue ranging from federal, state and/or local levels. Through this review new or revised policy recommendations and implications are developed by considering internal requirements, external requirements, existing policy, and stakeholder recommendations. Policy analysis designs include implementation plans.

4. Organizational Problem Analysis

Students engaged in organizational problem analysis designs explore an issue, problem, or need in a school, district or educational system to develop and implement plans for improving organizational effectiveness. Tasks and skills used in an organizational problem analysis (OPA) include: understanding and using local data sources; using data to evaluate and document performance; using research to guide decisions; identifying/prioritizing organizational needs; understanding the structure and logic of problem definitions; establishing an improvement vision and performance goals; analyzing causes systemically and objectively; employing multiple perspectives in causal analyses; applying cost-benefit analyses, organizational values, and ethical criteria to solutions; and using appropriate technologies to support problem analysis, decision making, and communication.

Adapted from ILLINOIS STATE UNIVERSITY EAF DEPARTMENT (2009)

Selection of Doctoral Research Topics

Doctoral research topics should be selected on the basis of the following factors:

- The author's individual interests.
- The significance or value of the topic and/or issue to the field of education.
- The relationship of the topic or issue to the ELPS course content and learning outcomes.
- The real world application of the outcomes of the study.
- The project is feasible and can be completed in a nine to fifteen-month timeframe.

Required Elements

The format of the project may vary based on the focus and research design. However, the following elements outlined and described below must be clearly identifiable in the final project/products.

1. Title Page
2. Abstract
3. Table of Contents

Required components:

- Introduction (Background, Significance, Theory of Action and Conceptual Framework)
- Literature Review
- Research Methods and procedures
- Findings
- Discussion
- Recommendations
- Reference List
- Appendices (if needed)
- All students must use the style prescriptions of the American Psychology Association (APA), current edition.

ELPS Doctoral Research Seminar and Research Hours - ADMN 5993

ELPS faculty expects high quality performance and on the part of ELPS students. ELPS expects students to be capable of expressing themselves in a correct and effective manner. It is important that the projects demonstrate high professional quality because each is a contribution to the educational leadership literature.

Students will register for the Doctoral Research Seminar ADMN 5993 per coursework plan. Students' timelines may vary, but the following schedule of stages should guide the work.

1. Doctoral Research Planning
    - the delimited scope (or site)
    - fully developed research questions
    - data collection plan
    - draft IRB application
    - Annotated Literature Review Outline.
2. Doctoral Research Design
    - Confirmed problem/question and research site
    - Preliminary theory of action and theoretical or conceptual framework
    - Propose research design and identify topics for literature review

- Solidify theory of action and theoretical or conceptual framework, IRB/research site approved, preliminary literature review, data collection plan and timeline.

3. Doctoral Research Data Analysis
   - Complete literature review, intro section and methodology, have secured data access
   - Initial data analysis
4. Doctoral Research Discussion
   - Data collected, data analysis completed and connected back to theoretical or conceptual framework and literature, draft discussion and recommendations
   - Doctoral Research Project defense

Committee Composition and Process

During the initial Doctoral Research Seminar (ADMN 5993), students will select a Doctoral Research Project faculty chair (who must be an ELPS appointed faculty member with an earned Doctorate) within his/her respective program, and form a committee composed of a minimum of three and a maximum of five members. There will be a maximum of three voting members: two ELPS faculty (faculty chair and committee member) and a third member who may or may not be a DU full-time faculty member. The third member may also be a community member, adjunct faculty member, post-doctoral appointee, or a professor from other college or institutions. If the third voting member is not a DU faculty member, the selection must be supported by a strong written rationale that is submitted to the department chair for approval. In cases in which the third member is a not a DU full time faculty member, the third member will be a non-voting member. In these cases the non-voting community member will review the Doctoral Research Project and provide written feedback to inform the voting process. In rare cases in which there is a three person committee with two voting members and the review results in a split decision, an additional full time faculty member, whose appointment is within the department, will be asked to review the documentation and vote on the project. Students may consult with their faculty academic advisor for help in identifying a Doctoral Research Project faculty chair. An ELPS Doctoral Research Project Committee form (Appendix A) must be submitted by the student to the ELPS department chair.

The DRP committee will meet together on at least two occasions (a proposal hearing and an oral defense). When students have completed the doctoral research design phase of their work (research question/problem statement, theoretical/conceptual framework, preliminary literature review, research design, data collection plan and timeline) and completed the initial two credits of the Doctoral Research Seminar, they will schedule a proposal meeting with their committee. Once the DRP committee has approved the research design of the DRP, the chair will submit the signed *ELPS Doctoral Research Project Proposal* form (Appendix B) to the department chair for signatures and submission to the Educational Leadership and Policy Studies Academic Services Associate for upload into the candidate's academic record. Once the proposal has been approved, the student will seek IRB approval (if necessary) and complete the study. The faculty chair will continue to work with the student to determine readiness for the oral defense of the completed doctoral research project.

ELPS Doctoral Research Oral Defense

An oral defense of the doctoral research project is required and is conducted by the candidate's committee. The defense must be held at least three weeks before the end of the quarter in which the degree is to be granted. All members of the defense committee must receive a copy of the candidate's doctoral research project at least two weeks prior to the scheduled defense.

The defense is expected to be held with the student present in person at DU unless emergency circumstances make it impossible for the student to be physically present. The student must submit a completed Schedule of Oral Defense form to the ELPS Academic Services Associate no later than three weeks prior to the date of the defense.

Conducting the Oral Defense

The student's DRP chair will preside over and manage the defense process. The chair is responsible for making certain that the defense is conducted in a professional manner and that the student has a fair opportunity to defend his/her doctoral research project. The chair is expected to provide opportunities for each voting member of the oral defense committee to participate in the defense and to ensure that the defense is of high quality while remaining within proper limits of inquiry. The oral defense is an open forum and MCE Faculty members and graduate students and other may attend the oral defense. After the oral defense committee has conducted the essential examination of the candidate, questions may be asked by others present if pertinent, appropriate as determine by the defense committee.

When the defense is completed, the chair will request that the candidate and all other persons not on the defense committee leave the room and will call for a motion to pass or fail the candidate. A recommendation to pass can have no more than one negative vote from members of the committee. If the motion is a recommendation to pass, the committee must then agree on the conditions of the recommendation as follows:

- **Pass with no revisions** means that only grammatical, labeling or numbering changes are required. Only a limited number of sentence additions or deletions should be necessary.
- **Pass with minor revisions** indicates that the candidate will be required to reorganize portions of the manuscript and change some of the content.
- **Pass with major revisions** means that a complete section or sections must be rewritten, additional tables are required and interpreted, or the general format must be changed. Responsibility for seeing that needed revisions are made rests with the chair, but committee members also may require their approval before final submission.
- **Fail** indicates that the content is not of acceptable quality or that the candidate cannot defend the research. In most cases, failing the defense results in the rejection of the student's DRP and a new or related study usually will need to be undertaken.

A candidate who fails the oral defense may petition to the oral defense committee for a maximum of one re-defense.

The *Result of Oral Defense* form (Appendix C) must be signed by all committee members and returned to the Educational Leadership and Policy Studies Academic Services Associate. All signatures must be original. In rare occasions, when a committee member participates remotely, a faxed or scanned signature will be accepted.
The student will include the Doctoral Research Project Cover Page (Appendix D) upon submission of the final and approved project. The chair will sign the cover page and submit to the Educational Leadership and Policy Studies Academic Services Associate.

DRP Evaluation Criteria
In addition to overall content and writing, reports will be evaluated on the following components. Each component has specific criteria by which it will be evaluated.

