

Educational Leadership and Policy Studies Student Handbook

2018-2019



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

The Educational Leadership and Policy Studies Program *Student Handbook* provides admitted students with information to assist them as they progress through the requirements of MCE degrees and certificates. In addition to this program publication, the student should become familiar with the [MCE Policies and Procedures](#) and the University-wide, [Graduate Policies and Procedures](#). Although every effort has been made to ensure agreement among these documents, it is the students' responsibility to read the norms regarding degree programs in all documents and to complete various program requirements and procedures in a timely fashion.

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

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

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

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WELCOME TO THE EDUCATIONAL LEADERSHIP AND POLICY STUDIES PROGRAM

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

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

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

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

Warm regards,

Susan Korach, EdD
Department Chair
Educational Leadership and Policy Studies

MORGRIDGE COLLEGE OF EDUCATION POLICY AND PROCEDURES

Academic Policies

Grades and Grade Point Average

The minimum passing grade for coursework is C-. Please refer to the Office of Graduate Education (OGE) [Academic Standards](#), which includes information students need to know in order to remain in good academic standing.

Policies and Procedures

Graduate students are responsible for adhering to the Graduate Policies and Procedures, please refer to the [Graduate Bulletin](#). For MCE Academic Policies, please refer to the [Morgridge College of Education \(MCE\) website](#).

EDUCATIONAL LEADERSHIP AND POLICY STUDIES PROGRAM OVERVIEW

Educational Leadership and Policy Studies Department Mission

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

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

EDUCATIONAL LEADERSHIP AND POLICY STUDIES FACULTY AND STAFF

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

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EDUCATIONAL LEADERSHIP AND POLICY STUDIES DEPARTMENT REQUIREMENTS

ELPS Certificate for Principal Preparation: Ritchie ELSS

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

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

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

Course Requirements and Course Descriptions

The [Graduate Bulletin](#) contains all program course requirements and course descriptions under the Program of Study tab.

Additional Requirements, ELPS Certificate

Leadership Retreat

The purpose of the leadership retreat is to build community and provide an experiential learning experience to practice the leadership theories and concepts that serve as the foundation of the program. The retreat experience concludes with a half day debrief session the Saturday after the retreat.

Intercultural Development Inventory (IDI – www.idiinventory.com)

Students will complete The Intercultural Development Inventory® (IDI®) as part of their coursework. The IDI provides feedback on a person's intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. The Intercultural Development Inventory is a 50-item questionnaire available online that can be completed in 15–20 minutes. Students will use the results of their IDI to monitor their growth towards interculturally competent leadership.

Inquiry Projects

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

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.

Leading Teaching and Learning: Building the capacity of staff to use 21st century teaching and learning skills, knowledge and values are vital to student success. Principals create and sustain change in schools by engaging stakeholder participation in formulating and implementing change, without which most reform efforts fail. For example, wise use of technology, culturally proficient teaching, and differentiated instruction are pivotal to equitable student success. In this project students work with a teacher or teacher team in a collaborative inquiry action process and identify best practices in assessment, curriculum, instruction, learning, and leadership and identify organizational structures needed to support student learning needs.

Developing People: Principals help schools become communities that prepare students to participate in society. They influence the organizational practices of schools and distribute resources equitably, uphold high standards, and give all students a variety of opportunities to learn and participate in their schools. Principals have the responsibility to provide a powerful and insightful voice regarding decisions about school change. In this project students identify best practices in evaluation and resource management to support and sustain human resources for student achievement.

Leading and Resourcing Change: Excellent principals draw on researched, evidenced-based knowledge to lead innovative schools, melding theories with action to result in best practice. Understanding the legal, political, and socio-cultural contexts for organizing school resources and work is critical to sustaining school efficiency and effectiveness. In this project students provide evidence of how to use resources to lead change and support and sustain student learning.

The Internship

Each internship experience focuses on “problems of practice” related to the quarterly Inquiry Projects. Potential issues for investigation include systems; culture and environment; student support and response to intervention/instruction (RTI); data use; resource management; family and community engagement; teacher professional development, supervision, and evaluation;

policy and ethics; and communication. The Internship is guided by the cohort professor, a mentor principal and a menu of opportunities that complements the focus of each of the inquiry projects. The University grade received by the intern is based upon the cohort professor's judgment of the intern's growth and understanding of the nature, problems and processes of leadership. The grade will be based upon multiple criteria including: 1) review of student's portfolio including the standards-based inquiry projects and reflections; 2) log of internship hours and experiences; 3) attendance and participation in meetings with mentor principal and cohort instructor; and 4) feedback from cohort instructor and mentor principal.

Internship Process (minimum requirements)

- **Initial Meeting:** The student will schedule a meeting (may be 'virtual' by phone, Skype, chat room or email) between the student, the mentor principal and university instructor within the first 2 to 3 weeks (20-30 clock hours) after beginning the internship. Prior to the first meeting, the student gives the mentor principal a copy of the inquiry project internship materials.
- **Quarterly:** Check-in meetings (may be 'virtual' by phone, Skype, chat room or email) to share and discuss the new **Inquiry project** outline with the principal mentor. School needs or considerations that might require a modification of the project are discussed. The cohort instructor is available to meet with students if desired or necessary-please contact them as needed/desired by the student or field mentor.
- **End of Each Quarter: Log of hours and Inquiry Projects (or completion of the internship evaluation.)** This documentation is posted on the student's Portfolio for course professor review or shared in a conference with the student, cohort instructor and mentor principal.
- **Last Quarter:** The appropriate Internship Evaluation Document is completed by the field mentor prior to the Final Conference and submitted electronically to the university mentor.

