Department of Educational Research Practice & Policy— *Educational Leadership and Policy Studies Program*

*PhD, EdD
Certificate and MA, ELSS and Ritchie*

Student Handbook

2013-2014

Morgridge College of Education
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The Educational Research Practice & Policy *Student Handbook* provides admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees and certificates. In addition to our program publication, the student should become familiar with the *Graduate Studies Policy Manual*. Although every effort has been made to ensure agreement between these two documents, it is the student's responsibility to read the norms regarding degree programs in all documents and to complete various program steps 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.

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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Morgridge College of Education
Vision Statement

The Morgridge College of Education will become a nationally and globally recognized institution where we prepare and produce future leaders for the public good through real learning and community engagement.

WELCOME TO THE DEPARTMENT OF EDUCATIONAL RESEARCH POLICY AND PRACTICE

Welcome to graduate studies in Department of Educational Research Policy and Practice (ERPP) at the Morgridge College of Education (MCE).   In addition to our nationally-renown faculty, we aim to provide you with courses that are at the forefront of our field, research-based instructional strategies, and practical field experiences to realize your dream of becoming a highly effective scholar and educator. Throughout your career as a student you will likely encounter many intellectual and professional challenges to your views on education. And we expect to be challenged and changed, as well, by your questions, insights, and lived experiences. Together, we will work toward the development of the most effective pedagogy, curriculum, scholarship, and care for students that is needed to address the current state of education in both private and public, formal and informal, educational settings.

In Educational Research Policy and Practice, you will find educators dedicated to helping you become the best leader and change agent possible. Whether you intend to become a professor, a master teacher, curriculum developer, or consultant, we can help you develop into a bold leader and innovator equipped with cutting-edge research skills, creative educational visions based on established academic disciplines, moral imagination, and social responsibility. We are committed to shaping a safe, sustainable, democratic, accessible, and socially just learning experience for all students in all educational settings. We are pleased to have you join us in this venture.

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MORGRIDGE COLLEGE OF EDUCATION ACADEMIC POLICIES

All college and program policies are administered under the University of Denver's Graduate Policy Manual, which are considered the minimum requirements for all members of the university community. The University of Denver reserves the right to make changes in the regulations, rules, fees or other aspects of the policy manual without advance notice. The following sections provide additional policy and procedure information specifically affecting Morgridge College of Education (MCE) students and may be more stringent than the policies outlined in the Graduate Policy Manual.

University of Denver Honor Code (MCE Adoption)

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This *Honor Code* is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of the Honor Code is to foster and advance 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 a higher standard of academic excellence. No member of the University community, including students, faculty, staff, and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

All students have the right to continue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever measures it deems necessary in order to protect the safety, security, and/or integrity of a complainant, the University, and/or any member(s) of its community. Such measures include, but are not limited to, involuntary removal from a course, program, activity, or the campus pending a hearing, modifications to living arrangements, and/or reporting incidents to law enforcement or other non-University agencies. The Director of the Student Conduct, in consultation with the appropriate faculty and/or administrators, shall be empowered to impose any interim restriction.

The University also recognizes its obligation to students who have been charged with but not found responsible for misconduct. Therefore, no interim action shall unduly interfere with a respondent's academic progress short of that deemed necessary to protect the University, any member(s) of its community, and/or its mission. The complete text of the *Honor Code* can be found **here**.

DEGREE PLANNING

Orientation
Students are strongly encouraged to attend the MCE orientation at the beginning of their first quarter. At this event students will have an opportunity to meet program faculty and staff, as well as members of other MCE programs. The event is designed to provide an opportunity to learn about a variety of college and university support systems, the overview of the student's specific program content and requirements.

Advising
Students are assigned advisors upon enrollment in the program. Students are instructed to contact faculty advisors directly to schedule appointments and create coursework plans. Academic advisors will provide clarification of the policies and procedures that are college-wide in their applicability.

Course Descriptions
The DU Course Catalog contains the official, current course descriptions and can be accessed at http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg. Select a term, then select your program.

The Coursework Plan
During the first quarter of study students will develop, with the assistance of the advisor, a plan of study consistent with program requirements to ensure the student understands the sequence of required courses. The signed coursework plan of study and any transfer or waiver request forms will be submitted to the department Academic Service Associate for processing. It is recommended that a copy be retained by both the student and advisor.

Certificate students will submit the initial completed and signed coursework plan no later than the end of the first quarter of enrollment; degree seeking students will submit the course plan within the first 15 credits of enrollment.   Sample course work plans appear in the appendices of this handbook.

Although the initial quarters of enrollment may consist of required courses, students will also confer with the advisor to select electives when appropriate. Course work plans can be amended when deemed necessary by the student and advisor. To ensure that approved changes are honored at the time of degree evaluation, a revised, fully signed and dated coursework plan must be submitted to the department Academic Service Associate. This document will replace the original plan.

Transfer of Credit
Degree seeking MCE students may request to transfer a limited number of credits that have not already been counted toward a previous or concurrent degree. Transfer credit toward a 45 credit hour Master's degree is generally limited to 10 quarter hours. Transfer credit toward a 90 credit Doctoral degree is limited to 15 quarter hours. Refer to specific criteria in the Graduate Studies Policy Manual, section 4.3.i.

Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. The student, with the support of the advisor, will initiate a request to transfer-in credits by completing the form found at this link: http://www.du.edu/media/documents/graduates/transfer.pdf This form must be signed by both the faculty advisor and the Department Chair.

Waiver or Substitution of Courses
If the advisor and student determine that the student has previously completed course work required for the degree, the student may request a waiver or substitution by completing the form found at this link:
http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf
Under no circumstance will the waiver or substitution of a course(s) reduce the number of credits required for the degree. Substitutions must be clearly indicated on the signed course work plan.

Non-MCE Courses
Degree-seeking students in the MCE are sometimes advised to take classes in other units on campus to complement the course work completed within the college. Please note that courses taken at University College will not be counted as part of the degree unless the course approved by the advisor has been certified to be one level above the student's degree, and has been approved in writing by the MCE Dean. Written approval, signed by both the advisor and the Dean must be obtained prior to taking the course, and submitted with a revised coursework plan to the department Academic Service Associate.

MCE Grading Scale (Approved February 2013)
Grades submitted by instructors at the end of the term are final and are not subject to change by reason of revision of judgment on the part of the instructor. Grades cannot be changed on the basis of second trial, such as a new examination or additional work undertaken or completed after the original grade has been submitted.

Any student whose overall grade point average falls below a 3.0 will be placed on probation. Upon program notification, the student must meet with the advisor to develop a plan of improvement. After three (3) consecutive quarters of deficit, the student may be recommended for termination from the program.

    A   4.0 = 93-100
    A-   3.7 = 90-92
    B+   3.3 = 87-89
    B   3.0 = 83-86
    B-   2.7 = 80-82
    C+   2.3 = 77-79
    C   2.0 = 73-76
    C-   1.7 = 70-72
    D+   1.3 = 67-69
    D   1.0 = 63-66

D- 0.7 = 60-62
F 0.0 = 59 & below

Time to Degree
The MCE faculty is committed to working closely with students to facilitate their academic progress. As part of this process, faculty regularly review all students' work to assess their progress toward the degree. 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.

MCE students are expected to complete degree requirements within the following number of years of beginning their programs, as measured by the matriculation into the degree program:

- Certificate students – three years
- Master's candidates – five years
- Doctoral candidates – seven years

Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension to the Associate Provost for Graduate Studies. The student initiates the petition via webCentral and must be supported by the advisor in order to be considered. If the petition is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter and up to a maximum of one year per request.

Petition procedures and instructions are detailed in the Graduate Studies Policy Manual.

Graduation
Completing a degree in the Morgridge College of Education (MCE) deserves celebration; the university and the MCE applaud your hard work and great accomplishment.

In order for your degree to be conferred (appear on the transcript) students must apply to graduate. This application must be submitted at least two quarters prior to the intended date of graduation. Information regarding the application process, including critical time lines and deadlines/calendars, can be viewed at this link: Graduation Information.   Step-by-step directions can be viewed at this link: Graduation Application Instructions. Failure to file the application on time will automatically delay the date of graduation to a subsequent quarter.

ENROLLMENT REQUIREMENTS

Degree-seeking students must be in active status and enrolled for consecutive terms, fall through spring. Enrollment may consist of registration for courses, thesis credits, or dissertation credits.