1. Abstract
   The abstract should summarize the problem, purpose, research method, research questions or hypothesis, procedures, results, and recommendations of the study. It should not contain more than 150-300 words.
   Evaluation Criteria
   a) Accurate and self-contained.
   b) Primarily written in past tense.
   c) Problem statement defined.
   d) Purpose statement defined.
   e) Research method cited.
   f) Research question(s) or hypothesis (es) summarized/paraphrased.
   g) Procedures summarized.
   h) Results summarized.
   i) Recommendations summarized.
2. Introduction
   This section sets the stage for the research completed by the author. After reading the Introduction, the reader should clearly understand the nature of the problem, which led to the study, the purpose of the study, the research method chosen, and the research questions addressed. The author explains the **background** of the problem being researched; the past, present, and probable future **impact** of the problem on the organization. This section must explain in considerable detail (1) the seriousness of the problem and (2) the significance of the project to the organization.
   Evaluation Criteria
   a) Problem statement precisely and clearly defined.
   b) Clear and complete background analysis of the problem provided.
   c) Sufficient evidence provided to justify the study from an organizational perspective based on past, present, and probable future impact on the organizational effectiveness.
   d) Theory of Action and Conceptual Framework defined. e) Purpose of the DRP precisely and clearly stated.

f) Specific research method used in the study identified. g) Research questions clearly stated.

3. Literature review

   This section summarizes research and theory that support the research problem and questions and clearly describes how such information influenced the author's research effort. If appropriate, this section also may include a summary of any interviews the author conducted with problem-area "experts." Be sure to explain why specific person(s) were selected to interview. As with published material, such summaries should describe clearly how the interview(s) influenced the research project.

   Evaluation Criteria

   a) Sufficiently comprehensive.
   b) Findings of others reviewed.
   c) Summary statements (concluding summary paragraph(s) at the end of Literature Review) provided on how the findings/observations of others influenced the project.
   d) Current sources.
   e) Evidence of how the Theory of Action and Conceptual Framework are connected to the literature review.

4. Research methods and procedures

   This section explains the research design and methodology. Processes and procedures should be described in sufficient detail to (1) permit the committee to determine whether the researcher has selected and completed processes and procedures which were appropriate for the stated purpose and method; (2) allow interested readers to replicate the project in their own organization; and (3) explain how the researcher arrived at final results.

   The general processes and procedures addressed in the student's research course sequence should provide sufficient guidance on acceptable procedures for those doing historical, descriptive, or evaluative or traditional, program evaluation, policy formation, or organizational problem analysis.

   The procedures section should clearly describe how the project progressed from beginning to end. (What was done? When? By whom? Who was involved?) If interviews or observations were used, describe the process in detail: when, how long, purpose, questions asked/information sought, etc. If a survey was conducted, explain the purpose and define the audience (number of total population surveyed, number of surveys returned, etc.). Always include a copy of the actual survey as an appendix. If a sample was used, provide clear evidence of proper sample selection (appropriate size, random selection, and the process of determining that the sample was representative of the total population).

   Evaluation Criteria

   a) Procedures sufficiently and clearly delineated to permit replication.
   b) Procedures appropriate to achieve the purpose of the study.

c) For surveys, definition of total population included; if used, process for selecting samples described.
d) Appropriate statistical analyses selected and justified if quant.
e) Hypothesis or theory of action clearly stated and variables clearly defined.
f) Statistical significance of results documented if quant.
g) Limitations noted.

5. Findings

This section should provide a clear and comprehensive narrative description of the findings of the study. This section would first focus on defining specific answers to each original research question.

Evaluation Criteria

a) Findings clearly and concisely stated in narrative form. b) Detailed results of all procedures provided.
c) Specific answers to all original research questions provided or explanation of whether or not original hypothesis was supported by results, as appropriate.
d) Comprehensive analysis of the data included.
e) Tables and figures clearly presented and labeled; appropriate data selected for presentation.
f) Clear connections of the findings to the Theory of Action and Conceptual Framework.
g) Final product(s), if appropriate, included as an appendix.

6. Discussion

In this section, the writer has an opportunity to provide his/her personal conclusions about the study results. Three basic issues should be discussed. First, how did the study results compare to the findings of others discussed in the literature review? (In doing this comparison, the student is expected to provide actual citations of selected references.) Second, what is the author's own interpretation/evaluation of the results? Third, what are the implications of the results for the organization?

Evaluation Criteria

a) Relationship between the study results and specific findings of others discussed using extensive citations from reference documents.
b) Student's interpretation of the study results presented.
c) Organizational implications of the study results clearly stated.

7. Recommendations

This section must include recommendations for the future: What needs to happen next within the organization based on research results? Recommendations may focus on additional research requirements, suggested program implementation methods, follow-up, evaluation proposals, etc.

All recommendations should be supported clearly by data presented in the report and should relate specifically to the original problem and purpose statements. Explain how each recommendation represents positive change and/or potential improvement within

the organization. Conclude the section with general recommendations for "future readers" who may wish to replicate some or all of the study within their own organization.

Evaluation Criteria

a) Recommendations logically flowed from research findings.
b) Recommendations were supported by the data presented.
c) Recommendations related to the stated problem and purpose of the study.
d) Recommendations provided for the student's organization and for future readers.

8. Overall criteria

In addition to the required components, the following rubrics and criteria will be used to evaluate the Doctoral Research Doctoral Project.

Content: critical thinking rubric. Accurate information must be presented in terms of theories, principles, and procedures used in the project. ELPS curriculum will be used as the basis for judging content.

Evaluation Criteria

a) Theories, principles, and procedures presented and used properly.
b) Information and data accurate and up to date.

Writing: communication rubric (Appendix D). Certain style rules will require access to the current edition of the *Publication Manual of the American Psychological Association.*

Evaluation Criteria

a) Correct grammar, punctuation, spelling, sentence structure, and typing/editorial style. (See *Publication Manual of the American Psychological Association*.)
b) All required sections of paper included.
c) Reference List and in-text references documented properly, using APA guidelines.
d) Title reflects nature of the study; correct title page format followed. (See *Publication Manual of the American Psychological Association*.)
e) Table of Contents includes all major headings; a list of tables was provided if more than one table was used; appendices were listed and defined.

Student Responsibilities

The student must assume full responsibility for meeting all requirements for the degree. Before becoming a candidate for graduation, the student must complete the following:

- The candidate must apply for graduation by the deadline. Failure to do so will automatically delay graduation to a subsequent quarter, resulting in a graduation deferral fee.
- Submit the doctoral research project to the committee at least two weeks before the date of the defense.
- Satisfactorily complete the oral defense at least three weeks before the end of the quarter in which the degree is to be awarded. If revisions are such that the doctoral research project in its final form cannot be filed at least two weeks before the end of the quarter, the awarding of the degree will be postponed.

- All Incomplete grades must be removed at least three weeks before the end of the quarter in which the degree is to be awarded.
- If revisions are such that the doctoral research project in its final form cannot be filed at least two weeks before the end of the quarter, the awarding of degrees will be postponed.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES
DOCTOR OF EDUCATION (EdD) COURSE PLAN

Name _____Student ID _____

The course work plan must be completed, with advisor's signature, and submitted to the Academic Services Associate by the end of the first quarter of enrollment.

REQUESTS TO TRANSFER PREVIOUSLY COMPLETED CREDITS MUST BE APPROVED BY THE GRADUATE STUDIES OFFICE BY THE END OF FIRST QUARTER OF STUDY. http://www.du.edu/media/documents/graduates/transfer.pdf

NOTE: Schedules are subject to change; be sure to consult your advisor!