Certificate Completion Requirement - Final Portfolio Review and Leadership Journey Presentation

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

- Introduce school and position
- Articulate vision, goals, key strategies and bold steps took to impact student learning and achievement at the school
- Identify at least one "essential" leadership question
- Clearly articulate how the inquiry projects impacted leadership development and experiences
- Provide evidence of leadership competencies relative to Colorado Quality Standards for Principals and District leadership standards (if applicable)

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

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

Name: _____ Student ID _____

REQUIRED COURSES

Course Number	Course Title	Credit Hours	Quarter to be Completed
ADMN 4840	Strategic and Transformative School Leadership	7	
ADMN 4841	Instructional Leadership for Equitable Schools	7	
ADMN 4842	Human Resource Leadership	5	
ADMN 4843	Strategic Resource Management for School Leadership	5	
Subtotal		24	
ADMN 4860	Principal Internship	2	
ADMN 4860	Principal Internship	2	
ADMN 4860	Principal Internship	2	
Subtotal		6	
Total Credits Required		30	

Student Signature

Date

Advisor Signature

Date

ELPS Master of Arts Degree

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

The ELPS Program (MA degree) is an approved provider of CDE School Turnaround Leadership Grant Program, please refer to the [CDE website](#).

Program Course Requirements and Course Descriptions

The [Graduate Bulletin](#) contains all program course requirements and course descriptions under the *Program of Study* tab.

MA Degree Completion Requirement - Action Research Capstone Project

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

The capstone project for the ELPS MA should demonstrate:

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

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

- Selecting a focus
- Clarifying theories
- Identifying research questions
- Collecting data
- Analyzing data
- Reporting results
- Planning/Taking informed action

Evaluation of the Action Research Project

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

All capstone projects will be evaluated using the following criteria:

- Clear identification of focus and research question(s)
- Relevant literature review of related research (minimum of 5 sources, APA format)
- Clear research design, development of data collection tools and definition of data sources and collection processes
- Strong data analysis and interpretation of findings
- Clear description of the planned or real action resulting from research findings

Plagiarism Prevention Policy

The University of Denver has a very clear policy regarding plagiarism. Plagiarism, as a concept, can be somewhat confusing for students. In an effort to increase clarity regarding the definition and operational implications of plagiarism as well as to protect the individual students as well as the Morgridge College of Education the following policy related to culminating written projects, which include dissertations, doctoral research projects, and master's capstones is in place.

Prior to submission for review students will be responsible for using VeriCite or a comparable plagiarism-prevention service, to check the document for plagiarism. Students will submit a one page summary of efforts regarding the process. This should include a statement that the student indeed ran the document through the software program. It should also briefly explain any changes that were made and if changes were not made why not. This summary, along with the report from the plagiarism prevention service, are submitted to the professor.

**EDUCATIONAL LEADERSHIP AND POLICY STUDIES (ELPS)
MA COURSE WORK PLAN**

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

Name _____ Student ID _____

REQUIRED COURSES

Course Number	Course Title	Credit Hours	Quarter to be Completed
A. Foundation Requirements			
RMS 4900	Education Research and Measurement	4	
ADMN 4834	Seminar in Multicultural Issues	3	
Subtotal		7	
B. Program Requirements			
ADMN 4848	Business Design and Innovation for School Leaders	4	
ADMN 4849	Action Research for School Leaders	4	
Subtotal		8	
C. Principal Licensure Concentration Requirements			
ADMN 4840	Strategic and Transformative School Leadership	7	
ADMN 4841	Instructional Leadership for Equitable Schools	7	
ADMN 4842	Human Resource Leadership	5	
ADMN 4843	Strategic Resource Management for School Leadership	5	
Subtotal		24	
D. Internship Requirements (6 credits)			
ADMN 4860	Principal Internship	2	
ADMN 4860	Principal Internship	2	

ADMN 4860	Principal Internship	2	
Subtotal		6	
Summary of Course Requirements			
A. Foundation Requirements		8	
B. Program Requirements		7	
C. Principal Licensure Concentration Requirements		24	
D. Internship Requirements		6	
E. Action Research Capstone paper/project		Date Completed:	
Total Credits Required		45	Minimum

Student Signature

Date

Advisor Signature

Date

ELPS Doctoral (EdD/PhD) Degrees

The Educational Leadership and Policy Studies (ELPS) Program doctoral (EdD or PhD) degree prepares students to be transformative leaders in a variety of educational settings. Students will design, conduct, and use research for evidence-informed practice and policy leadership. EdD and PhD students take a sequence of required coursework in research and leadership. This coursework is intentionally designed to help students make critical connections between practice, research and theory. The cohort format allows students get to know a cadre of fellow educational leaders and scholars who support each other through the coursework and doctoral research. After the initial two years of coursework, EdD students continue to develop and complete their Doctoral Research Project, and PhD students continue with another year of coursework in a cognate area of interest and specialized research methodology.