Student Status
Unless a student is on an official leave of absence, a student's status is rendered inactive after one quarter of non-enrollment. Inactive students will not be able to register for courses and will need to contact the Office of Graduate Studies (gst@du.edu) to request a reactivation form and, if applicable, pay any continuous enrollment fees owed for previous quarters. Complete information regarding leaves of absence is found in the Graduate Policy Manual. The form is found at this link: http://www.du.edu/media/documents/graduates/personalleave.pdf .

Provisional Admission Status
Students who are admitted with some deficiency in undergraduate training, incomplete credentials, or low GPA are admitted with provisions. The student status of individuals admitted with provisions will be changed to regular status as soon as the conditions governing this type of admission have been met. In general, provision related to incomplete credentials must be satisfied no later than the sixth week of the first quarter of enrollment. Provisions related to deficiencies in undergraduate training or low GPA must be met within the first quarter of enrollment. Students will refer to the letter giving the offer of admission for specific provisions and the completion timeframe set by the MCE. Unmet admission provisions will result in a registration hold on the student's account.

Doctoral Research (Dissertation) Registration Requirement
MCE doctoral students who have finished all required course work and passed the comprehensive examination will register for a minimum of one dissertation (PhD) or doctoral research (EdD) credit for consecutive terms fall through spring, until the minimum number of research credits has been completed or until the student graduates. PhD programs in the MCE require a minimum of ten (10) dissertation credits, but student progress toward the degree may require students to register for additional credits to maintain degree candidacy.

With advisor approval, doctoral students may register for up to 50% of the minimum number of dissertation credits required by his/her program prior to the completion of all coursework and comprehensive exams. Dissertation credit, as with any credits, will not be refunded if the student does not successfully complete his/her dissertation, other required courses, or qualifying or comprehensive exams.

Doctoral Continuous Enrollment
The University of Denver continuous enrollment process enables students who have passed the comprehensive exam and are required to register for fewer than four research credits each quarter to continue to qualify for Federal Financial Aid. Complete DU continuous enrollment guidelines and procedure are found in the Graduate Policy Manual. Interested students must request approval annually by submitting the Continuous Enrollment Approval form to the advisor: http://www.du.edu/media/documents/graduates/ceproceduresform.pdf.

Registration for continuous enrollment credit may accompany registration for doctoral research credit, but under no circumstances does it replace the requirement for quarterly registration in dissertation or doctoral research credit. Students who do not comply with this policy will be required to pay any tuition and fees related to research credit missed in previous quarters. The

department reserves the right to require that additional conditions be met before granting approval of this request if the student is not demonstrating progress towards the degree.

PROFESSIONALISM IN THE MCE

The MCE prepares students for professions which require a deep knowledge of content and pedagogy, as well as a commitment to mutual wellbeing. Therefore, the Morgridge College of Education expects all students, staff and faculty members to act in a professional manner in all interactions and communications (email, phone, and face-to-face) throughout the program and in every program related setting: classes, schools sites, community settings, in-services, and program meetings. The following behaviors will never be tolerated in any of these settings and any evidence of the display of such may lead to probation or immediate dismissal from the program:

1. Verbal or personal attacks including: bullying, belittling, mocking, or ridicule.
2. Discriminatory, derogatory, or inflammatory language intended to demean and dehumanize.
3. Disrespect of any student, teacher, faculty member, administrator, parent, or other person at the partnership sites.

Video- and Audio-Taping Policy
The MCE partners with many K-12 schools to support students in the completion of internship and/or practicum requirements. While in these schools, it is not uncommon for MCE students to record their interactions with students and use the recordings as a tool for improving their teaching practice. _Before conducting any recording_, students will consult with the host school administration regarding the school/district regulations.

Students are also required to adhere to the MCE Video- and Audio-Taping Policy when conducting any recording activities. The document supporting this policy (Procedures/Checklist for Recording Video and Audio in Classrooms) is found at
http://www.du.edu/education/resources/current-students/index.html

Reasons for Probation and Dismissal
Students who do not adhere to University/MCE/program policies may be placed on probation and may be dismissed from the program. While such instances are rare, should they occur, students will be contacted by their advisor and informed _specifically and in writing_ of issues and concerns with regard to academic progress or attendance, interpersonal or practice effectiveness, safety concerns, and/or ethical violations. _Students will be asked to respond to these concerns personally and in writing._ Decisions regarding probation or dismissal will be made by the program coordinator and the appropriate faculty in consultation with the MCE Dean. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

APA Requirement

The MCE requires that students use *The Publication Manual of the American Psychological Association* (currently in its 6th edition) when writing research papers. The APA guidelines set forth rules that ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as:

- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics
- many other elements that are a part of every manuscript.

Note: Students conducting arts-based research who want to diverge from the APA style guide should speak with their advisors.

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The DU bookstore carries the APA Manual, and additional information is available online. http://www.apastyle.org/pubmanual.html

MORGRIDGE COLLEGE OF EDUCATION OPERATIONAL PROCEDURES

Procedure for Student Booking Study and Meeting Spaces

Katherine A. Ruffatto Hall (KRH) is a state-of-the-art learning space. We are fortunate to work and learn in a lovely and versatile building which has been designed to facilitate all forms of learning. Within KRH there are several large classrooms and there are many smaller spaces that are available for students to use for individual study and/or small group work.

The MCE utilizes a computerized room scheduling system, 25Live. This system is open for students to book the following spaces for academic-related activities in KRH:

KRH 124 (turret room East – Capacity 6)
KRH 134 (turret room West – Capacity 15)
KRH 203 (small conference room – Capacity 8)
KRH 206 (turret room East – Capacity 14)
KRH 234 (turret room West – Capacity 12)
KRH 334 (turret room West – Capacity 12)

Students who are interested in scheduling a room for studying or to meet with a small group, will find directions, FAQs, and login information by going to the Resources tab in webCentral. Go to the box labeled *Space, Event, and Library Study Room Requests*. Click on the *Campus Space and Event Requests* link and use your webCentral username and password to log into 25Live.

Room Reservation TIPS:
- For best results, review the instructions on webCentral first.
- Fill out every field within the online form or the system will refuse your request.
- Once you have requested a room, you will receive an email stating the request has been processed - **this is NOT the confirmation**. The confirmation will come in a separate email message.
- Plan ahead: requests are not processed immediately. Requests must be submitted a minimum of 24 hours in advance of the event, and best results will be achieved by placing your request 48 hours in advance.
- Classroom space has first priority: no reservations will be processed until all MCE classes have been scheduled.
- Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are rarely available for student scheduling.
- Plans change. If you have to cancel a reservation you will need to work directly with MCE Technology Support, 303-871-3222, as the cancellation cannot be completed online.

All classrooms have layout diagrams posted within the room. Please keep in mind that if you use a room it is your responsibility to place it in its original configuration before you leave. This will ensure that the next user will have the same experience that you had.

Technology Support Procedures The Technology Team's mission is to support Morgridge College of Education students, faculty, and staff with university-related technical services listed here.

Computer Lab Support
- Printing and scanning assistance, including trouble-shooting
  - Student ID cards are loaded with a $50 printing allowance each quarter. DUNet printers available for use are located in the computer lab and in the 2nd floor turret room behind the student locker bank.
  - The Technology Team will be responsible for replacing paper, toner cartridges, paper jams, staples and minor hardware/software questions.
  - Problematic print jobs should be presented to the Technology Team for coordination with UTS.
- Lab Hours and Assistance Available
  - Lab hours are posted on the door of the 210 computer lab.
  - Lab Monitors are available in the 210 computer lab during most evening hours and on Saturdays to help with minor printing and software issues
  - For all other issues, please contact a member of the Technology Team at 1-3222 or in KRH 212.