COURSE NAME	Course Number	Quarter Completed	Credits
School Reform & Current Issues	ADMN 4821		3
Structure & Foundations of Research	RMS 4940		3
Organizational Theory & Behavior	ADMN 4819		3
Introductory Statistics*	RMS 4910		5
Foundations & Philosophy of Education	ADMN 4827		3
Educational Measurement*	RMS 4920		3
Perspectives on District Administration	ADMN 4812		3
Survey Design & Analysis	RMS 4931		3
Leadership in Complex Systems	ADMN 4822		3
Introduction to Qualitative Research*	RMS 4941		4
Improving School Culture	ADMN 4836		3
Program Evaluation	ADMN 4820		3
Policy Analysis in Educational Systems	ADMN 4844		4
Educational Policy Making in the US	ADMN 4823		3
Curriculum, Instruction, Assessment	ADMN 4835		3
Advanced Program & Policy Research	ADMN 4845		4
Doctoral Research Seminar	ADMN 5993		2
** Indicates Research Courses which a student may have waived or test out*			
Doctoral Research Seminar	Doctoral Research Project	ADMN 5993	10

OPTIONAL INTERNSHIP – ONLY NEEDED IF SEEKING DISTRICT LEVEL (SUPERINTENDENCY)

COURSE NAME	NUMBER	Quarters Completed	HOURS
Superintendency Internship 1-6 credits (50 clock hours per credit)	ADMN 4817		
			6

EdD in Educational Leadership - Summary of Course Requirements	**Credit Hours**
College of Ed/Research Requirements	**18**
Division/Program Area Requirements	**37**
Doctoral Research Hours	**10**
TOTAL for EdD Doctorate:	**65**
OPTIONAL:	
Internship Hours (6 needed if Administrator license is sought)	**6**
TOTAL coursework hours for this plan:	

EdD in Educational Leadership – Review Benchmarks Required	**Planned Qtr**
End of Year One Review	
End of Year Two Review	
Doctoral Research proposal defense	
IRB (Institutional Review Board) approval	
Final Doctoral Research defense	

Student Signature **Date** **Advisor Signature** **Date**

Doctor of Philosophy (PhD)

The Educational Leadership and Policy Studies (ELPS) Doctor of Philosophy is a degree with coursework that includes a strong focus on quantitative and qualitative research methods, computer applications related to leadership, school reform, and teaching and learning. These areas are studied in an effort to expand and enhance research skills and add to the knowledge base needed for effective schools. An ELPS PhD prepares individuals for successful careers in educational leadership and administration. Students who have earned this graduate degree reflect the successful acquisition of the knowledge and competencies required to assume leadership positions in educational organizations.

The first two years of coursework and foundational research training courses provide students with a strong grounding in the leadership of educational organizations and applied research and policy. In the third year, PhD students work with an advisor to design a focus of final courses in advanced research preparation and a cognate area (e.g., curriculum design, higher education, educational assessment, etc.). PhD students who have completed a leadership program at DU may be able to apply some of their content coursework toward the third-year cognate requirements (9-12 hours), if those hours have not already been used for another degree. In every case, such application of hours will be negotiated with the student's faculty advisor while developing the initial course plan of study. The Office of Graduate Studies makes all final decisions regarding transfer credits. The final degree requirement is the successful completion of the dissertation.

Program Course Requirements and Course Descriptions

The Graduate Bulletin contains all program course requirements and course descriptions under the Program of Study tab. The minimum passing grade for coursework is C-. Please refer to the Office of Graduate Studies Academic Standards document, which includes information students need to know in order to remain in good academic standing.

Additional Degree Requirements, PhD

The Comprehensive Examination

The comprehensive examination is an assessment of students' comprehension of the field, of the capacity to undertake independent research, and the ability to think and support claims. It also certifies that students have demonstrated evidence of proficiency in both theory and practice to move from the required PhD core program into the elective specialization year. ELPS PhD students typically take the comprehensive exam at the end of the second year of coursework, before starting the elective specialization year of coursework.

Students are required to meet with the academic advisor during the quarter preceding the comprehensive exam to review the student's transcript and coursework plan, and to discuss the student's readiness to take the exam. All core coursework must be completed and graded by the date of the exam; including courses originally assigned a grade of incomplete. Students receiving a grade of incomplete at the end of the quarter preceding the exam must submit all outstanding work to the course instructor by the end of the first week of the quarter in which the exam is to be taken. Exceptions to this program policy *may* be made upon approval of the

student's academic advisor and the Educational Leadership and Policy Studies Department Chair. A written petition should document the student's rationale for taking the exam prior to course completion, a plan for the completion of course requirements and documentation of the student's readiness to take the exam.

Students must register to take the comprehensive examination with the Academic Services Associate by the designated date. There is no fee for the exam, which is typically offered for ELPS students in June. The comprehensive exam will be taken independently over a weekend at a location of the student's choice. The MCE Academic Services Associate will distribute the exam electronically to the student's **official DU email address** between 1:30pm and 4:00pm on Friday afternoon of the exam weekend. Students must return the exam questions and their finished work by noon the following Monday. Failure to return the exam by the deadline may result in a failed exam.

Expectations for the PhD Comprehensive Exam

The purpose of the PhD comprehensive examination is to allow students to demonstrate the ability to integrate their understanding of educational leadership theory and practice (including basic research design and methods) acquired during the degree coursework. The exam will be taken over a two-day time period. Students will be given some choice among questions in each general topic area section.

Students are expected to respond with a well-developed essay to **ONE QUESTION IN EACH TOPIC AREA SECTION**, for a total of four (4) questions. Each essay will be at least four (4) typed pages, double-spaced, responding to each part of the question. The intent of this exam is to provide the student with an opportunity to demonstrate the knowledge gained over the first two years in the degree, and to demonstrate the ability to write and think clearly. Students are encouraged to incorporate required and selected readings, class discussions, and reflective critical analysis in the responses. A reference list is required at the end of the examination.

The topic area sections are:

1. Leadership, systems, and change;
2. Instructional Leadership – standards, curriculum, instruction, and assessment;
3. Diversity, inclusive excellence, and culturally relevant leadership;
4. History, foundations, and philosophy of educational leadership.

Requirement of Independent and Original Work

Students are expected to complete this exam independently; responses should be completed **without the assistance of any other person**. Students will sign and date the exam cover sheet to acknowledge that all work has been completed independently.

The University of Denver Honor Code fosters and advances an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth the highest standard of academic excellence. Members of the University community, including students, faculty, staff, administrators and trustees,

must not commit any intentional misrepresentation or deception in academic or professional matters. DU's Honor Code also maintains that all members of the University must responsibly use the work of others. Students who have plagiarized a project may receive an F on that project, and the instructor will inform the Coordinator of ELPS who may take further action. Any documented acts of plagiarism after the first may be subject to more severe actions. Any violation of the University's Honor Code may have significant academic consequences, and will be reported to Student Conduct.

Evaluation Criteria

The following criteria are utilized to evaluate the comprehensive exam:

- Ability to identify and integrate concepts from research, theory, and practice;
- Ability to identify and analyze important controversial issues as well as to make decisions about them which are balanced, ethical, valid, and feasible based upon the best available documentation from the literature and student's own experiences;
- Ability to support judgments and recognize bias by using and citing ~~of~~ credible and relevant examples and sources to develop ideas appropriate for the writing;
- Consistent use of relevant, details to clearly support the intent and purpose of the response, leading the reader to understand convincing conclusions and/or the presentation of novel ideas;
- Ability to write with coherence and clarity, demonstrating detailed attention to organization, content, presentation, formatting, and stylistic choices that assist~~s~~ the reader to deeply understand the work.

In addition to the "Pass" or "Fail" designation filed with the Office of Graduate Studies, ELPS uses the additional levels to inform the passing performance:

- "Pass with Honors" means that the faculty reviewers assessed the reasoning, insights, ideas, and presentation of material in the comprehensive exam responses as significantly above average and worthy of recognition:
  - The issue/problem under critical consideration is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding and recognizes nuances of the issue.
  - The student analyzes his/her own position and evaluates the relevance of contexts and multiple perspectives to limit personal bias.
  - The student analyzes others' positions and evaluates the relevance of contexts and multiple perspectives.
  - The student analyzes and questions key assumptions and the underlying issues and beliefs.
  - The student synthesizes and elicits complex relationships between and among evidence and the issue.
  - The student analyzes the issue with a clear sense of context, including an assessment of the audience for the analysis. The student analyzes and discusses conclusions and consequences of the issue considering context, assumptions and evidence with enough interpretation and evaluation for a comprehensive analysis or synthesis.

"Pass" means that the faculty reviewers assessed the substance and style of the comprehensive exam responses as acceptable.

"Low Pass" means that while the substance of the responses was technically adequate to not prompt a "conditional pass" or "fail," the faculty reviewers assessed the reasoning, logical presentation, depth of responses, and/or writing skills as insufficient or lacking. While the University will show the "Low Pass" as a regular "Pass" on a student record, the student is put on notice by a "Low Pass" designation that significant work in demonstrating understanding, reasoning and writing is needed. A dissertation presented consistent with a "Low Pass" comprehensive examination would not pass.