What distinguishes the ELPS program from traditional doctoral programs in education is the belief that the next generation of leaders should be future-focused, critical thinkers, and change agents. Instead of a program that is reactive to existing systems, ELPS prepares the next generation of leaders to transform research, policy, and practice in complex and ever-changing educational contexts. A doctoral degree from ELPS prepares students with the research and leadership skills that will expand career choice sets within the field of education.

ELPS doctoral students benefit from:

- Small teacher-student ratios,
- A rigorous curriculum that is grounded in social justice and responsive to current, challenges faced by educational leaders,
- A cohort comprised of accomplished educational leaders from diverse national and international educational contexts,
- Full access to resources for University of Denver students,
- Research and fieldwork opportunities for applied learning,
- Personalized mentorship by respected scholars in the field, and
- Access to well established educational partnerships and networks across Colorado and the nation.

Program Course Requirements and Course Descriptions

The [Graduate Bulletin](#) contains all program course requirements and course descriptions under the Program of Study tab.

Intercultural Development Inventory (IDI – www.idiinventory.com)

Students will complete The Intercultural Development Inventory (IDI) as part of their coursework. The IDI provides feedback on intercultural competence—the capability to shift cultural perspective and appropriately adapt behavior to cultural differences and commonalities. The Intercultural Development Inventory is a 50-item questionnaire available online that can be completed in 15–20

minutes. Students will use the results of their IDI to monitor their growth towards interculturally competent leadership.

Student Responsibilities

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

- Complete all required coursework with a 3.0 or better GPA.
- Pass the End of Year One and Two Reviews (EdD) or Comprehensive Exam (PhD).
- 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 (EdD) or dissertation (PhD) proposal and final product to the committee at least two weeks before the date of the defense.
- Satisfactorily complete the oral defense and submit the final product (doctoral research project or dissertation) within the deadlines.
- Remove all incomplete grades at least three weeks before the end of the quarter in which the degree is to be awarded.

If any of these expectations or deadlines are not met, the awarding of the degree will be postponed.

Doctor of Education (EdD)

The EdD in Educational Leadership and Policy Studies builds on prior leadership preparation or experience and a Master's degree. The program consists of two years of foundational doctoral coursework (two courses/quarter; one research and one leadership course). The coursework in the initial two years of the program is offered in a doctoral cohort format with ELPS PhD students and builds a cadre of fellow educational leaders and scholars who support each other through the coursework and research. After the initial two years of coursework, EdD students continue to develop and complete their Doctoral Research Project. The Doctoral Research Project is independent research regarding a persistent, complex problem of practice with a supportive structure of quarterly research seminars. In addition to the requirements for the degree, students have the option of completing a 300 hour Administrative Internship (requirement for Administrator License, Special Education Director License and Gifted Education Director license).

The Educational Leadership and Policy Studies Department is a Phase III member of the Carnegie Project on the Education Doctorate (CPED) which seeks to build sustainability and capacity in education leaders by integrating research, professional knowledge and practice. The program:

- Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice
- Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities
- Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships
- Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions

- Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry

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

Additional Program Requirements, EdD

EdD End-Of-Year Reviews

A required component of the Educational Leadership and Policy Studies EdD program is a comprehensive review of student learning relative to coursework and the ELPS Student Learning Outcomes at the end of each year. 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.

Review Process and Feedback

Narrative reflections will be reviewed by a team of two ELPS doctoral faculty members. If there is a disagreement, a third faculty member will review to determine the student's level of proficiency.

- To **Meet Standards**, there must be evidence that demonstrates the student's competency with 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 Student Learning Outcome (SLO) will earn an overall rating of Below Standards regardless of ratings earned in any of the other SLOs. A Below Standards rating will result in placement on probationary status and the requirement of a Remediation Plan with his or her advisor.

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

Degree Completion Requirement, EdD

Doctoral Research Project (DRP)

Description, Criteria and Evaluation

The Doctoral Research Project represents the culminating research experience for Doctorate of Education students. 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 expected to reach conclusions and offer recommendations for improvement. 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 aligned with the CPED Design Concepts and Program Principles.

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 research projects that qualify as human subject research need to be reviewed by the Institutional Review Board (IRB) through the Office of Research Integrity and Education (ORIE). ORIE provides support and oversight for research conducted by members of the University of Denver community so as “**...to ensure active adherence to the ethical principles and professional standards for the responsible conduct of research.**” MCE students, staff and faculty who conduct research are required to review the following [checklist](#) and [flow chart](#) as the first steps to determine if your research project qualifies as human subject research that requires you to submit a proposal to be reviewed by the Institutional Review Board (IRB). Please review the [examples](#) of research activities that may or may not require an IRB proposal. MCE graduate students should consult with their faculty advisor about their research activities. If you have additional questions about the ethical conduct of research at DU, please contact ORIE staff at 303-871-2121. More information on their office is listed on the [ORIE website](#).

Selection of Doctoral Research Topics

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

- The author's individual interests.
- The significance or value of the topic and/or issue to a specific educational context (problem of practice).
- The relation of the topic or issue to the ELPS course content and learning outcomes.

- The real world application of the outcomes of the study.
- The project is feasible and can be completed in a nine to fifteen-month timeframe.

Required Elements

The format of the project may vary based on the focus and research design. However, the following elements outlined and described below must be clearly identifiable in the research process (proposal to final product).