Student Technology Support
All student computer technical support issues are currently handled by UTS and questions should be directed to 303-871-4700 or by visiting the UTS help desk. Services include:

- DU wireless configurations for all students' personal laptops should be done with the assistance of UTS. UTS can be reached at 303-871-4700 or by visiting the UTS helpdesk at the [Anderson Academic Commons](#).
- Account help with Blackboard, webCentral, wireless setup.
- MCE offers an equipment check-out and usage training program designed for students to use in order to complete equipment requirements for various courses. Please check with the Tech Team in the computer lab regarding availability. In order to gain access to this equipment, student DU identification number, student program name, phone number and an expected return date for all items will be required.
    - Available equipment includes laptops, MAC adaptors, video cameras, digital audio recorders, and transcription machines, along with many other miscellaneous devices. The resources are housed in the MCE computer lab room #210 and can be checked out from the technology team. Technology team members are available to help train students to use the equipment and make suggestions on which equipment best suits the student's need.
    - MCE students may check out equipment for a maximum of 3 days. If not returned after 3 days, the student will be charged $20.00 per day until the item is returned. In the event that the equipment is not returned, the MCE Technology Team can request that the student's diploma be held until the matter is settled. The Technology Team also reserves the right to refuse equipment check-out to students who fail to abide by these policies.

Event Support

The Technology Team is also responsible for supporting all events in KRH. If you are interested in hosting an event at MCE you must first reserve the space online. Go to https://25live.collegenet.com/du/ and sign in using your DU ID and passcode (same as webCentral login), and then select Create an Event. All MCE faculty, staff and students can request a space for an event in KRH. All room requests should be submitted at least five (5) business days prior to the event. Classes are booked through the department Academic Services Associate. Only events sponsored by the MCE, Disability Services, and Learning Effectiveness Program are reserved via this form. All other departments and organizations must contact Conference and Event Services at 303-871-4333 or email events@du.edu.

- Room reservations do not include catering, parking, set-up/clean-up, or event support.
- For setup questions call Conversion Services at 303-871-3298
- For Catering call DU Dining at 303-871-4410
- For Audio Visual Support email mce.support@du.edu or call 303-871-3222

Event requests can only be processed for terms in which classes have been assigned spaces. Event requests for each term will be processed as follows:
- Winter Quarter – first week of November
- Spring Quarter – third week of February
- Summer Quarter – second week of April
- Fall Quarter – first week of September

Events spanning multiple terms (i.e., a monthly meeting occurring throughout the academic year) must be resubmitted for each term. Do not submit event requests more than 3 weeks prior to the dates listed above. For questions, please contact the MCE Room Scheduler, 303-871-3222. If you need to change or cancel an event please reply to your confirmation email and include the Reference Number.

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 InContext 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 past students, and work to facilitate connections of alumni with current MCE faculty and students.

The ELPS faculty is comprised of both full time university professors and other experienced educators who are currently employed with districts, schools, and other related professions in the region. We integrate the work of real educational contexts within our courses and expect all students to apply learning to support leadership and improvement efforts in your educational settings as you develop your own 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. We are your partners and know that we can make a difference by doing great things together.

Take care,

Susan Korach

Program Coordinator
Educational Leadership and Policy Studies

EDUCATIONAL LEADERSHIP AND POLICY STUDIES 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 course work, 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.

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PROGRAM OVERVIEW

Mission
The mission of the Educational Leadership and Policy Studies and Policy Studies programs is to prepare leaders for educational settings. We prepare leaders for education through intensive, integrated academic study and opportunities to apply lessons in the real world. Our students focus on leadership, policy studies and research that are relevant and appropriate for meeting today's educational challenges.

Certificate and Degree Program Components
The Educational Leadership and Policy Studies programs are designed to have both academic and experiential learning components. Each student should consider both essential to completing a graduate certificate or degree. The following review of learning experiences gives an overview of the purpose of these components.

Internships are supervised learning opportunities to strengthen professional expertise in environments that provides both academic credit and experiential learning. The principal preparation internship (ADMN 4815/4816) is highly integrated with project-based learning within each course and is required of each student each quarter in the principal preparation programs. Doctoral students who elect to pursue the district level Administrator Licensure must complete a 6-credit-hour internship (ADMN 4817) *in addition to* the course hours required for the degree. Faculty supervisors provide individual feedback on the student's integrated internship experience, discuss the student's progress with school supervisors, and provide appropriate exploration of issues related to educational leaders. Internships require 50 hours of qualifying field experience per 1 credit hour; this requirement is subject to modification at any time in response to changes in requirements by the Colorado Department of Education for licensure of school and/or district leaders. If such a change occurs students will be notified by their advisor and/or their internship course instructor.

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	

PROGRAM REQUIREMENTS

Certificate, Principal Preparation

ELPS offers two models for principal preparation the Educational Leadership for Successful Schools (ELSS) and the Ritchie Program for School Leaders. Both models lead to principal licensure, are approved by the Colorado Department of Education and are designed to be completed in one year. Each of the principal preparation programs can either be completed as a certificate or combined with additional coursework for a master's degree. Both models focus not only on developing the skills and abilities necessary for success as a school leader, but also on developing a strong commitment to core values essential for ethical and responsible leadership.

Please Note: The University of Denver Registrar's website contains the official and most current course descriptions. Available at: http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg Select the quarter in which you are enrolled and K12 Administration as the subject.

Certificate Coursework (24 credits)
- ADMN 4801—Foundations of Educational Leadership 2 cr hrs.
- ADMN 4805—Personnel Management 2 cr hrs.
- ADMN 4806—Legal Aspects of School Leadership 2 cr hrs.
- ADMN 4807—Research and Best Practices in School Reform 2 cr hrs.
- ADMN 4829—Instructional Leadership 2 cr hrs.
- ADMN 4830—Student Supports and Services 3 cr hrs.
- ADMN 4831—Instructional Supervision and Evaluation 3 cr hrs.
- ADMN 4833—Strategic Resource Management for Schools 3 cr hrs.
- ADMN 4839—Entrepreneurial Leadership 3 cr hrs.
- ADMN 5100—Data Use for School Improvement 2 cr hrs.

- ADMN 4815/4816-Elementary and/or Secondary Internship 6 or 8 cr hrs.: To complete the principal licensure requirements, ELSS students take 6 credit hours (300 clock hours) and Ritchie Students take 8 credit hours (400 clock hours) of field work that will be spread over each of the quarters.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES (ELPS)
EXECUTIVE LEADERSHIP FOR SUCCESSFUL SCHOOLS (ELSS) CERTIFICATE
COURSE WORK PLAN

The course work plan must be completed, with student's and Advisor's signature, and submitted to the Academic Services Associate during the first quarter of enrollment in ELSS.

Name: _____ Student ID _____

REQUIRED COURSES

Course No.	Course Title	Quarter Hours	Term to be Completed
ADMN 4801	Foundations of Educational Leadership	2	
ADMN 4805	Personnel Management	2	
ADMN 4806	Legal Aspects of School Leadership	2	
ADMN 4807	Research and Best Practices in School Reform	2	
ADMN 4829	Instructional Leadership	2	
ADMN 4830	Student Supports and Services	3	
ADMN 4831	Instructional Supervision and Evaluation	3	
ADMN 4833	Strategic Resource Management for Schools	3	
ADMN 4839	Entrepreneurial Leadership	3	
ADMN 5100	Data Use for School Improvement	2	
	Subtotal	24	
ADMN 4815	Elementary Internship		
ADMN 4816	Secondary Internship		
	Subtotal	**6**	
	Total Credits	**30**	

_____ _____
Student Signature   Date   Advisor Signature   Date

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

Name _____ Student ID _____

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

REQUIRED COURSES

Course No.	Course Title	Quarter Hours	Term to be Completed
ADMN 4801	Foundations of Educational Leadership	2	
ADMN 4805	Personnel Management	2	
ADMN 4806	Legal Aspects of School Leadership	2	
ADMN 4807	Research and Best Practices in School Reform	2	
ADMN 4829	Instructional Leadership	2	
ADMN 4830	Student Supports and Services	3	
ADMN 4831	Instructional Supervision and Evaluation	3	
ADMN 4833	Strategic Resource Management for Schools	3	
ADMN 4839	Entrepreneurial Leadership	3	
ADMN 5100	Data Use for School Improvement	2	
	Subtotal	24	
ADMN 4815	Elementary Internship	4	
ADMN 4816	Secondary Internship	4	
	Subtotal	**8**	
	Total Credits	**32**	

_____   _____   _____   _____
Student Signature   Date   Advisor Signature   Date

ADDITIONAL PROGRAM REQUIREMENTS, CERTIFICATE

Inquiry Projects
Each quarter features an Inquiry Project—students will collect data and field experiences related to these as part of the internship, and will work with these Inquiry Projects as an ongoing context for thinking about leading and developing schools throughout the entire program. The quarterly Inquiry Project work comes together as the basis for the ePortfolio documenting the student's learning throughout the program.