"Conditional Pass" means that a major section or portion of the exam was not adequately explained, completed or supported with appropriate citations and references to scholarly literature. A student with a Conditional Pass will be given one chance to rewrite the portion of the exam that was deficient, with explicit criteria outlined from the faculty review process and communicated by the Academic Advisor. Completed conditional pass revisions must be resubmitted for approval within two weeks of the meeting with the student's Academic Advisor regarding the comprehensive exam. Two faculty members will re-read the revision and rate it as either "Pass" or "Fail". Students who do not pass this revision must reschedule to retake the entire exam. The student will then be given one opportunity to retake the entire exam. An ELPS PhD student must pass the comprehensive exam in order to graduate.

"Fail" means that the majority of the exam was not acceptable. The student will be given one additional opportunity to retake either the entire exam or a portion of the exam, as determined by ELPS faculty reviewers. Explicit criteria outlined from the faculty review process will be communicated to the student by the Academic Advisor. The student may be instructed to retake the exam on the DU campus with a proctor. Two faculty members will read the exam and rate it as either "Pass" or "Fail". The ELPS PhD student must pass the comprehensive exam in order to graduate.

Notification of Results of Comprehensive Examination
The student can expect notification of results no later than the Monday two weeks after the exam is due. The Academic Service Associate will make this notification to the student's official DU email address. Students who do not pass the comprehensive examination or who pass it provisionally must meet with the academic advisor within two weeks of notification of the results, in order to formally determine the student's next steps in the program.

Degree Completion Requirement, PhD
When doctoral coursework is successfully completed, students in the PhD doctoral program focus on research and the writing of a doctoral dissertation related to the student's area of concentration and professional interest. The dissertation topic should be directly related to some aspect of educational leadership and/or policy studies. The dissertation is a demonstration of the student's ability to design and undertake independent research on a topic or issue of significance to the field of educational leadership. Students should refer to the *Graduate Policies and Procedures* for detailed information on the dissertation process.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES
DOCTOR OF PHILOSOPHY (PhD) COURSEWORK PLAN

Name_____Student ID _____

The course work plan must be completed, with advisor's signature, and submitted to the Academic Services Associate by the end of the first quarter of enrollment.

REQUESTS TO TRANSFER PREVIOUSLY COMPLETED CREDITS MUST BE APPROVED BY THE GRADUATE STUDIES OFFICE BY THE END OF FIRST QUARTER OF STUDY. http://www.du.edu/media/documents/graduates/transfer.pdf

NOTE: Schedules are subject to change; be sure to consult your advisor!

YEARS ONE AND TWO – FOUNDATIONS				
COURSE NAME	REQUIREMENT	NUMBER	QTR PLANNED	HOURS
School Reform & Current Issues	Program Area	ADMN 4821		3
Structure & Foundations of Research	Intro Level Research Methods	RMS 4940		3
Organizational Theory & Behavior	Program Area	ADMN 4819		3
Introductory Statistics*	Intro Level Research Methods	RMS 4910		5
Foundations & Philosophy of Education	Program Area	ADMN 4827		3
Educational Measurement*	Intro Level Research Methods	RMS 4920		3
Perspectives on District Administration	Program Area	ADMN 4812		3
Survey Design & Analysis	Intro Level Research Methods	RMS 4931		3
Leadership in Complex Systems	Program Area	ADMN 4822		3
Introduction to Qualitative Research*	Intro Level Research Methods	RMS 4941		4
Improving School Culture	Program Area	ADMN 4836		3
Program Evaluation	Program Area	ADMN 4820		3
Educational Policy Making in the US	Program Area	ADMN 4823		3
Policy Analysis in Educational Systems	Program Area	ADMN 4844		4
Curriculum, Instruction, Assessment	Program Area	ADMN 4835		3
Empirical Research Methods*	Intro Level Research Methods	RMS 4930		3
** Indicates Research Courses which a student may have waived or test out*				

THIRD YEAR OF STUDY – STUDENT DESIGNS WITH ADVISOR SEE LIST BELOW FOR RECOMMENDED SEQUENCE AND OPTION

REQUIRED: COGNATE AREA COURSES

REQUIRED: THREE INTERMEDIATE AND/OR ADVANCED RESEARCH METHODS COURSES

REQUIRED: MINIMUM OF 8 CREDITS AT INTERMEDIATE LEVEL AND 3 CREDITS AT THE ADVANCED LEVEL

RECOMMENDED OPTIONS, STATISTICS FOCUS				
COURSE NAME		NUMBER	QTR PLANNED	CREDIT HOURS
Correlation & Regression *(prerequisite for*	Intermediate Research Methods	RMS 4911		4
Analysis of Variance (ANOVA)	Intermediate Research Methods	RMS 4912		5
Multivariate Analysis	Advanced Research Methods	RMS 4913		5
Hierarchical Linear Modeling	Advanced Research Methods	RMS 4915		4
Structural Equation Modeling	Advanced Research Methods	RMS 4914		5

RECOMMENDED OPTIONS, MEASUREMENT FOCUS				
COURSE NAME		NUMBER	QTR PLANNED	HOURS
Psychometric Theory	Intermediate Research Methods	RMS 4921		3
Item Response Theory	Advanced Research Methods	RMS 4922		3
Multivariate Analysis	Advanced Research Methods	RMS 4913		5
RECOMMENDED OPTIONS, QUALITATIVE FOCUS				
COURSE NAME		NUMBER	QTR PLANNED	HOURS
Qualitative Data Collection & Analysis	Intermediate Research Methods	RMS 4942		4
Community Based Research	Intermediate Research Methods	RMS 4945		4
Arts-based Research	Intermediate Research Methods	RMS 4947		3
Ethnographic Research	Advanced Research Methods	RMS 4946		4
OTHER RECOMMENDED OPTIONS				
COURSE NAME		NUMBER	QTR PLANNED	HOURS
Meta-Analysis for Social Science	Intermediate Research Methods	RMS 4932		2
Mixed Methods Research Design	Advanced Research Methods	RMS 4951		4
Doctoral Research Seminar	Intro Level Research	ADMN 5993		2
			TOTAL Additional Research Hours:	

REQUIRED: COGNATE AREA COURSES *(DU Leader Prep Programs MAY be counted in some circumstances)*

COURSE NAME	NUMBER	QTR PLANNED	HOURS
		TOTAL Additional Cognate Hours:	
		TOTAL HOURS, YEAR THREE (Additional Research + Additional Cognate	**28**

COURSE NAME	NUMBER	QUARTERS PLANNED	HOURS
Dissertation Research	ADMN 5995		
Dissertation Research	ADMN 5995		
Dissertation Research	ADMN 5995		
Dissertation Research	ADMN 5995		
		TOTAL REQUIRED DISSERTATION	**10**

OPTIONAL INTERNSHIP – ONLY NEEDED IF SEEKING DISTRICT LEVEL (SUPERINTENDENCY) ADMINISTRATIVE LICENSE.				
COURSE NAME	REQUIREMENT	NUMBER	ANY QTR	HOURS
District Administration Internship	6 hours total required (1-6 credits)	ADMN 4817		
		ADMN 4817		
		ADMN 4817		
			TOTAL OPTIONAL INTERNSHIP HOURS:	**6**

PhD in Educational Leadership - Summary of Requirements	**Credit**
College of Ed/Research Requirements	**21**
Additional Research Hours	**11+**
NOTE: PhD requires a minimum of 28 research credits, at least 8 of which are Intermediate and 3 of which are Advanced	
Division/Program Area Requirements	**24**
Additional Cognate Hours (9 to 24)	**9-24**
Dissertation Research Hours	**10**
TOTAL for PhD Doctorate:	**90**
OPTIONAL: Internship Hours (6 needed if superintendent license is sought)	**6**
TOTAL coursework hours for this plan:	

PhD in Educational Leadership – Review Benchmarks Required	**Planned Qtr**
End of Year One Review with Advisor	
End of Year Two Comprehensive Examination (given summer quarter)	
End of Year Two Review with Advisor	
End of Year Three Review with Advisor	
Official advancement to candidacy	
Dissertation proposal defense	
IRB (Institutional Review Board) approval	
Final Dissertation defense	

Student Signature **Date** **Advisor Signature** **Date**

APPENDICES

MCE Vision Statement

The Morgridge College of Education (MCE) will be a global leader in innovative and effective approaches for promoting learning throughout the lifespan. Transcending traditional ideas about education and schooling, we will embrace a new, comprehensive vision of learning as a lifelong activity that involves the whole person and can occur through a variety of methods, anywhere and at any time. We will promote educational change and social equity and will provide leadership for the improvement of education, mental health and information services and systems.