- Introduction
- Literature Review
- Research Methods and procedures
- Findings
- Recommendations and Implications
- Reference List
- Appendices (if needed)

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

ELPS Doctoral Research Seminar and Research Hours - ADMN 5990 and ADMN 5993

Students will register for Doctoral Research Planning and Design ADMN 5990 and Doctoral Research Seminar ADMN 5993 per coursework plan.

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' timelines may vary, but the following schedule of stages should guide the work:

1. Doctoral Research Planning
 - the delimited scope (or site)
 - fully developed research questions
 - data collection plan
 - draft IRB application (if appropriate – [ORIE Policy](#))
 - Annotated Literature Review Outline
2. Doctoral Research Design
 - Confirmed problem/question and research site
 - Preliminary theory of action and theoretical or conceptual framework
 - Literature review
 - Data collection plan and timeline
 - Defend Proposal
 - IRB approval/research site approval (if needed – [ORIE Policy](#))
3. Doctoral Research Data Collection and Analysis
4. Doctoral Research Findings and 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 Doctoral Research and Design course (ADMN 5900), students will select a Doctoral Research Project faculty chair (who must be an ELPS appointed faculty member with an earned Doctorate) within his/her respective program, and form a committee composed of a minimum of three and a maximum of five members. There will be a maximum of three voting members: two ELPS faculty (faculty chair and committee member) and a third member who may or may not be a DU full-time faculty member. The third member may also be a community member, adjunct faculty member, post-doctoral appointee, or a professor from other college or institution. If the third voting member is not a DU faculty member, the selection must be supported by a strong written rationale that is submitted to the department chair for approval. In cases in which the third member is not a DU full time faculty member, the third member will be a non-voting member. In these cases, the non-voting community member will review the Doctoral Research Project and provide written feedback to inform the voting process. In rare cases in which there is a three-person committee with two voting members and the review results in a split decision, an additional full time faculty member, whose appointment is within the department, will be asked to review the documentation and vote on the project. Students may consult with their faculty academic advisor for help in identifying a Doctoral Research Project faculty chair. An *ELPS Doctoral Research Project Committee form* (Appendix A) must be submitted by the student to the ELPS department chair.

The DRP committee will meet together on at least two occasions (a proposal hearing and an oral defense). When students have completed the doctoral research design phase of their work (research question/problem statement, theoretical/conceptual framework, preliminary literature review, research design, data collection plan and timeline) and completed the Doctoral Research Design course (ADMN 5900), they will schedule a proposal meeting with their committee. Once the DRP committee has approved the research design of the DRP, the chair will submit the signed *ELPS Doctoral Research Project Proposal form* (Appendix B) to the department chair for signatures and submission to the Educational Leadership and Policy Studies Academic Services Associate for upload into the candidate's academic record. Once the proposal has been approved, the student will seek IRB approval if needed ([ORIE Policy](#)) 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.

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 determined by the defense committee.

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

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

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

The *Result of Oral Defense* form (Appendix C) must be signed by all committee members and returned to the Educational Leadership and Policy Studies Academic Services Associate. All signatures must be original. In rare occasions, when a committee member participates remotely, a faxed or scanned signature will be accepted.

Dissertation, Doctoral Research Project, Master's Thesis Plagiarism Prevention Policy

The University of Denver has a very clear policy regarding plagiarism. Plagiarism, as a concept, can be somewhat confusing for students. In an effort to increase clarity regarding the definition and operational implications of plagiarism as well as to protect the individual students as well as the

Morgridge College of Education the following policy related to culminating written projects, which include dissertations, doctoral research projects, and master's capstones is in place.

Prior to submission for review students will be responsible for using VeriCite or a comparable plagiarism-prevention service, to check the document for plagiarism. Students will submit a one-page summary of efforts regarding the process. This should include a statement that the student indeed ran the document through the software program. It should also briefly explain any changes that were made and if changes were not made why not. This summary, along with the report from the plagiarism prevention service, are submitted to the professor.

DRP Publication

Once the chair has approved the DRP final product, the chair and the student will complete the *SUBMISSION AGREEMENT for Digital DU and the University of Denver Libraries* (Appendix D) and submit the completed form to the Academic Services Associate to serve as documentation of the successful completion of the DRP. The chair will submit the form and products in a PDF format to the listserv address: elaps-edd@du.edu .

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

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

Name _____ Student ID _____

REQUESTS TO TRANSFER PREVIOUSLY COMPLETED CREDITS MUST BE APPROVED BY THE OFFICE OF GRADUATE EDUCATION (OGE) BY THE END OF FIRST QUARTER OF ENROLLMENT.

<https://www.du.edu/assets/documents/core/transfer.pdf>

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

Course Title	Course Number	Quarter Completed	Credit Hours
Foundations of Ed. History & Philosophy	ADMN 4827		3
Structural Foundations of Research	RMS 4940		3
Organizational Theory & Behavior	ADMN 4819		3
Introductory Statistics*	RMS 4910		5
Leading Teaching and Learning	ADMN 4835		4
Introduction to Qualitative Research	RMS 4941		4
Improving Organizational Culture	ADMN 4836		4
Advanced Inquiry and Analysis	ADMN xxxx		4
Improvement Science and Action Research	ADMN 4821		5
Program Evaluation	ADMN 4820		4
Educational Policy Making in the US	ADMN 4823		4
Perspectives in District Leadership	ADMN 4812		4
Policy Analysis for Educational Systems	ADMN 4844		4
Leadership in Complex Systems	ADMN 4822		4
Subtotal			55
<i>* Indicates Research Courses which a student may have waived or test out</i>			
Doctoral Research Hours			
Doctoral Research Planning and Design	ADMN 5900		3
Doctoral Research Seminar Students are required to register for at least 1 credit hour each quarter (F, W, S) following all other coursework.	ADMN 5993		7 MIN.
Subtotal			10