- **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 Learning and Teaching**. 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 identify best practices in assessment, curriculum, instruction, learning, and leadership and identify organizational structures needed to support student learning needs.

- **Inquiry 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 will 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 will provide evidence of how to use resources to lead change and support and sustain student learning.

Internships

Students will register for and complete internship hours each quarter. Circulating around classrooms and other school settings, you will observe teaching and learning environments and collect evidence of practice. Each internship experience will focus 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 your instructor and a menu of opportunities that complements the focus of each of the inquiry projects. The University grade received by the intern will be based upon the University 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 field mentor and university supervisor and 4) workshop or class attendance where learning is processed.

Internship Process (minimum requirements)

1) **Initial Meeting:** the student will schedule an meeting (may be 'virtual' by phone, Skype, chat room or email) between the student, the field mentor principal and university mentor within the first 2 to 3 weeks (20-30 clock hours) after beginning the internship.
   a. Give the field mentor a copy of the inquiry project internship materials, and the appropriate Internship Evaluation Document: Intern Evaluation Form (ELSS), Aspiring Principal Evaluation (Ritchie DPS) or Professional Traits Evaluation (Ritchie Adams). Please share this material with them prior to your meeting.
2) **Each quarter** schedule a check-in meeting (may be 'virtual' by phone, Skype, chat room or email) to share and discuss the new **Inquiry project** outline with the principal mentor. Be sure to discuss any school needs or considerations that might require a modification of the project and discuss that with the professor. The university mentor is available to meet with students if desired or necessary-please contact them as needed/desired by the student or field mentor.
3) **End of Each Quarter: Log of hours and Inquiry Projects** or completion of the internship evaluation document the work done during the internship. This documentation is posted on the student's Portfolio for course professor review.
4) **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.

FORM A: INTERN INFORMATION SHEET

To be completed by the student

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

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

FORM B. 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 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	
Student Support Services • Behavior Management and Discipline	

FORM C. 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

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.

<div align="center">0   1   2   3   4</div>

*District partnership programs may use an alternate form

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.

<div align="center">0   1   2   3   4</div>

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.

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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.

<div align="center">0   1   2   3   4</div>

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.

<div align="center">

0   1   2   3   4

</div>

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.

<div align="center">

0   1   2   3   4

</div>

Standard VII: Principals Demonstrate Leadership Around Student Growth

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

<div align="center">

0   1   2   3   4

</div>

Overall Comments:

Principal/Site Supervisor: _____   Date: _____

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

CERTIFICATE COMPLETION REQUIREMENT

Final Portfolio Review and Leadership Journey Presentation (Principal Certificate Programs)
The final portfolio contains the cumulative learning from the principal certificate program. Each student prepares a portfolio which includes reflections of learning from the inquiry projects and provides evidence of meeting state standards for principals. Each student also presents a review of their learning at an end of year, in-person Leadership Journey Event. Field Mentors are invited to attend this event. The student is required to:

- Provide the context for your leadership actions
    - Introduce your school and your position
    - Articulate your vision, goals, key strategies and bold steps you took to impact student learning and achievement at your school
    - Identify at least one "essential" leadership question you are still sitting with

- Clearly articulate how your projects impacted your instructional leadership project and your leadership experience
    - Share where you were as a leader when you started
    - Where you are today on your learning journey
    - Where you will go next

- Clearly articulate the scope of your Instructional Leadership Project
    - What you did
    - Why you did it
    - What worked
    - What didn't work
    - Identify the ramifications for the larger system
    - Identify your core learning's and articulate why they are core to you
    - How might these learning's best serve you as a future leader

- Clearly articulate what has had the most impact on your personal growth and development as a leader and why? Identify ways your learning's as a leader help the school to:
    - close the achievement gap
    - hold higher expectations for all
    - improve the performance for all students

RUBRIC FOR PRINCIPAL PREPARATION PORTFOLIO REVIEW

	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.	

Master of Arts, Educational Leadership and Policy Studies and Policy Studies
The Master of Educational Leadership and Policy Studies degree is designed to prepare students to assume leadership roles in elementary or secondary education in Colorado. The degree is based on the principal preparation programs' core curriculum, which is aligned with the current licensure standards of the State of Colorado. In addition to the core curriculum of their ELPS principal certification program, students take 15 additional quarter credits to complete the degree. A minimum of 45 credit hours and the successful completion of the comprehensive exam (the Action Research capstone project) are required to complete an Educational Leadership and Policy Studies MA.

Students in the Master's in Educational Leadership and Policy Studies will complete the following credit requirements.

Please Note: The University of Denver Registrar's website contains the official and most current course descriptions http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg
Select the quarter in which you are enrolled and K12 Administration as the subject.

Required Coursework (45-47 cr hrs.)

Core Requirements *(principal prep courses are italicized)*
- *ADMN 4801—Foundations of Educational Leadership*   *2 cr hrs.*
- *ADMN 4805—Personnel Management*   *2 cr hrs.*
- *ADMN 4806—Legal Aspects of School Leadership*   *2 cr hrs.*
- *ADMN 4807—Research and Best Practices in School Reform*   *2 cr hrs.*
- *ADMN 4829—Instructional Leadership*   *2 cr hrs.*
- *ADMN 4830—Student Supports and Services*   *3 cr hrs.*
- *ADMN 4831—Instructional Supervision and Evaluation*   *3 cr hrs.*
- *ADMN 4833—Strategic Resource Management for Schools*   *3 cr hrs.*
- *ADMN 4839—Entrepreneurial Leadership*   *3 cr hrs*
- *ADMN 5100—Data Use for School Improvement*   *2 cr hrs*
- ADMN 4848—Business Administration for School Leaders   3 cr hrs
- ADMN 4849—Action Research for School Leaders   4 cr hrs

Internship Requirements (6-8 qtr hrs; minimum of 300 contact hours)
- *ADMN 4815—Elementary Internship and/or*   *3-6 cr hrs*
- *ADMN 4816—Secondary Internship*   *3-6 cr hrs*

Foundations Requirements (8 qtr hrs)
- ADMN 4834   Seminar: Multicultural Issues   4 cr hrs
- RMS 4900   Educational Measurement   4 cr hrs

EDUCATIONAL LEADERSHIP AND POLICY STUDIES, MA
COURSE WORK PLAN

Name _____ Student ID _____

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

MORGRIDGE COLLEGE OF EDUCATION REQUIREMENTS	COURSE NUMBER	TERM TO BE COMPLETED	QUARTER HOURS
A. Foundations			
Education Research and Measurement	RMS 4900		4
Seminar in Multicultural Issues	ADMN 4834		4
		SUBTOTAL:	**8**
B. Program Requirements			
Business Administration for School Leaders	ADMN 4848		3
Action Research for School Leaders	ADMN 4849		4
		SUBTOTAL:	**7**
C. Principal Licensure Requirements	COURSE NUMBER	TERM TO BE COMPLETED	QUARTER HOURS
School Administration: Foundations of Educational Leadership and Policy Studies	ADMN 4801		2
Personnel Management	ADMN 4805		2
Legal Aspects of School Leadership	ADMN 4806		2
Research and Best Practices in School Reform	ADMN 4807		2
Instructional Leadership	ADMN 4829		2
Student Supports and Services	ADMN 4830		3
Instructional Supervision and Evaluation	ADMN 4831		3
Strategic Resource Management for Schools	ADMN 4833		3
Entrepreneurial Leadership	ADMN 4839		3
Data Use for School Improvement	ADMN 5100		2
		SUBTOTAL	**24**

	COURSE NUMBER	TERM TO BE COMPLETED	QUARTER HOURS
D. Internship Requirements (6-8 cr)			
Internship in School Administration: Secondary	ADMN 4815		
Internship in School Administration: Elementary	ADMN 4816		
		SUBTOTAL	**6-8**
NOTE: 8 credits of internship are required for students in the Ritchie Program.			
Total Credit Requirements for MA			**45 min**

MA in Educational Leadership with Principal Licensure concentration *Summary of Requirements*	*Credits*
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 Credit Requirements for MA and Capstone	**45 min**

Student Signature: _____   Date: _____

Advisor Signature: _____   Date: _____

MASTER'S DEGREE COMPLETION REQUIREMENTS

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 following completion of Action Research ADMN 4849.