Educational Leadership and Policy Studies Values

Ethics - It is essential that educational leaders exemplify a personal and professional commitment to ethical conduct, respect others and their rights, and doing the "right" things in all decisions.

Know Thy Self - Educational leaders should be reflective practitioners who accept critical feedback with the personal insight necessary to act on increasing their leadership skills.

Building Relationships - Educational leaders must be adept at building positive relationships through teamwork and holding high expectations for the performance of all.

Action Orientation - The framework for our course of study is built upon experiences that require participants to be action oriented leaders and researchers.

High Expectations for Self and Others - Educational leaders should hold high expectations for their own performance, as well as for the performance of all others in the organization. Educational leaders should embrace accountability as a tool for continuous improvement.

Equity - All members of the educational community are capable of learning and being successful in their contexts. Educational leaders have a responsibility to establish learning conditions that meet the learning needs of all stakeholders.

Diversity - There is a value in having diversity in organizations. Educational leaders need to understand how cultural, linguistic, socioeconomic, gender, etc. differences affect learning and leadership styles. Leaders have to become culturally proficient leaders and understand how to lead a system that supports diversity.

Community - Organizations, neighbors, and family members are key players in the education of children. Educational leaders should know how to mobilize resources in the family and in the community to support student learning.

Inspired Leadership - Educational leaders should be committed to a vision of leadership that is collaborative, distributed, data-driven, effective, research-based, ethical, entrepreneurial, reflective, developmental and courageous.

Civic Engagement- Educational leaders should create environments within their organizations that help students develop the skills to be engaged citizens in our democratic society. Educational leaders should be aware of the cultural, political, social and historical context of education in the United States.

Explicit and Honest Communication - Educational leaders should ensure that communication is explicit and honest.

Head, Hand and Heart - Engaged and committed educational leaders must be willing to fully dedicate their knowledge, skills, and passion towards the important work of creating effective schools for all learners.

The Seven Norms of Collaborative Work

Paraphrasing: Using a paraphrase starter that is comfortable for you: "So…" or "As you are..." or "You're thinking…" and following the statement with a paraphrase assists members of the group to hear and understand each other as they formulate decisions.

Pausing: Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion and decision-making**.**

Probing: Using gentle open-ended probes or inquires such as, "Please say more…" or "Can you tell me more about…" or "Then, are you saying…?" increases clarity and precision of the group's thinking.

Putting ideas on the table: Ideas are the heart of meaningful dialogue. Label the intention of your comments. For example, you might say, "Here is one idea…" or "One thought I have is…" or "Here is a possible approach"… or "I'm just thinking out loud…"

Paying attention to self and others: Meaningful dialogue is facilitated when each group member is conscious of self and others and is aware of not only what is being said, but also how it is said and how others are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings. Responding to others in their own language forms is one manifestation of this norm.

Presuming positive intentions: Assuming that other's intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put-downs. Using positive intentions in your speech is one manifestation of this norm.

Pursuing a balance between advocacy and inquiry: Pursuing and maintaining a balance between advocating for a position and inquiring about one's own and others' positions assists the group to become a learning organization.

Adapted from Garmston, R., and Wellman, B. (2009). *The adaptive school: A sourcebook for developing collaborative groups,* 2nd edition. Norwood, MA: Christopher Gordon.

Reflective Process

In order for reflection to become the focus of development it needs to be explicit, structured and shared. It needs to move beyond a record of events to a catalyst for analysis and action. Given this intent, reflective journals should be structured to answer the following questions:

- What do/did I do? (Describe)
- What does this mean? (Inform)
- How did I come to be like this? (Confront)
- How might I do things differently? (Reconstruct)

Adapted from Smyth, J. (1988). Deliberating on Reflection in Action as a Critical Form of Professional Education. *Studies in Continuing Education*. *10(2), 164–171*.

Educational Leadership and Policy Studies COMMUNICATION RUBRIC: Writing and Presentation

Adapted from http://www.aacu.org/value/rubrics/pdf/WrittenCommunication.pdf Rhodes, Terrel, ed. 2010. *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*. Washington, DC: Association of American Colleges and Universities.

This rubric is intended for use as a form of student feedback. It is not used to calculate grade scores.

Criteria	***Does not meet expectations***	***Approaches expectations***	***Meets Expectations***
Purpose for Writing or Presentation	• The written text or presentation demonstrates little or no awareness of purpose, audience and context.	• The written text or presentation aligns purpose, audience and context.	• The written text or presentation clearly aligns purpose, audience and context that synthesize all elements of the work.
Content Development	• Limited, not essential or random details are presented	• Key details are presented but do not demonstrate in-depth understanding or lead the reader to convincing and well- supported conclusions	• Relevant, quality details clearly support the intent and purpose of text or presentation and lead the reader to convincing conclusions and/or present novel ideas.
Organization	• Does not use a consistent system for basic organization and presentation.	• Employs a basic use of organization, content, presentation, and stylistic choices.	• Demonstrates detailed attention to organization, content, presentation, formatting, and stylistic choices that assists the reader to deeply understand the work.
Sources and Evidence	• Does not effectively use examples or sources to support ideas in the writing.	• Incorporates sources and examples related to the topic.	• Use of credible and relevant examples and sources to develop ideas appropriate for the writing
Control of Syntax and Mechanics	• Uses language that impede meaning (word choices, jargon, and/or clichés) • Writing contains numerous mechanical errors that impede meaning	• Uses straightforward language that generally conveys meaning to readers. • Writing contains numerous mechanical errors but meaning is not impacted	• Uses compelling language that communicates meaning to readers with clarity and fluency • Writing has minimal errors or is error-free.
Style	• No or incorrect use of APA	• Inconsistent use of APA	• Consistent and correct use of APA

Educational Leadership and Policy Studies Critical Thinking Rubric Source: Washington State University Critical Thinking Project Critical Thinking Rubric This rubric is intended for use as a form of student feedback. It is not used to calculate grade scores.			
Criteria	***Does not meet expectations***	***Approaches expectations***	***Meets Expectations***
Issue or problem or area of focus	• Issue is not identified and summarized, is confused or identifies a different and inappropriate problem.	• Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem, and identifies them clearly, addressing their relationships to each other.	• Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding and recognizes nuances of the issue.
Personal and other's positions	• Fails to clarify one's own position relative to the issue. • Fails to clarify others' positions relative to the issue.	• Identifies one's own position on the issue, drawing support from experience and from assigned sources. • Identifies others' positions on the issue, drawing support from experience and from assigned sources.	• Analyzes own position and evaluates the relevance of contexts and multiple perspectives to limit personal bias. • Analyzes others' positions and evaluates the relevance of contexts and multiple perspectives.
Key assumptions	• Fails to identify key assumptions that underlie the issue.	• Identifies and questions key assumptions that underlie the issue.	• Analyzes and questions key assumptions and the underlying issues and beliefs.
Quality of evidence	• Repeats evidence provided or denies evidence without adequate justification. • Claims are not supported by evidence.	• Claims are supported with relevant and appropriate evidence.	• Synthesizes and elicits complex relationships between and among evidence and the issue.
Context of the issue	• The issue is presented in egocentric or socio-centric terms; issues are not identified or derived from context.	• The issue is identified with a clear sense context.	• The issue is analyzed with a clear sense context including an assessment of the audience of the analysis.
Conclusions and consequences	• Conclusions and consequences of the issue such as implications, assumptions, or data evidence are not identified	• Identifies conclusions and consequences of the issue considering context, assumptions and evidence.	• Analyzes and discusses conclusions and consequences of the issue considering context, assumptions and evidence with enough interpretation and evaluation for a comprehensive analysis or synthesis.