Name _____ Student ID _____

OPTIONAL INTERNSHIP – ONLY NEEDED IF SEEKING DISTRICT LEVEL ADMINISTRATOR LICENSE

Course Title	Course Number	Quarter Completed	Credit Hours
Administrative Internship 1-6 credits (50 clocked hours per credit)	ADMN 4817		
	ADMN 4817		
	ADMN 4817		
Subtotal			6

Summary of Course Requirements	Credit Hours
College of Education/Research Requirements	12
Division/Program Area Requirements	43
Doctoral Research Hours (ADMN 5900 and ADMN 5993)	10 MIN.
Total for EdD Degree	65
OPTIONAL	
Internship Hours (6 needed if Administrator license is sought)	6
Total course work hours for this plan	

<i>EdD – Review Benchmarks Required</i>	Planned Quarter
End of Year One Review	
End of Year Two Review	
Doctoral Research proposal defense	
IRB (Institutional Review Board) approval	
Final Doctoral Research defense	

Student Signature

Date

Advisor Signature

Date

Doctor of Philosophy (PhD)

The Educational Leadership and Policy Studies (ELPS) Doctor of Philosophy (PhD) is a degree with coursework that includes a strong focus on quantitative and qualitative research methods, educational leadership, organizational theory, systems theory, and policy analysis. These areas are studied in an effort to expand and enhance research skills and add to the knowledge base needed for effective schools. An ELPS PhD prepares individuals for successful careers in research, academia, educational leadership and policy.

The first two years of coursework and foundational research training courses provide students with a strong grounding in the leadership of educational organizations and applied research and policy. This coursework is offered in a doctoral cohort format with ELPS EdD students and builds a cadre of fellow educational leaders and scholars who support each other through the coursework and research. In the third year PhD students work with an advisor to design a focus of final courses in advanced research preparation and a cognate area (e.g., curriculum design, higher education, educational assessment, etc.). This third year of coursework will consist of courses offered by programs across the Morgridge College of Education and the University of Denver and meeting times and dates will vary from those in the ELPS Department. In addition to the requirements for the degree, students have the option of completing a 300 hour Administrative Internship (requirement for Administrator License, Special Education Director License and Gifted Education Director license).

PhD students who have completed a leadership program at DU may be able to apply some of their content coursework toward the third-year cognate requirements (9-12 hours), if those hours have not already been used for another degree. In every case such application of hours will be negotiated with the student's faculty advisor while developing the initial course plan of study. The final degree requirement is the successful completion of the dissertation. The Office of Graduate Education makes all final decisions regarding transfer credits and dictates the policies and procedures for the completion of the dissertation.

Program Course Requirements and Course Descriptions

The [Graduate Bulletin](#) contains all program course requirements and course descriptions under the Program of Study tab.

Additional Degree Requirements – PhD

The Comprehensive Examination

The ELPS comprehensive examination is an assessment of the student's comprehension of the field, of the capacity to produce independent research, and the ability to think and support claims. It also certifies that the student has demonstrated evidence of proficiency in both theory and practice to move from the required ELPS core program into the elective specialization year, which will be followed by the dissertation. All program and core coursework should be complete at the time of the comprehensive exam.

Expectations for the PhD Comprehensive Exam

The purpose of the PhD comprehensive examination is to allow students to demonstrate the ability to integrate their understanding of educational leadership theory and practice (including basic research design and methods) acquired during the degree coursework.

ELPS Ph.D. Student Learning Outcomes

Learning Outcome 1 – Engaged Scholar: Base leadership practice on theoretical foundations and empirical evidence to provide effective, ethical and culturally responsive leadership in educational settings that leads to equitable learning for all students.

Learning Outcome 2 – Accomplished Researcher: Conduct independent research and critically examine current educational practices to ensure improved educational opportunities and outcomes for all students.

Learning Outcome 3 – 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.

Requirement of Independent and Original Work

Students are expected to complete this exam independently; responses should be completed without the assistance of any other person. The University of Denver Honor Code fosters and advances an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect, we enhance the value of our education and bring forth the highest standard of academic excellence. Members of the University community, including students, faculty, staff, administrators and trustees, must not commit any intentional misrepresentation or deception in academic or professional matters. DU's Honor Code also maintains that all members of the University must responsibly use the work of others. Students who have plagiarized a project may receive a grade of F on that project, and the instructor will inform the Coordinator of ELPS who may take further action.

Any documented acts of plagiarism after the first may be subject to more severe actions.

Any violation of the University's Honor Code may have significant academic consequences, and will be reported to [Student Conduct](#).

Evaluation

Comprehensive Exams will be reviewed by a team of two ELPS doctoral faculty members. Should their assessment of work not agree, a third faculty member will review to determine the student's level of proficiency.

In addition to the "Pass" or "Fail" designation filed with the Office of Graduate Education, the following levels may also be employed to evaluate the passing performance:

“Pass with Honors” means that the faculty reviewers assessed the reasoning, insights, ideas, and presentation of material in the comprehensive exam responses as significantly above average and worthy of recognition.