- Prior to leaving the Action Research course students will be informed who their Capstone Advisor is by the Action Research professor
- Capstone advisors will read and edit their assigned students' work at least 3 times: Spring Quarter including by the end of week 2, week 4 and week 6
- Student work will be emailed back to the students for review. Given the short timeline for completion a one week turn around on these edits is ideal
- Rubrics and feedback sheet are from Action Research will be utilized
- Student work will be available on Bb for all students and faculty to view
- Capstones are due by the end of Week 7
- Capstone Advisor completes the certification and sends by week 8 to OAS director.

The capstone project for Educational Leadership and Policy Studies 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 Capstone

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 Office of Academic Services.

All capstone projects will be evaluated using the following criteria:
1. Clear identification of focus and research question(s)
2. Relevant literature review of related research (minimum of 5 sources, APA format)
3. Clear research design, development of data collection tools and definition of data sources and collection processes
4. Strong data analysis and interpretation of findings
5. Clear description of the planned or real action resulting from research findings
6. Clear reflection on the following questions: What is the relationship between action research and the content in the Educational Leadership and Policy Studies Master's Program? What are the implications of action research on Educational Leadership and Policy Studies?

The following matrices will be used to provide feedback on the capstone project:

EDUCATIONAL LEADERSHIP AND POLICY STUDIES

Masters Capstone 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?	

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ACTION RESEARCH 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 articulated well.	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.
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.

	Exemplary No Revision Required	**Satisfactory** May Need Minor Revisions	**Unsatisfactory** Does not Pass
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 grammatically error free. 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:			

DOCTORAL DEGREES, EDUCATIONAL LEADERSHIP AND POLICY STUDIES

There are two routes available for students who are pursuing the Educational Leadership and Policy Studies Doctoral degree. While the first two years of content and research coursework are the same for both tracks, the Division/Program area course requirements are designed to differentiate between:

1. **EdD students** with an earned Master's degree who have completed a certified principal licensure programs or other acceptable leadership program, whether at DU or elsewhere (e.g., the MBA in School Leadership, ELSS, Ritchie, or APSLA principal programs or the Buell Early Childhood Leadership Program at DU, or a certified principal preparation certificate program or MBA at another institution); and

2. **PhD students**, who possess an earned Master's degree and who have either not completed a leadership program (required for the EdD) or who choose the extended research focus that the PhD requires. Students who opt for the PhD program who have completed a leadership program at DU may be able to apply some of their content coursework toward the third-year cognate requirements (9-10 hours) of the PhD, 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 in developing the initial course plan of study.

All EdD students will complete a minimum of 65 credits and the doctoral research project for the doctoral degree; all PhD students will complete a minimum of 90 credits and a dissertation for the doctoral degree.

PROGRAM OVERVIEW

Doctorate of Education, EdD
The EdD Doctorate curriculum builds on students' prior leadership preparation and Master's degree in an education field with two years of coursework plus one year of supervised applied team research. 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 students get to know a cadre of fellow educational leaders and support one another through the coursework and applied research projects. In year three, students conduct field research in collaboration with partner schools and districts or in other educational settings. Students will have a wide variety of research options, and also may design their own applied research study with faculty approval. This final year design provides students with access to authentic data and research sites to engage with real problems of practice. *Courses are generally held on Saturdays but may include week night classes. Course scheduling is subject to change.*

Please Note: The University of Denver Registrar's website contains the official and most current course descriptions at: http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg Select the quarter in which you are enrolled and K12 Administration as the subject.

Required Coursework (65 cr hrs.)

Research and Program Requirements (55 cr. Hrs)

ADMN 4821	School Reform & Current Issues	3
RMS 4940	Structure & Foundations of Research	3
ADMN 4819	Organizational Theory & Behavior	3
RMS 4910	Introductory Statistics*	5
ADMN 4827	Foundations & Philosophy of Education	3
RMS 4920	Educational Measurement*	3
ADMN 4812	Perspectives on District Administration	3
RMS 4931	Survey Design & Analysis	3
ADMN 4822	Leadership in Complex Systems	3
RMS 4941	Introduction to Qualitative Research*	4
ADMN 4836	Improving School Culture	3
ADMN 4820	Program Evaluation	3
ADMN 4844	Policy Analysis in Educational Systems	4
ADMN 4823	Educational Policy Making in the US	3
ADMN 4835	Curriculum, Instruction, Assessment	3
ADMN 4845	Advanced Program & Policy Research	4
ADMN 5993	Doctoral Research Seminar (planning & design)	2

Research Requirement (10 cr. Hrs.)

ADMN 5993	Doctoral Research Seminar	10

Indicates Research Courses which a student may have waived or test out

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.

TRANSFER CREDITS, IF ANY – MUST BE FILED WITH GRADUATE STUDIES OFFICE BY **END OF FIRST QUARTER OF STUDY.**				
COURSE NAME & ORIGINAL NUMBER	**SUBSTITUTES FOR (REQUIREMENT):**	**INSTITUTION**	**WHEN COMPLETED**	**HOURS TO TRANSFER**
		TOTAL TRANSFER HOURS (10 maximum):		

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

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
Policy Analysis in Educational Systems	Program Area	ADMN 4844		4
Educational Policy Making in the US	Program Area	ADMN 4823		3
Curriculum, Instruction, Assessment	Program Area	ADMN 4835		3
Advanced Program & Policy Research	Program Area	ADMN 4845		4
Doctoral Research Seminar (planning & design)	Program Area	ADMN 5993		2
* Indicates Research Courses which a student may have waived or test out				
Doctoral Research Seminar	Research	ADMN 5993		1-4
Doctoral Research Seminar	Research	ADMN 5993		1-4
Doctoral Research Seminar	Research	ADMN 5993		1-4
Doctoral Research Seminar	Research	ADMN 5993		1-4

OPTIONAL INTERNSHIP – ONLY NEEDED IF SEEKING DISTRICT LEVEL (SUPERINTENDENCY) ADMINISTRATIVE LICENSE.				
COURSE NAME	**REQUIREMENT**	**NUMBER**	**TAKE ANY QUARTER**	**HOURS**
Superintendency Internship	6 hours total required (300 field hrs)	ADMN 4817		
		ADMN 4817		

	1-6 credits (50 clock hours per 1 credit)	ADMN 4817		
		TOTAL OPTIONAL INTERNSHIP HOURS:	**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 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

EdD End-Of-Year Review Narrative Reflection

A required component of the Educational Leadership and Policy Studies EdD program is a narrative reflection on learning relative to the development of knowledge, skill and professional attributes. EdD candidates must share evidence of their learning through in a 5-8 page typed and double-spaced narrative reflection by noon of the second Monday of the Summer Quarter. 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.

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.

Narrative Reflection

Please write and upload a 5-8 page double-spaced reflection paper that addresses growth in each of the ELPS Student Learning Outcomes (SLOs) and conclude this reflection with goals, next steps and/or questions for the upcoming year. This reflection must contain:
- specific examples from papers and projects submitted over the course of the first year that represent learning relative to the SLOs
- course readings and research to support analysis and reflections
- format and style consistent with the latest APA edition.

The titles of the SLOs can be used for headings for this reflection. Please see the attached rubric to guide the narrative reflection. Doctoral faculty will use the rubric to evaluate and provide feedback.

Process

Upload the narrative reflection to the ELPS EdD Portfolio site, https://portfolio.du.edu/pc/communityport?uid=25194, before the deadline of noon of the second Monday of Summer Quarter by clicking on the box by your name and select Add Item to upload the document. Please title the document with "Last Name, EdD End of Year Assessment."

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 3rd faculty member will review to determine the 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 deadline. The Academic Advisor will make this notification to the student's official DU email address. If the student falls Below Standards, he/she must meet with his/her academic advisor within two weeks of notification of the results to formally plan next steps in the program plan and develop a Remediation Plan.

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 interests of students and families.*	• 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 <u>at least ONE </u>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:

DEGREE COMPLETION REQUIREMENTS

ELPS Doctoral Research Project (DRP)
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:
1. The author's individual interests.
2. The significance or value of the topic and/or issue to the field of education.
3. The relationship of the topic or issue to the ELPS course content and learning outcomes.
4. The real world application of the outcomes of the study.
5. 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
4. Required components:
   a. Introduction (Background, Significance, Theory of Action and Conceptual Framework)

b. Literature Review
c. Research Methods and Procedures
d. Findings
e. Discussion
f. Recommendations
g. Reference List
h. Appendices (if needed)

All students must use the style prescriptions of the American Psychology Association (APA), current edition.