Educational Leadership and Policy Studies PARTICIPATION RUBRIC Adapted from http://www.aacu.org/value/rubrics/pdf; Rhodes, Terrel, ed. 2010. *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*. Washington, DC: Association of American Colleges and Universities.

This rubric is intended for use as a form of student feedback. It is not used to calculate grade scores.

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations
Contributions in Class	• Shares ideas but does not advance the work of the group. • Does not apply ELPS norms and values. • Responds with negative judgments to different ideas and values and diverse perspectives • Does not addresses conflict or does so with negative attitude • Ambiguity is not tolerated. • Incorporates feedback with struggle or negative response, • Is unaware of own thinking and does not evaluate own actions. • Does not demonstrate understanding of the dangers of stereotyping and other biases; are aware of and sensitive to issues of racism and prejudice.	• Offers alternative solutions or courses of action that build on the ideas of others but does not initiate ideas. • Inconsistently applies ELPS values and norms in class • Sometimes responds defensively to different ideas and values and diverse perspectives • Addresses conflict indirectly • Ambiguity is viewed negatively and adversely impacts personal contributions or task completion. • Inconsistently incorporates feedback • Is inconsistently aware of own thinking and evaluation own actions. • Inconsistently demonstrates understanding of the dangers of stereotyping and other biases; are aware of and sensitive to issues of racism and prejudice.	• Helps the group move forward by initiating and/or articulating the merits of alternative ideas or proposals. • Consistent and effective personal use and application of ELPS values and norms in class. • Consistently responds open-mindedly to different ideas and values and diverse perspectives. • Addresses conflict directly and constructively, helping to manage or resolve it in a way that strengthens • Works effectively in a climate of ambiguity. • Consistently incorporate feedback effectively, including dealing positively with praise, setbacks, and criticism • Consistently is aware of own thinking and evaluation own actions. • Consistently demonstrates understanding of the dangers of stereotyping and other biases; are aware of and sensitive to issues of racism and prejudice.
Contributions Outside of Class	• Does not complete all assigned tasks by deadline and/or needs extensive monitoring and support to define sub-tasks and prioritize work. • Work accomplished is incomplete or does not advance own or group projects. • Does not help other group members complete their assigned tasks.	• Completes all assigned tasks by deadline but needs assistance to prioritize work and define the task • Work accomplished is complete but does not advance own and/or group projects. • Helps other group members complete their assigned tasks when asked to do so.	• Completes all assigned tasks by deadline without direct oversight. • Work accomplished is thorough, comprehensive, and advances own or group projects. • Proactively helps other group members complete their assigned tasks to a similar level of excellence.

ELPS Advising Structure		
Task/Event	**Time**	**Details**
Orientation	First month in program	☐ Program Values and Norms ☐ Honor Code ☐ MCE Student Policies and Procedures Handbook ☐ Dissertation and Thesis Handbook ☐ Graduate Studies - Policies and Procedures Manual ☐ GTA Handbook (for Graduate Assistants) ☐ DU Resources: Penrose, ID, Ritchie Center, etc.
Coursework Plan Development	By the end of first quarter in program	☐ Help student complete the expected course sequence on course work plan ☐ Obtain student and faculty signatures ☐ Date ☐ File copy with Academic Services Associate/student keeps copy
Academic Progress Monitor/Course work plan monitoring	Quarterly	☐ Check to see if registered for correct courses ☐ Check GPA/grades ☐ Coaching and support per professional and academic needs (including financial aid resources)
MA and Doctoral Annual Review	Yearly Might be done in conjunction with quarterly review	☐ Course work performance ☐ Resume review ☐ Transcript review ☐ Explore career coaching: goals, network opportunities, higher degree ☐ Possible Letter of Recommendation ☐ End of year reviews/comprehensive exam discussion ☐ Capstone project/Applied Research Project/Dissertation planning
Exit Interview	Final quarter in program	

ELSS INTERNSHIP FORMS

INTERNSHIP FORM A: ELSS INTERN INFORMATION SHEET

To be completed by the student

Name:	
DU ID #	
Quarter of Registration/ CRN #	
Phone:	
Email:	
Work Phone	
Location of internship	
Address	
Phone	
Field Mentor / Principal	
Field Mentor Phone	
Field Mentor Email	

Email form* to *course professor the last quarter of the program.

INTERNSHIP FORM B. ELSS INTERN LOG

Please update this form each quarter and place in your portfolio. You must document 50 clock hours per 1 credit of Internship.

The list below indicates the range of experiences and hours of my internship experience.

Minimum 300 Clock Hours Required

Location of Internship Hours	**Hours**
Number of Internship Hours Completed	
Elementary School Hours	
Middle/Jr. High School Hours	
High School Hours	

Area of Activity *These are examples and may be altered to reflect your work.*	**Hours**
Leading and Resourcing Change • Vision and Mission development • Plan or facilitate parent events • Parent communication (newsletter, handbook, PTO/PTA)	
Leadership • Assessment: CSAP and other assessments • Budget Planning and Financial Oversight • Resource Management: Scheduling, materials selection • School Improvement Process • Accountability: based upon State Standards • Board Policy and Statutory, Common Case Law • District/Building Committees	
Developing People • Human Resources: Recruitment, Selection, Interviews, mentoring program • Practice observations, lesson studies, walk-through	
Organizational Diagnosis • Assess building achievement, culture and leadership needs	
Leading Teaching and Learning • Behavior Management and Discipline	

INTERNSHIP FORM C. ELSS INTERN PERFORMANCE EVALUATION FORM*

Intern's name: _____

Location of internship work: _____

Duration of internship: from _____ to _____
(Date) (Date)

---

1. Did the intern achieve her/his objective? Yes _____No _____

2. In your opinion, what other administrative experiences should this intern have before assuming an administrative position at this level? Please describe below.

Please indicate the intern's performance demonstrated on the skills listed below: 0 = not observed; 1 = needs much more work; 2 = need more work (marginal) 3 = performance was adequate; 4 = performance was strong
*District partnership programs may use an alternate form

Standard I: Principals demonstrate strategic leadership

A. Vision, Mission and Strategic Goals: Principals develop the vision, mission, values, beliefs and goals of the school, collaboratively determining the processes used to establish these attributes, and facilitate their integration into the life of the school community.
B. School Improvement Plan: Principals ensure that the unified improvement plan provides the structure for the vision, values, goals, and changes necessary for improved achievement and developmental outcomes for all students, and provides for tracking of progress based on data.
C. Leading Change: Principals collaboratively develop a vision and implementation strategies for improvements and changes which result in improved achievement and developmental outcomes for all students.
D. Distributive Leadership: Principals create and utilize processes to distribute leadership and decision making throughout the school.

0 1 2 3 4

Standard II: Principals demonstrate instructional leadership

A. Curriculum, Instruction, Learning, and Assessment: Principals enable school-wide conversations about standards for curriculum, instruction, assessment, and data on student learning based on research and best practices, and ensure that the ideas developed are integrated into the school's curriculum and instructional approaches.
B. Instructional Time: Principals create processes and schedules which maximize instructional, collaborative, and preparation time.
C. Implementing High-Quality Instruction: Principals support teachers through feedback and appropriate professional development in order to ensure that rigorous, relevant, and appropriate instruction and learning experiences, aligned across P-20, are delivered to and for all students.
D. High Expectations for All Students: Principals hold all staff accountable for setting and achieving rigorous performance goals for all students, and empower staff to achieve these ambitious student outcomes.