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

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

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

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

Notification of Results of Comprehensive Examination

The student can expect notification of results two weeks after the submission deadline. The academic advisor will make this notification to the student’s official DU email address. A student whose work receives ratings of “Conditional Pass” or “Fail” must meet with the academic advisor within two weeks of notification of the results to develop a remediation plan.

Degree Completion Requirement, PhD

The Dissertation and Research Hours, ADMN 5995

Students will register for the dissertation research credits, ADMN 5995, per coursework plan.

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

Dissertation, Doctoral Research Project, Master's Thesis Plagiarism Prevention Policy

The University of Denver has a very clear policy regarding plagiarism. Plagiarism, as a concept, can be somewhat confusing for students. In an effort to increase clarity regarding the definition and operational implications of plagiarism as well as to protect the individual students as well as the Morgridge College of Education the following policy related to culminating written projects, which include dissertations, doctoral research projects, and master's capstones is in place.

Prior to submission for review students will be responsible for using VeriCite or a comparable plagiarism-prevention service, to check the document for plagiarism. Students will submit a one page summary of efforts regarding the process. This should include a statement that the student indeed ran the document through the software program. It should also briefly explain any changes that were made and if changes were not made why not. This summary, along with the report from the plagiarism prevention service, are submitted to the professor.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES (ELPS)

DOCTOR OF PHILOSOPHY (PhD) COURSE WORK PLAN

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

Name _____ Student ID _____

REQUESTS TO TRANSFER PREVIOUSLY COMPLETED CREDITS MUST BE APPROVED BY THE OFFICE OF GRADUATE EDUCATION (OGE) BY THE END OF FIRST QUARTER OF ENROLLMENT.

<https://www.du.edu/assets/documents/core/transfer.pdf>

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

YEARS ONE AND TWO				
Course Title	Course Number	Quarter Planned	Credit Hours	
Foundations of Ed. History & Philosophy	ADMN 4827		3	
Structural Foundations of Research*	RMS 4940		3	
Organizational Theory & Behavior	ADMN 4819		3	
Introductory Statistics*	RMS 4910		5	
Leading Teaching and Learning	ADMN 4835		4	
Introduction to Qualitative Research	RMS 4941		4	
Improving Organizational Culture	ADMN 4836		4	
Advanced Inquiry and Analysis	ADMN XXXX		4	
Improvement Science & Action Research**	ADMN 4821		5	
Program Evaluation**	ADMN 4820		4	
Educational Policy Making in the US	ADMN 4823		4	
Perspectives in District Leadership**	ADMN 4812		4	
Policy Analysis for Educational Systems	ADMN 4844		4	
Leadership in Complex Systems	ADMN 4822		4	
Subtotal			55	
* Indicates Research Courses which a student may have waived or test out				
**Recommended				
THIRD YEAR OF STUDY – STUDENT DESIGNS WITH ADVISOR SEE LIST BELOW FOR OPTIONS				
REQUIRED: COGNATE AREA COURSES				
REQUIRED: THREE INTERMEDIATE AND/OR ADVANCED RESEARCH METHODS COURSES				
RECOMMENDED OPTIONS, STATISTICS FOCUS				
Course Title	Course Level	Course Number	Quarter Planned	Credit Hours
Correlation & Regression (<i>prerequisite for many other RMS courses</i>)	Intermediate Research Methods	RMS 4911		4
Analysis of Variance (ANOVA)	Intermediate Research Methods	RMS 4912		5
Multivariate Analysis	Advanced Research Methods	RMS 4913		5

RECOMMENDED OPTIONS, MEASUREMENT FOCUS

Course Title	Course Level	Course Number	Quarter Planned	Credit 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 Title	Course Level	Course Number	Quarter Planned	Credit Hours
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 Title	Course Level	Course Number	Quarter Planned	Credit Hours
Meta-Analysis Social Science Research	Intermediate Research Methods	RMS 4932		2
Mixed Methods Research Design	Advanced Research Methods	RMS 4951		4
Doctoral Research Planning and Design	Intro Level Research	ADMN 5900		3

TOTAL Additional Research Hours:
REQUIRED: COGNATE AREA COURSES (DU Leader Prep Programs MAY be counted in some circumstances)

Course Title	Course Number	Quarter Planned	Credit Hours

TOTAL Additional Cognate Hours
TOTAL HOURS, YEAR THREE (Additional Research + Additional Cognate Hours)
28

COURSE NAME	NUMBER	QUARTERS PLANNED	HOURS
Dissertation Research Students are required to register for at least 1 credit hour each quarter (F, W, S) following all other coursework.	ADMN 5995		

TOTAL REQUIRED DISSERTATION HOURS: 10 MIN.

Structural Equation Modeling	Advanced Research Meth	RMS 494		5
Hierarchical Linear Modeling	Advanced Research Methods	RMS 4915		4

OPTIONAL INTERNSHIP – ONLY NEEDED IF SEEKING DISTRICT LEVEL ADMINISTRATOR LICENSE.