ELPS Doctoral Research Project 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), (b) fully developed research questions (c) data collection plan, (d) draft IRB application, (e) 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) with a fulltime faculty appointment 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 the third member if he/she is 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 program coordinator 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 program coordinator.

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 program coordinator and department chair for signatures and submission to the Educational Research Practice and Policy Department Office 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 program coordinator and the Educational Research Practice and Policy Department Office 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 must be signed by all committee members and returned to the Educational Research Practice and Policy Department Office. All signatures must be original. In rare occasions, when a committee member participates remotely, a faxed or scanned signature will be accepted.

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.

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
1. Accurate and self-contained.
2. Primarily written in past tense.
3. Problem statement defined.
4. Purpose statement defined.
5. Research method cited.
6. Research question(s) or hypothesis (es) summarized/paraphrased.
7. Procedures summarized.
8. Results summarized.
9. Recommendations summarized.

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
1. Problem statement precisely and clearly defined.
2. Clear and complete background analysis of the problem provided.
3. Sufficient evidence provided to justify the study from an organizational perspective based on past, present, and probable future impact on the organizational effectiveness.
4. Theory of Action and Conceptual Framework defined.
5. Purpose of the DRP precisely and clearly stated.
6. Specific research method used in the study identified.
7. Research questions clearly stated

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
1. Sufficiently comprehensive.
2. Findings of others reviewed.

3. Summary statements (concluding summary paragraph(s) at the end of Literature Review) provided on how the findings/observations of others influenced the project.
4. Current sources.
5. Evidence of how the Theory of Action and Conceptual Framework are connected to the literature review

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 how you ensured that the sample was representative of the total population).

Evaluation Criteria
1. Procedures sufficiently and clearly delineated to permit replication.
2. Procedures appropriate to achieve the purpose of the study.
3. For surveys, definition of total population included; if used, process for selecting samples described.
4. Appropriate statistical analyses selected and justified if quant.
5. Hypothesis or theory of action clearly stated and variables clearly defined.
6. Statistical significance of results documented if quant.
7. Limitations noted.

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
1. Findings clearly and concisely stated in narrative form.
2. Detailed results of all procedures provided.

3. Specific answers to all original research questions provided or explanation of whether or not original hypothesis was supported by results, as appropriate.
4. Comprehensive analysis of the data included.
5. Tables and figures clearly presented and labeled; appropriate data selected for presentation.
6. Clear connections of the findings to the Theory of Action and Conceptual Framework.
7. Final product(s), if appropriate, included as an appendix.

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
1. Relationship between the study results and specific findings of others discussed using extensive citations from reference documents.
2. Student's interpretation of the study results presented.
3. Organizational implications of the study results clearly stated.

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
1. Recommendations logically flowed from research findings.
2. Recommendations were supported by the data presented.
3. Recommendations related to the stated problem and purpose of the study.
4. Recommendations provided for the student's organization and for future readers.

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
1. Theories, principles, and procedures presented and used properly.
2. Information and data accurate and up to date.

Writing: Communication Rubric
Certain style rules will require access to the current edition of the *Publication Manual of the American Psychological Association.*
   Evaluation Criteria
1. Correct grammar, punctuation, spelling, sentence structure, and typing/editorial style. (See *Publication Manual of the American Psychological Association*.)
2. All required sections of paper included.
3. Reference List and in-text references documented properly, using APA guidelines.
4. Title reflects nature of the study; correct title page format followed. (See *Publication Manual of the American Psychological Association*.)
5. 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.

Completing the Degree – Final Procedures for Earning the Doctorate of Education in Educational Leadership and Policy Studies
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.

Narrative Reflection and Doctoral Research Paper (EdD)
A required component of the Educational Leadership and Policy Studies EdD program is a narrative reflection on learning relative to the development of knowledge, skill and professional attributes after four quarters of coursework.

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.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES
DOCTORAL RESEARCH PROJECT COMMITTEE (EdD)

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 program coordinator 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   Date

_____
Faculty Chair   Date

_____
ELPS Program Coordinator   Date

EDUCATIONAL LEADERSHIP AND POLICY STUDIES
DOCTOR OF EDUCATION (EDD)
DOCTORAL RESEARCH PROJECT PROPOSAL APPROVAL

Candidate Information

Name: _____ Student ID Number:_____

Email: _____

Date: _____

Title: _____

Signatures

Faculty Chair (ELPS) _____

Approve_____ Do Not Approve_____

Committee Member (ELPS) _____

Approve_____ Do Not Approve_____

*Committee Member _____

Approve_____ Do Not Approve_____

Committee Member _____

Committee Member _____

* Voting restricted to full time DU faculty

EDUCATIONAL LEADERSHIP AND POLICY STUDIES
DOCTOR OF EDUCATION (EDD)

RESULT OF ORAL DEFENSE

Candidate Information

Name: _____ Student ID Number: _____

Email: _____

Date: _____

Title: _____

Decision

_____ **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.

Signatures

Faculty Chair (ELPS) _____

Approve_____ Do Not Approve_____

Committee Member (ELPS) _____

Approve_____ Do Not Approve_____

*Committee Member _____

Approve_____ Do Not Approve_____

Committee Member _____

Committee Member _____

* Voting restricted to full time DU faculty

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
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 one to convincing and well-supported conclusions	• Relevant, quality details clearly support the intent and purpose of text or presentation and lead one 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 one to deeply understand the work.
Sources and Evidence	• Does not effectively use examples or sources to support ideas	• Incorporates sources and examples related to the topic.	• Use of credible and relevant examples and sources to develop ideas appropriately
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 • Writing contains numerous mechanical errors but meaning is not impacted	• Uses compelling language that communicates meaning 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

Doctorate of Philosophy, PhD

The Doctor of Educational Leadership and Policy Studies PhD degree, comprised of 90-credit hours of coursework, is a degree for those who are most interested in continued theoretical research. Coursework 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.

PROGRAM OVERVIEW

For our PhD Doctorate curriculum, students join the EdD students for the first two years of coursework and foundational research training in order to provide students with a strong grounding in the leadership of educational organizations and applied research and policy. In their third year, PhD students work with their advisor to design their final courses in advanced research preparation and a cognate area (e.g., curriculum design or educational assessment). PhD students then complete a dissertation to finish their degree. 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 (9-10 hours) of the PhD, 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 in developing the initial course plan of study.

Please Note: The University of Denver Registrar's website contains the official and most current course descriptions at: http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg
Select the quarter in which you are enrolled and K12 Administration as the subject.

Coursework Requirement (90 credits)

Foundations (52 cr. Hrs.)

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
Educational Policy Making in the US	ADMN 4823	3
Policy Analysis in Educational Systems	ADMN 4844	4
Curriculum, Instruction, Assessment	ADMN 4835	3
Empirical Research Methods*	RMS 4930	3

Year Three (Research + Cognate 28 cr. Hrs.)

Recommended options, Statistics Focus

Correlation & Regression *(prerequisite for many other RMS courses)*	Intermediate Research Methods	RMS 4911
Analysis of Variance (ANOVA)	Intermediate Research Methods	RMS 4912
Multivariate Analysis	Advanced Research Methods	RMS 4913
Hierarchical Linear Modeling	Advanced Research Methods	RMS 4915
Structural Equation Modeling	Advanced Research Methods	RMS 4914

Recommended options, Measurement Focus

Psychometric Theory	Intermediate Research Methods	RMS 4921
Item Response Theory	Advanced Research Methods	RMS 4922
Multivariate Analysis	Advanced Research Methods	RMS 4913

Recommended options, Qualitative Focus

Qualitative Data Collection & Analysis	Intermediate Research Methods	RMS 4942
Community Based Research	Intermediate Research Methods	RMS 4945
Arts-based Research	Intermediate Research Methods	RMS 4947
Ethnographic Research	Advanced Research Methods	RMS 4946

Other Recommended options

Meta-Analysis for Social Science Research	Intermediate Research Methods	RMS 4932
Mixed Methods Research Design	Advanced Research Methods	RMS 4951
Doctoral Research Seminar	Intro Level Research	ADMN 5993

Dissertation Research (Minimum 10 cr.Hrs.)