0 1 2 3 4

Standard III: Principals Demonstrate School Cultural and Equity Leadership

A. Intentional and Collaborative School Culture: Principals articulate and model a clear vision of the school's culture, and involve students, families, and staff in creating a climate that supports it.
B. Commitment to the Whole Child: Principals value the cognitive, physical, mental, social, and emotional health and growth of every student.
C. Equity Pedagogy: Principals demonstrate a commitment to a diverse population of students by creating an inclusive and celebratory school culture, and provide direction in meeting the needs of diverse student talents, experiences, and challenges.
D. Efficacy, Empowerment, and a Culture of Continuous Improvement: Principals and their leadership team foster a school culture that encourages continual improvement through innovation, risk-taking, and an honest assessment of outcomes.

0 1 2 3 4

Standard IV: Principals Demonstrate Human Resource Leadership

A. Professional Development/Learning Communities: Principals ensure that the school is a professional learning community that provides opportunities for collaboration, fosters teacher learning, and develops teacher leaders in a manner that is consistent with local structures, contracts, policies, and strategic plans.
B. Recruiting, Hiring, Placing, Mentoring, and Dismissal of Staff: Principals establish and effectively manage processes and systems that ensure a high-quality, high-performing staff, including an overall count and percentage of effective teachers that reflects the school's improvement priorities.
C. Teacher and Staff Evaluation: Principals evaluate staff performance using the district's

educator evaluation system in order to ensure that teachers and other staff are evaluated in a fair and equitable manner with a focus on improving performance and, thus, student achievement.

0 1 2 3 4

Standard V: Principals Demonstrate Managerial Leadership

A. School Resources and Budget: Principals establish systems for marshaling all available school resources to facilitate the work that needs to be done to improve student learning, achievement, and healthy development for all students.
B. Conflict Management and Resolution: Principals effectively and efficiently manage the complexity of human interactions and relationships, including those among and between parents/guardians, students, and staff.
C. Systematic Communication: Principals facilitate the design and utilization of various forms of formal and informal communication with all school stakeholders.
D. School-wide Expectations for Students and Staff: Principals understand the importance of clear expectations, structures, rules, and procedures for students and staff.
E. Supporting Policies and Agreements: Principals familiarize themselves with state and federal laws, and district and board policies, including negotiated agreements, and establish processes to ensure they are consistently met.

0 1 2 3 4

Standard VI: Principals Demonstrate External Development Leadership

A. Family and Community Involvement and Outreach: Principals design structures and processes which result in family and community engagement, support, and ownership of the school.
B. Professional Leadership Responsibilities: Principals strive to improve the profession by collaborating with their colleagues, district leadership, and other stakeholders to drive the development and successful implementation of initiatives that better serve students, teachers, and schools at all levels of the education system.
C. Advocacy for the School: Principals develop systems and relationships to leverage the district and community resources available to them both within and outside of the school in order to maximize the school's ability to serve the best interests of students and families.

0 1 2 3 4

Standard VII: Principals Demonstrate Leadership Around Student Growth

A. Student Academic Achievement and Growth.
B. Student Growth and Development
C. Use of Data

0 1 2 3 4

Overall Comments:

Principal/Site Supervisor: _____ Date: _____

Student, please email form to professor by the end of your final quarter of work.

ELSS CERTIFICATE PORTFOLIO REVIEW RUBRIC

	Deficient	Proficient	Advanced	Comments
Writing (content)	Reflects limited knowledge and understanding of principal standards and benchmarks	Consistently reflects knowledge and understanding of principal standards and benchmarks. Analyzes and evaluates written material.	Demonstrates superior understanding and application of principal standards and benchmarks. Critically analyzes and evaluates written material.	
Writing (conventions)	Consistently applies incorrect grammar and syntax in writing; uses limited references to sources in essays and bibliographies.	Uses correct grammar and syntax in writing, and a consistent format in referencing sources throughout essays and bibliographies.	Consistently uses correct grammar and syntax in writing, and a consistent format in referencing sources throughout essays and bibliographies.	
Literature/ Research	Provides limited documentation and knowledge of range of literature and/or research materials.	Documents substantial knowledge of a range of literature and/or research materials.	Demonstrates extensive knowledge of literature and/or research materials as evidenced in narrative essays.	
Reflection	Provides limited examples connecting knowledge and understanding of standards and benchmarks to applications of his/her work in the field.	Consistently provides Examples connecting knowledge and understanding of standards and benchmarks to applications of his/her work in the field.	Raises critical questions for further personal investigation. Identifies areas of personal growth relative to standards and benchmarks and applications to his/her work in the field.	
Integration of knowledge and skills through narrative essays and artifacts	Reflects limited understanding and integration of standards and benchmarks with limited use of artifacts to support content of reflective essays, as well as leadership skills and experiences.	Consistently reflects understanding of standards and benchmarks through selection and references to artifacts that support content of reflective essays as well as leadership skills and experiences.	Reflects superior understanding and application of standards and benchmarks through selection and references to artifacts that support content of reflective essays as well as leadership skills and experiences.	

ELPS MASTERS CAPSTONE (ACTION RESEARCH) FEEDBACK FORM

Action Research Components	Feedback
Identification of focus and research question(s)	
Literature review of related research (APA format)	
Data sources, collection process and analysis *List the questions that guided your research and the data collection techniques you used to answer the questions. Explain how you analyzed your data and drew your conclusions.*	
What did you learn? How did you reach these particular conclusions?	
What is the resulting action plan? What is your evaluation plan? What do you still want to know? What are the implications for policy?	
Reflection – What is the relationship between action research and the content in the Ed Leadership MA program? What are the implications for Educational Leadership and Policy Studies?	

ELPS ACTION RESEARCH (CAPSTONE) SCORING RUBRIC

	Exemplary No Revision Required	**Satisfactory** May Need Minor Revisions	**Unsatisfactory** Does not pass
Introduction	Provides background for the study based in 'wonderings' that engages the reader's interest; The context of the study is described well; The purpose of the study is articulated clearly; The organization of the paper is described clearly.	An introduction exists, but is lacking in engaging the reader's interest. OR The context and/or purpose of the study is not articulated well. OR The organization of the paper is not well articulated.	No, or very little introduction is provided.
Research Questions	Research questions are focused and appropriate	Research questions may be too broad or poorly written.	Research questions are too broad or are not appropriate for action research
Review of Related Literature	Sources chosen are appropriate with regard to the focus of the research questions; Review contains at least 5 research- based sources;	Review contains at least 5 outside sources but is quite limited in a description of those sources. OR Not all sources chosen are appropriate with regard to the focus of the AR.	Review does not contain at least 5 outside sources. OR Sources chosen are not appropriate with regard to the focus of the action research.
Data Sources and Collection	Data sources are appropriate and justified by a connection to research questions; Data collection instruments are provided in an appendix. (Example: Interview Protocol)	Data sources are not appropriate for research questions; OR Data collection instruments are described in the text but not included as an appendix.	No or very limited information is provided about data sources. OR No or very limited information about the data collection instruments is provided in the text, although the instruments may be included as an appendix.

	Exemplary No Revision Required	**Satisfactory** May Need Minor Revisions	**Unsatisfactory** Does not Pass
Data Analysis Techniques	Analysis techniques are clearly explained so that reader understands the path of the analysis; Analysis description includes all data sources; Analysis methods are appropriate for data collected.	Analysis techniques are vaguely explained. OR Analysis description includes all data sources. OR Analysis techniques are appropriate, but better techniques could have revealed deeper findings.	Analysis techniques are not explained. OR Analysis methods are incorrect or not appropriate for data collected.
Actions	The actions student will take are clearly described; The actions student will take are a direct result of the findings	The actions student will take are unclear. OR The actions students will take have a weak link to the findings.	No discussion of the actions student will take is included.
Findings	Findings are presented as a synthesis of data; Findings are organized around the research questions; Evidence is provided from data sources to support findings.	Findings are presented organized around the research questions but are not complete based on analysis.	Findings are presented in an unorganized manner. OR Raw data are presented as results with no interpretation provided by the student.
Conclusion	A thoughtful reflection on the action research process is provided; Examples of future action research projects are included.	A reflection on the action research process is provided, but may be limited in its reflective nature. OR Examples of future AR projects are provided, but only in a cursory manner.	No reflection on the action research process is provided. OR No examples of future action research projects are provided.
Clarity of Writing	The paper reads well; The paper is polished and free of grammatical error; Reference list is consistent in APA style and error free.	The paper reads adequately; Problems with mechanics and grammar exist; AND/OR Reference list is inconsistent with regard to APA style.	Errors impede the meaning of the paper and make the paper difficult to read or incomprehensible. OR Reference list is missing or incomplete and not consistent with APA style.