Course Title	Requirement	Course Number	Quarter Planned	Credit Hours
Administrative Internship	6 hours total required (1-6 credits)	ADMN 4817		
		ADMN 4817		
		ADMN 4817		
TOTAL OPTIONAL INTERNSHIP HOURS:				6

<i>PhD in Educational Leadership - Summary of Requirements</i>	Credit Hours
College of Ed/Research Requirements	16
Additional Research Hours	12
Division/Program Area Requirements	26
Additional Cognate Hours	12-26
Dissertation Research Hours	10 MIN.
Total for PhD Degree	90
OPTIONAL: Internship Hours (6 needed if Superintendent/Administrator license is sought)	6
Total coursework hours for this plan	

<i>PhD – Review Benchmarks Required</i>	Quarter Planned
Comprehensive Examination	
Official advancement to candidacy	
Dissertation proposal defense	
IRB (Institutional Review Board) approval	
Final Dissertation defense	

Student Signature_____
Date_____
Advisor Signature_____
Date

APPENDICES

MCE Vision Statement

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

Educational Leadership and Policy Studies Values

I am...



Interculturally Developed - I value and respect diversity of person, practice and thought and understand how differences (racial, cultural, linguistic, socioeconomic, gender, ability) affect learning and leadership. We strive toward personal intercultural competence and confront deficit language and behavior.

Engaged and Committed - I fully dedicate my knowledge, skills, and passion towards the important work of leading schools focused on the personal and academic success of each learner.

Reflective- I engage in critical reflection and seek, accept and act on critical feedback. I recognize cultural backgrounds, personal stories, biases and beliefs impact my leadership actions.

I am committed to...



Social Justice - We recognize power and privilege, foster brave spaces for honest and respectful dialogue, disrupt unjust systems and practices, and instead transform educational systems to ensure equitable outcomes for every student.

Culture- We are adept at developing student-centered culture and collaborative teams through building relationships, fostering collective inquiry, and valuing and incorporating differences as well as commonalities.

Community -We cultivate community and foster reciprocal learning by valuing and respecting individuals and multiple communities, mobilizing resources to support and accelerate student and adult learning.

Civic Engagement- We immerse ourselves in cultural, political, social and historical contexts of global education and challenge trends in policy and governance to create environments that help students develop as engaged citizens.

My leadership is...



Transformative - We are strategic, data-informed, inclusive, reflective, and courageous in order to promote inclusive excellence, and effect deep and equitable change.

Action-Oriented - We are systems thinkers and action-oriented leaders and researchers who critique and challenge the status quo, and enable access to quality education (academic and social emotional) for each child.

Growth-Oriented - We are active listeners and effective communicators who build capacity, support the growth and development of adult learners and build community through productive feedback and action.

Ethical - We model a social justice orientation that exemplifies a personal and professional moral imperative to ethical conduct and respect for others and their rights.

Scholarly – We engage in cutting-edge research of persistent and complex problems of educational practice. We engage in critical policy analysis at the local, state and/or national level to advocate and serve their constituency and/or the field. ELPS graduates generate new knowledge for impact.

The Seven Norms of Collaborative Work

1. Pausing

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

2. Paraphrasing

Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3. Posing Questions

Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, “What might be some conjectures you are exploring?” Use focusing questions such as, “Which students, specifically?” or “What might be an example of that?” to increase the clarity and precision of group members’ thinking. Inquire into others’ ideas before advocating one’s own.

4. Putting Ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.

5. Providing Data

Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions

Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

Thinking Collaborative — Adaptive Schools Seminars
www.thinkingcollaborative.com

Reflective Process

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

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

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

Forms

ELPS MA - APPENDIX A

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

Student Name:

DU ID:

Today's Date:

The Capstone has been Approved by

Advisor Name: _____

Signature: _____

Date of Completed Action Research Project: _____

ASA Date Received: _____

ASA Date Inputted: _____

ELPS EdD - APPENDIX B

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

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

Candidate Personal Information

Name: _____ Student ID Number: _____ Date _____

Committee Information

1. Faculty Chair (ELPS) _____ Rank _____

2. Committee Member (ELPS) _____ Rank _____

3. Committee Member _____ Rank/Title _____

Rationale:

4. Committee Member _____ Title _____

Rationale:

5. Committee Member _____ Title _____

Rationale:

Student Signature Date

Faculty Chair Signature Date

ELPS Department Chair Signature Date

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

Candidate Personal Information

Name: _____ Student ID Number: _____

Email _____ Date: _____

Title: _____

Signatures (*Voting is restricted to DU faculty)

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

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

*Committee Member _____ Approve _____
Do Not Approve _____

*Committee Member _____ Approve _____
Do Not Approve _____

*Committee Member _____

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

Candidate Personal Information

Name: _____ Student ID Number: _____

Email _____ Date: _____

Title: _____

Decision (* Voting is restricted to DU faculty)

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

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

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

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

Signatures

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

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

*Committee Member _____ Approve _____
Do Not Approve _____

*Committee Member _____ Approve _____
Do Not Approve _____

ELPS EdD - APPENDIX E
Directions for Submission of
Doctoral Research Projects to
Digital DU and the
University of Denver – University Libraries

All EdD students are invited to submit their final, approved Doctoral Research Project to the University Libraries Digital Repository. Student participation is optional, but this service of the University of Denver libraries allows students to post their research to a searchable database, giving the work wider exposure.

Go to <https://digitalcommons.du.edu/> to browse the digital commons site. If you select 'Collections' under the Browse heading, you will see a list of units on campus that post to the digital commons. Selecting Morgridge College of Education will yield a list of the MCE departments that have used it, and selecting a department (*Higher Education, Teaching & Learning Sciences, Educational Leadership & Policy Studies, etc.*) will allow you to see what other students have posted.