Dissertation Research	ADMN 5995

DEGREE COMPLETION REQUIREMENTS

Comprehensive Exam and Dissertation (PhD)

Successful performance on a comprehensive examination is required for PhD students. This exam is taken after the completion of at least two years of coursework and requires students to demonstrate their ability to integrate, synthesize, and make meaning of the knowledge they have gained during their ELPS program of study.

After 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 Studies Policy Manual* 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.

TRANSFER CREDITS, IF ANY – MUST BE FILED WITH GRADUATE STUDIES OFFICE BY **END OF FIRST QUARTER OF STUDY.**

COURSE NAME & ORIGINAL NUMBER	SUBSTITUTES FOR (REQUIREMENT):	INSTITUTION	WHEN COMPLETED	HOURS TO TRANSFER
TOTAL TRANSFER HOURS (15 maximum):				

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

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	HOURS
Correlation & Regression *(prerequisite for many other RMS courses)*	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 Research	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 Hours):				**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 HOURS:				**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 Hours
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 & 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 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**

MCE AFFILIATED PROGRAMS

The Aesthetic Education Institute of Colorado (AEIC)
Co-sponsored by Think 360 Arts Complete Education, Inc. and the Morgridge College of Education, this Institute is an intensive, hands-on workshop with interactive lectures led by professional artists and educators. During the institute, works of visual and performing art become the "text" for the exploration of dance, music, creative writing, theater, and the visual arts presented within a unifying theme. Contact: Dr. Bruce Uhrmacher at 303.871.2483, buhrmach@du.edu

The Colorado Community-Based Research Network (CCBRN)
This network connects university students and faculty with community organizations needing research and information. Since 1997, DU students have helped address pressing issues within our local communities such as environmental threats, school and educational decline, growing crime rates, immigrant issues and economic inequality. Community-based research is a unique tool for preparing students for lives of civic engagement and social responsibility. It allows them to apply the skills and knowledge gained in the classroom in situations that expand their understanding of the world, increasing their commitment to our democratic society. If you are interested in joining the network, please contact Dr. Nick Cutforth at 303.871.2477 or at ncutfort@du.edu.

The Ricks Center for Gifted Children
Ricks Center for Gifted Children at the University of Denver is an exemplary program designed for gifted children. It provides nationally recognized gifted education to approximately 250 students ranging from ages three years old through eighth grade, who demonstrate exceptional, differentiated abilities and learning needs. Its mission is to provide a dynamic and challenging educational environment that anticipates and responds to the individual, intellectual, social, emotional, physical, aesthetic, and cognitive needs of gifted children. Contact: Dr. Norma Hafenstein at 303-871-2527 or nhafenst@du.edu

The Institute for the Development of Gifted Education
Building on 25 years of extensive experience in curriculum development at the Ricks Center for Gifted Children, the Institute has produced a variety of curriculum units that utilize an integrated thematic approach carefully matched to the learning characteristics and dispositions of gifted children. In conjunction with the production of curriculum units, the Institute sponsors periodic curriculum seminars for school practitioners, graduate students, and university professors interested in learning about development and adaptation of curriculum to be utilized especially with gifted learners. Contact: Dr. Norma Hafenstein at 303-871-2527 or nhafenst@du.edu

Marsico Insitute for Early Learning and Literacy
The Marsico Institute is a research and social policy institute dedicated to improving learning environments and outcomes for children, birth to age 8. The work of the Institute includes identifying the best in early learning research, practice, and policy, and delivering that information to academics, practitioners, policymakers, and parents: the people who can create and implement

changes to improve the lives of young children. Contact: Dr. Doug Clements at 303-871-2217 or douglas.clements@du.edu

MCE RESEARCH SEQUENCE

Research Requirement for Master's Degree Students

Course # and Title	Credit Hours	Prerequisites	Typically Scheduled	Instructor
**RMS 4900 Educational Research and Measurement	4	None	Fall, Fall*, Winter, Spring, Summer	Adjunct
OR				
**RMS 4920 Educational Measurement	3	None	Spring, Summer	Adjunct
OR		None		
**RMS 4910 Introductory Statistics and	5	None	Summer, Fall	Green/GSSW
**RMS 4930 Empirical Research Methods	3	None	Fall, Spring	Olmos

Research Requirement for PhD Degree Students[a]

Introductory Level				
Course # and Title	Credit Hours	Prerequisites	Typically Scheduled	Instructor
**RMS 4910 Introductory Statistics	5	None	Summer, Fall, Fall*	Green, Seidel, GSSW, adjunct
**RMS 4930 Empirical Research Methods	3	None	Fall, Spring, Spring*	Olmos
**RMS 4941 Introduction to Qualitative Research	4	None	Fall, Winter, Spring, Summer*	Cutforth, Seidel
RMS 4940 Structural Foundations of Research in Social Sciences	3	None	Fall, Summer*	Seidel, Adjunct
RMS 4920 Educational Measurement	3	None	Winter*, Spring, Summer,	Seidel, Adjunct
RMS 4952 Research Ethics	1	None	Fall	Green
RMS 4921 Psychometric Theory	3	RMS 4910	Fall	Green
RMS 4931 Survey Design and Analysis	3	RMS 4910	Winter, Spring*	Seidel, Zhang
RMS 4960 Program Evaluation Theory	3	None	Fall odd numbered years	Olmos
RMS 4954 Grant Writing	3	None	Summer	Hall-Ellis
RMS 4962 Program Development and Assessment	3	None	Winter	H Ed faculty
Intermediate Level				

RMS 4932 Meta-Analysis in Social Science Research	3	RMS 4910, RMS 4930	Winter even numbered years	Olmos
RMS 4922 Item Response Theory	3	RMS 4921	Winter odd numbered years	Green
RMS 4944 Action Research	3	RMS 4941, RMS 4910		
RMS 4911 Correlation and Regression	4	RMS 4910	Fall, Winter	Seidel, Zhang, GSSW
RMS 4912 Analysis of Variance	5	RMS 4910	Winter	Green
RMS 4942 Qualitative Data Collection and Analysis	4	RMS 4941	Spring	Cutforth
RMS 4961 Program Development and Evaluation	3	RMS 4960		Seidel
Advanced Level				
RMS 4913 Multivariate Analysis	5	RMS 4910, RMS 4911 or RMS 4912	Spring	Green, Seidel
RMS 4914 Structural Equation Modeling	5	RMS 4913	Spring odd numbered years	Seidel, Zhang
RMS 4915 Hierarchical Linear Modeling	4	RMS 4911	Winter even numbered years	Zhang
RMS 4916 Latent Growth Curve Modeling	3	RMS 4915	Spring even numbered years	Zhang
RMS 4951 Mixed Methods	4	RMS 4941, RMS 4942, RMS 4930	Spring	Olmos, Seidel
RMS 4946 Advanced Qualitative Research	4	RMS 4941, RMS 4942	Spring even numbered years	Cutforth
RMS 4945 Community-based Research	4	RMS 4941, RMS 4942, RMS 4910, RMS 4921 or 4931	Spring even numbered years	Cutforth
RMS 4947 Arts-Based Research	3	RMS 4941, RMS 4942, or permission of instructor	Spring odd numbered years	Uhrmacher
RMS 4949 Topics in Qualitative Research	1-5	RMS 4941, RMS 4942, RMS 4942		
RMS 4969 Topics in Program Evaluation	1-5	RMS 4960		
RMS 4959 Topics in Research Design	1-5	RMS 4930		
RMS 4929 Topics in Psychometrics	1-3	RMS 4922		
RMS 4919 Topics in Statistics	1-5	RMS 4913		

*Offered on Saturdays

**Required for all students in Master's/PhD programs, plus dissertation hours and additional research course credits allocated by level—varies by program.

STUDENT ASSOCIATIONS

College of Education Student Association (COESA)

The College of Education Student Association (COESA) promotes unity of program support in the college and augments personal and professional development for graduate students. COESA represents students in all policy-making activities affecting student interests and provides students studying in the college an opportunity to engage in collegial and social relationships with faculty, peers and experts in the field.