Comments:

EDUCATIONAL LEADERSHIP AND POLICY STUDIES
Certification of the Completion of Master's Capstone
(Action Research Project)

	NAME:			
	STUDENT ID:			
	DATE:			
The Capstone has been reviewed and approved by:				
	ADVISOR:			
	SIGNATURE:			
	DATE:			

ELPS DOCTOR OF EDUCATION FORMS

END-OF-YEAR REVIEW RUBRIC, EdD Narrative Reflection

Student Learning Outcomes	Below Standards	Meets Standards	Exceeds Standards
Engaged Scholar: *Base leadership practice on empirical evidence to provide effective, ethical and culturally responsive leadership in educational settings that leads to equitable learning for all students.*	• Limited or no understanding of empirical evidence and relationship to theoretical foundations • Limited or ineffective understanding on the links between theory, research and practice • Provides clear evidence of the ability to evaluate the quality of empirical evidence and research and make connections to practice • Weak or no evidence of understanding ethical and culturally responsive leadership • No evidence of ethical and culturally responsive leadership practices	• Provides adequate evidence of understanding empirical evidence and relationship to theoretical foundations; • Evidence of the ability to link theory, research and practice; • Provides clear evidence of the ability to evaluate the quality of empirical evidence; • Evidence of understanding ethical and culturally responsive leadership; • Evidence of the intentions for ethical and culturally responsive leadership practices	• Provides clear evidence of the understanding of empirical evidence and theoretical foundations • Provides clear evidence of the ability to evaluate the quality of empirical evidence and research and make connections to practice and apply appropriate theories to support research designs • Provides clear evidence of the ability to improve practice by linking theory, research and practice • Evidence of ethical and culturally responsive leadership practices
Theory Generator And Knowledge Producer: *Engage in critical scholarly inquiry, application and development of knowledge, and consideration of values and ethics.*	• Evidence provides no or poor understanding of research design, sample, instruments, and procedures. • Provides no or inappropriate connections to values and ethics. • Does not recognize personal bias and Assumptions.	• Evidence provides adequate understanding of research design, sample, instruments, and procedures. • Provides appropriate but limited references to values and ethics. • Identifies personal bias and assumptions and uses data to support reflection.	• Evidence provides clear understanding of research design, sample, instruments, and procedures. • Provides clearly articulated and consistent connections to values and ethics. • Offers multiple perspectives and data-based reflections.

Transformative Leader: *Assume leadership to leverage school, district and community resources available in order to maximize the ability to serve the best*	• Evidence of strategies advocating leadership actions or policies to increase efficacy or effective programming is not present.	• Evidence of strategies advocating leadership actions or policies to increase efficacy or effective programming is evident.	• Evidence of strategies advocating leadership actions or policies that increase efficacy or effective programming related to social justice concern in education and demonstrate self-awareness, reflective practice, transparency and ethical behavior.

Annual Review Status DATE:
For a student to earn a rating of Meets Standards in a SLO, there must be evidence contained within the student Narrative Reflection which demonstrates that student's competency with or achievement of the standards listed. To obtain a rating of Exceeds Standards there must also be evidence of that student's compliance with or achievement of at least ONE of the standards listed in the Exceeds column. A student whose Narrative Reflection earns a rating of Below Standards in any single SLO will earn an overall Narrative Reflection rating of Below Standards regardless of ratings earned in any of the other outcomes. In such cases, the student may be placed on probationary status and must develop a Remediation Plan with his or her advisor. Breaches of the DU honor code may result in dismissal.

_____Good standing, no remediation required

_____Probationary standing, allowed to progress in program.
Remediation requirements:

_____Dismissed from program

Comments:

ELPS EdD - APPENDIX A

UNIVERSITY OF DENVER – *Morgridge College of Education* **Educational Leadership and Policy Studies (ELPS), Doctor of Education (Ed.D.) Doctoral Research Project Committee**

In general, all members of the ELPS Doctoral Research Committee should hold Doctorate degrees. The ELPS faculty chair must be an appointed faculty member with an earned Doctorate. The committee is composed of a minimum of three and a maximum of five members. Three members are voting members: two ELPS faculty (faculty chair and committee member) and a third member who may be a community member, adjunct faculty member, post-doctoral appointee, or a professor from other college or institutions. If the third voting member is not a Morgridge College of Education faculty member, the selection must be supported by a strong rationale and submitted to the department chair for approval.

Candidate Personal Information

Name: _____Student ID Number: _____Date_____

Committee Information

1. Faculty Chair (ELPS) _____ Rank_____

2. Committee Member (ELPS) _____ Rank_____

3. Committee Member _____ Rank/Title_____

   Rationale:

4. Committee Member _____Title_____

   Rationale:

5. Committee Member _____Title_____

   Rationale:

_____

Student Signature Date

_____

Faculty Chair Signature Date

_____

ELPS Department Chair Signature Date

ELPS EdD - APPENDIX B
UNIVERSITY OF DENVER – *Morgridge College of Education*
Educational Leadership and Policy Studies (ELPS), Doctor of Education (EdD) Doctoral Research Project Proposal Approval

Candidate Personal Information

Name: _____Student ID Number: _____

Email_____Date: _____

Title: _____

_____

Signatures (*Voting is restricted to DU faculty)

Faculty Chair (ELPS) _____ Approve _____

Do Not Approve _____

Committee Member (ELPS) _____ Approve _____

Do Not Approve _____

*Committee Member _____ Approve _____

Do Not Approve _____

*Committee Member _____ Approve _____

Do Not Approve _____

*Committee Member _____

ELPS EdD - APPENDIX C
UNIVERSITY OF DENVER – *Morgridge College of Education*
Educational Leadership and Policy Studies (ELPS), Doctor of Education (EdD) Result of Oral Defense

Candidate Personal Information

Name: _____Student ID Number: _____

Email_____Date: _____

Title: _____

Decision (* Voting is restricted to DU faculty)

_____ **Pass with no revisions** means that only grammatical, labeling or numbering changes are required. Only a limited number of sentence additions or deletions should be necessary.

_____ **Pass with minor revisions** means that the candidate will be required to reorganize portions of the manuscript and change some of the content.

_____ **Pass with major revisions** means that a complete section or sections must be rewritten, additional tables are required and interpreted, or the general format must be changed. Responsibility for seeing that needed revisions are made rests with the chair, but committee members also may require their approval before final submission.

_____ **Fail** indicates that the content is not of acceptable quality or that the candidate cannot defend the research. In most cases, failing the defense results in the rejection of the student's DRP and a new or related study usually will need to be undertaken.

Signatures

Faculty Chair (ELPS) _____ Approve _____
Do Not Approve _____

Committee Member (ELPS) _____ Approve _____
Do Not Approve _____

*Committee Member _____ Approve _____
Do Not Approve _____

*Committee Member _____ Approve _____

Do Not Approve _____

ELPS EdD - APPENDIX D
UNIVERSITY OF DENVER – *Morgridge College of Education*
Educational Leadership and Policy Studies (ELPS), Doctor of Education (EdD)
Cover Page Template

Format for title page of doctoral research project – be sure all spelling is correct, including committee names, and that you have the date of completion recorded below your name.

----------Title----------

----------Title----------

----------Title----------

A DOCTORAL RESEARCH PROJECT PRESENTED TO THE FACULTY OF THE MORGRIDGE COLLEGE OF EDUCATION OFFICE OF GRADUATE STUDIES UNIVERSITY OF DENVER

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE DOCTOR OF EDUCATION

BY
----------STUDENT NAME----------
----------DATE----------

APPROVED:

_____
Chairperson Name, Degree

_____
Committee Member Name, Degree

_____
Committee Member Name, Degree

_____
Committee Member Name, Degree