If you want to participate in this service, complete the attached fillable form for the University Libraries Institutional Repository Agreement and License.

- Meet with your committee chair to discuss whether your submission will be an open access or a suppressed work. Place a check-mark in the appropriate box on the first page of the agreement.
- Complete the remainder of the agreement.
- Student and DRP committee chair sign and date below and submit this page to the department Academic Services Associate (ASA) to document the submission process.
- Student emails the attached agreement and final version of DRP to the appropriate listserv
 - highered-edd@du.edu
 - tls-edd@du.edu
 - elaps-edd@du.edu

Author/Student Signature

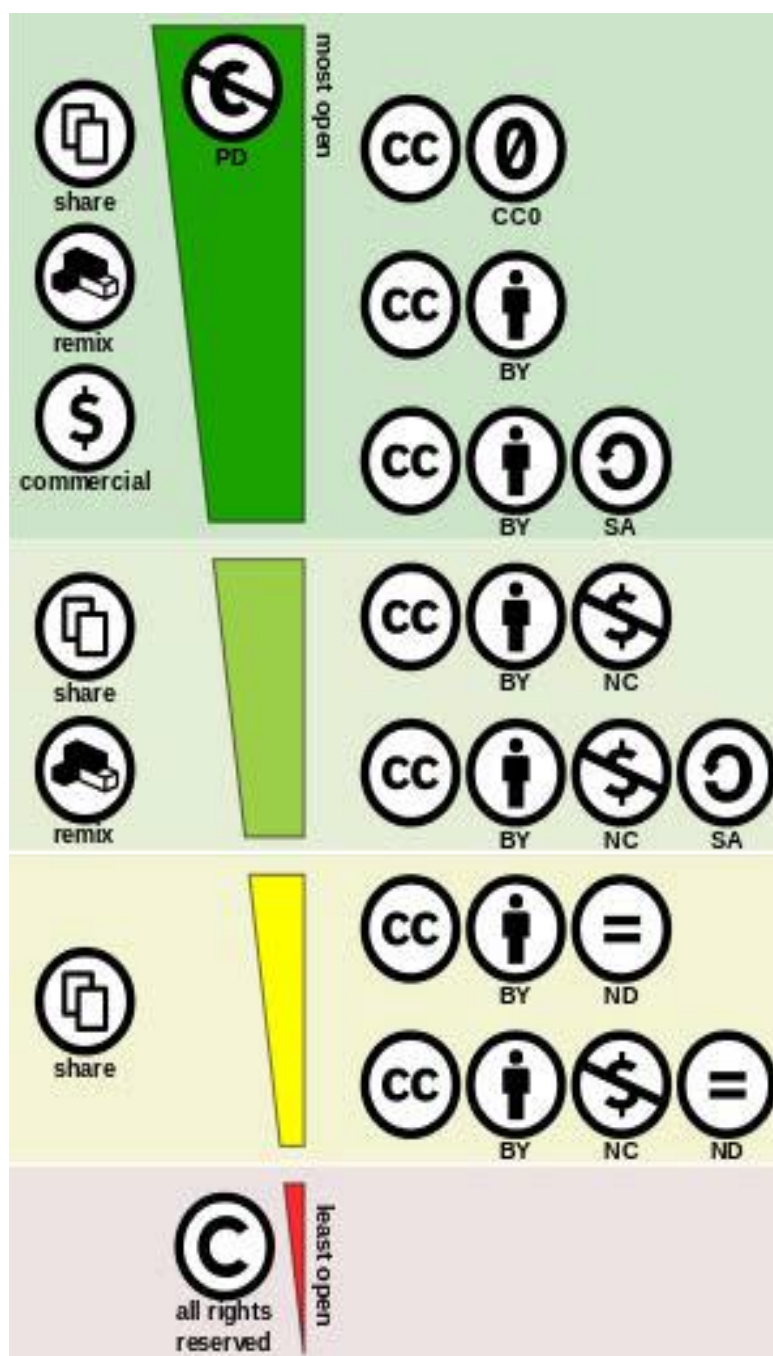
Date

Doctoral Project Chair Signature

Date

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Advisor:

First Name:	Middle Initial:	Last Name:
_____	_____	_____

Committee Members:

First Name:	Middle Initial:	Last Name:
_____	_____	_____

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☐

Use Current Address:

Future address is same as current address

Date Effective:

MM/DD/YYYY

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Street Address Line 2*: Street

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State/Province*:

Zip/Postal Code*:

CPED's six Working Principles (2009) call on EdD candidates to demonstrate an array of skills that range from applying theory to engaging communities and leading for equity. The six CPED Working Principles are listed below:

The Professional doctorate in education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
 2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
 3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
 4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
 5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
 6. Emphasizes the generation, transformation, and use of professional knowledge and practice.
- (CPED Consortium, 2009)

All six of the CPED working principles guided the development of this DRP and the EdD course work that preceded this summative project. Of particular importance is the call of the first Working Principle to ask questions and generate solutions around issues of equity, ethics, and social justice. Beginning inquiry from a place of equity is essential, as Transformative leadership author and advocate Carolyn Shields (2013) points out that education over the last 50 years has drawn on technical solutions to solve problems that have much more complex and associated with equity-based underpinnings. This case study seeks to transcend technical solutions by bridging theory and action based research.