Graduate Student Association Council (GSAC)

The mission of this organization is to represent and to serve all graduate students at the University of Denver. This shall be accomplished by soliciting the views of graduate students and by representing those views in University-wide committees and Board of Trustees meetings. GSAC will continually strive towards creating a stimulating and nourishing environment for graduate students at the academic, social and philanthropic levels.

Curriculum Studies & Teaching Student Association

The Curriculum and Instruction Student Association (CISA) provides an avenue for CS&T students to connect and interact with other members of the Morgridge College of Education community; attend presentations on topics of interest; participate in mentoring; and gain assistance in all phases of their academic program. Being part of a supportive network of individuals contributes to a successful, satisfying graduate student experience. We encourage you to make the most of your time at the University of Denver by participating in CISA.

Higher Education Student Association

The Higher Education Student Association (HESA) provides an educational, professional and social base for students interested in the field of higher education. Activities of the organization encourage and enhance all facets of graduate student growth and development and provide an opportunity to engage in collegial and social relationships with faculty, peers and experts in the field.

PROFESSIONAL ORGANIZATIONS / ASSOCIATIONS

All MCE students are encouraged to join at least one professional association. Becoming a higher education professional is usually facilitated by joining one or several national associations related to the field and receiving their journals and publications. Membership in these organizations provides the student with an opportunity to become familiar with, begin networking, and become part of a professional community. Student memberships at a reduced rate are usually available. Listed below are several major associations which can be particularly helpful to students for their professional and academic socialization and career advancement:

American Educational Research Association (AERA): also join divisions and SIGs (Special Interest Groups)   AERA is a large and diverse organization of some 10,000 educators from early childhood education to higher education. Its Division J (Postsecondary Education) has 1,500 members. The

MCE faculty and students usually present between 10 and 15 papers annually at the conference. URL: http://www.aera.net/

Curriculum Studies and Teaching

- General organizations
  - American Association for Teaching and Curriculum (AATC) http://www.aatchome.org/
  - Association for Supervision and Curriculum Development (ASCD) www.ascd.org
  - National Association for Gifted Children www.nagc.org

- Interest based organizations
  - National Association of Multicultural Education (NAME) www.nameorg.org
  - National Art Education Association (NAEA) http://www.naea-reston.org/
  - National Council on Family Relations (NCFR)   http://www.ncfr.org/
  - National Association for Bilingual Education (NABE) http://www.nabe.org/

Higher Education

The **Association for the Study of Higher Education** (ASHE) is one of the most important associations for doctoral students. This association of approximately 1000 persons includes most of the faculty who teach higher education in the 130 programs across the country and many of their graduate students. It is the best place to meet other students and the faculty. URL: http://www.ashe.ws/

The **American Association for Higher Education** (AAHE) is dedicated to administrative professionals in colleges and universities. It is the leading higher education association for educational change through its national conferences on higher education, assessment, and school/college collaboration. URL: http://www.aahe.org/

The **American Association of Community Colleges** (AACC) is the most important for those persons interested in community college positions. Fifty percent of all higher education students in the country hold positions or are intending to work in this group of institutions. URL: http://www.aacc.nche.edu/

The **National Association of Student Personnel Administrators** (NASPA) is the largest association for individuals interested in the chief student affairs officer position. For those students seeking positions in this area of higher education or wishing to know about the latest developments in student life, this is an important conference to attend. URL: http://www.naspa.org/

The **American College Personnel Association** (ACPA) is a major student affairs professional organization devoted especially to working with graduate students who are seeking student affairs positions. The ACPA is the leading student affairs Association that advances student affairs and engages students for a lifetime of learning and discovery. ACPA provides outreach, advocacy, research, and professional development to foster college student learning. ACPA supports and

fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices and programs for student affairs professionals and the higher education community. The Association has nearly 8,000 members representing nearly 1,500 private and public institutions from across the U.S. and internationally.
URL: http://www.myacpa.org/index.cfm

The **Professional and Organizational Development Network in Higher Education** (POD Network) develops and supports practitioners and leaders in higher education dedicated to enhancing learning and teaching. POD fosters human development in higher education through faculty, instructional, and organizational development. The development of students is a fundamental purpose of higher education and requires for its success effective advising, teaching, leadership, and management. Central to POD's philosophy is lifelong, holistic, personal, and professional learning, growth, and change for the higher education community.URL: http://www.podnetwork.org/about.htm

JOURNALS

- Usually each of the major professional organizations publishes its own journals
  - AERA: American Educational Research Journal, Educational Researcher
  - AATC: Curriculum and Teaching Dialogue
- Chronicle of Higher Education
- Journal for the Education of the Gifted
- Roeper Review
- Gifted Child Quarterly
- Exceptional Children

UNIVERSITY RESOURCES

Anderson Academic Commons
- University Libraries http://library.du.edu/
- Research Center http://library.du.edu/site/users/students/researchCenter.php
- Writing Center   http://www.du.edu/writing/writingcenter/

Campus Safety http://www.du.edu/campussafety/

Center For Multicultural Excellence http://www.du.edu/cme/

Driscoll Student Center http://www.du.edu/studentlife/driscoll/
- Bookstore http://du.bkstr.com/
- Pioneer ID Card Office http://www.du.edu/pioneercard/
- RTD Pass http://www.du.edu/transcenter/transit/students.html

Katherine A. Ruffatto Hall morgridge.du.edu
- Classrooms

- Computer Lab
- Faculty and Staff Offices
- Morgridge Financial Aid Office
- Morgridge Office of Admissions

Light Rail Station   http://www.rtd-denver.com/lightRail_subHome.shtml

Mary Reed Building
- Office of Graduate Studies   http://www.du.edu/learn/graduates/

Parking Services
- Parking Permit Information   https://www.parking.du.edu/

Ritchie Center   http://www.recreation.du.edu/
- Coors Fitness Center   http://www.du.edu/ritchiecenter/coorsfitnesscenter/index.html
- Health & Counseling Center   http://www.du.edu/duhealth/
- Intramural and Club Sports
  http://www.du.edu/ritchiecenter/studentprograms/index.html
- Sports/Entertainment Events   http://www.denverpioneers.com/

Sturm Hall
- Classrooms

The International House
- The Office of Internationalization http://www.du.edu/intl/index.html
- International Student and Scholar Services http://www.du.edu/intl/isss/index.html

University Hall
- Bursar   http://www.du.edu/bursar/
- Financial Aid   http://www.du.edu/apply/gradfinaid/
- Registrar   http://www.du.edu/registrar/

University Technology Services Help Desk   http://www.du.edu/uts/

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QUICK LINKS/FORMS FOR STUDENTS AND ADVISORS

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Exceptions to Academic Policy/Extension of Program—Refer to the Graduate Studies Policy Manual for descriptions of academic exceptions:
http://www.du.edu/media/documents/graduates/gradpolmanual.pdf

- The application portal for Academic Exceptions is found in WebCentral on the MyWeb tab, Student and Financial aid section.

Application for Graduation—Application deadlines occur on the first day of the quarter *before* the student will graduate.

- The graduation application portal is found in WebCentral on the MyWeb tab, under Student and Financial Aid.

Application for I (Incomplete) Grade—This form is initiated by student following a careful review of the conditions on page two of this form. If approved, the instructor will assign a grade of "I" and an expiration date. All incompletes not changed to grades in one year default to a grade of F.

- This form is found at http://www.du.edu/registrar/forms/Incomplete_application.pdf

Waiver or Substitution of Courses. Waived courses do not reduce the number of credits required for degree completion. The student may request a waiver or substitution of a course by completing the form found at this link:

- http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf

Application for Independent Study/Directed Study/Dissertation Research—The PhD student initiates this form each quarter. Both the student and the instructor (for independent or directed study) or the student's faculty advisor (for dissertation research) sign it before it is submitted to the Registrar.

- This form is available at http://www.du.edu/registrar/forms/independentstudy.pdf

Transfer of Credit—Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. Transfer requests are initiated by the student's completion of this form

- This form is available at http://www.du.edu/media/documents/graduates/transfer.pdf

Continuous Enrollment (CE) Approval Form—The qualified student initiates this form prior to the beginning of fall quarter each year. The student, the student's faculty advisor, and the Department Chair sign it before it is submitted to Graduate Studies for approval.

- This form is found at http://www.du.edu/media/documents/graduates/ceproceduresform.pdf.

Reserving a room in the MCE—https://25live.collegenet.com/du/