Educational Leadership and Policy Studies
Student Handbook

2022-2023
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 student’s 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 based on 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 DEPARTMENT

Welcome to the Educational Leadership and Policy Studies (ELPS) Department 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. The ELPS faculty are committed to making 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 evenings 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 highly 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,

Jayson W. Richardson, PhD
Professor
Department Chair
Educational Leadership and Policy Studies
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 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. Assessment is based on a review of coursework, independent work, and other relevant criteria, such as demonstrated competence in writing and critical thinking. 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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Academic Policies

Grades and Grade Point Average
In ELPS doctoral programs, grades of B- or higher are required for passing. Grades lower than B- will not meet degree requirements and must be repeated until a passing grade is earned. Students must retake all courses in which they earned a grade of C+ or lower. Grades retaken will follow the University’s Grade Replacement Policy where the latest attempt of a course replaces the grade from the most recent prior attempt of the same course. The prior grade is replaced when calculating the GPA, however all attempts of a course will remain on the transcript per the Office of Graduate Education policy.

Per the Graduate Bulletin, a cumulative GPA lower than a 3.0 may result in the student’s dismissal from the program by the Office of Graduate Education.

Students earning a grade of C+ or lower in any course(s) in ELPS programs will result in automatic review by the ELPS faculty and may result in probation of the student. For students who receive a grade below a B- in any course(s), here are the stages of concern:

Stage 1: First C+ or lower initiates a conversation and written action plan with the student’s advisor. This action plan will be kept in the student’s file.
Stage 2: Second C+ or lower initiates a comprehensive review of student’s record. A meeting with the student’s advisor, department chair, and program coordinator will be initiated. The student will be put on academic probation. A remediation plan and timeline must be agreed upon by all parties but should not exceed two quarters. This action plan will be kept in the student’s file.
Stage 3: Three or more C+ or lower grades may initiate dismissal from the program. Students can opt to apply to a different program within the college in hopes of shifting some earned credits to another program.

Please note that students can enact the grade replacement policy. Doing this will replace GPA for the course to the last attempt. If an ELPS student enacts a grade replacement, the new grade will supplant the first attempt. In short, the grade of a C+ or lower will not count against the student if a passing grade of a B- or better is earned.

ELPS doctoral program faculty will conduct quarterly reviews of all students to better understand progression issues and determine appropriate support that may be needed. If faculty determine that a student is struggling or in need of support, the doctoral advisor (i.e., DiP chair or dissertation director) will reach out to determine what support is needed. If the student is in the first year and the dissertation chair has not been matched, then the doctoral program coordinator or department chair will reach out to that student. This review will focus on academic progression, scholarly writing quality, content quality, and overall doctoral student dispositions in line with the ELPS student learning outcomes. Feedback from this review will be shared by your dissertation advisor during
advising week in writing or orally. The advising meeting is an additional opportunity for students to advocate for individual learning needs, and share academic, professional, and personal concerns with the advisor.

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.

Plagiarism Prevention Policy
The University of Denver has a very clear policy regarding plagiarism. Plagiarism, as a concept, can be somewhat confusing for students. To increase clarity regarding the definition and operational implications of plagiarism, as well as to protect the individual students and 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 Turnitin.com 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 DEPARTMENT REQUIREMENTS

ELPS Certificate for Principal Preparation: Ritchie ELSS
The Educational Leadership and Policy Studies Department offers intensive, integrated academic and field-based experiences and competency-based learning in this 30-credit-hour program leading to a Colorado principal license (accredited by Colorado Department of Education). 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 (CO Principal Quality Standards) 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 provide 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.

**Student Learning Objectives (CO Principal Quality Standards)**
1. Demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.
2. Demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.
3. Demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.
4. Demonstrate professionalism through ethical conduct, reflection, and external leadership.

**Course Requirements and Course Descriptions**
The [Graduate Bulletin](https://example.com) contains all program course requirements and course descriptions under the *Program of Study* tab.

**Modality**
This program can be completed in a hybrid in-person format with evening or weekend campus classes or in fully online format with evening or weekend synchronous Zoom classes. Modality does not change content, requirements, behavior norms, academic expectations, or outcomes. Only the synchronous course delivery is different (i.e., in Zoom rather than on campus).

**Additional Requirements, ELPS Certificate**

**Leadership Retreat**
The purpose of the summer 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 where 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 can 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 complement 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, Zoom, 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, Zoom 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 the 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Quarter to be Completed</th>
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<tbody>
<tr>
<td>ADMN 4840</td>
<td>Strategic and Transformative School Leadership</td>
<td>9</td>
<td>Summer</td>
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<tr>
<td>ADMN 4841</td>
<td>Instructional Leadership for Equitable Schools</td>
<td>5</td>
<td>Fall</td>
</tr>
<tr>
<td>ADMN 4842</td>
<td>Human Resource Leadership</td>
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<td>Winter</td>
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<tr>
<td>ADMN 4843</td>
<td>Strategic Resource Management for School Leadership</td>
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<tr>
<td>ADMN 4860</td>
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<td>Fall</td>
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<td>ADMN 4860</td>
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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 can turn 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 Department (MA degree) is an approved provider of CDE School Turnaround Leadership Grant Program; please refer to the CDE website.

Student Learning Objectives

1. Demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.
2. Demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.
3. Demonstrate instructional leadership by aligning curriculum, instruction, and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.
4. Demonstrate professionalism through ethical conduct, reflection, and external leadership.
5. Produce critical and collective scholarly inquiry, application and development of new knowledge and practice that foster social justice and civic engagement and honor culture and community.

Program Course Requirements and Course Descriptions

The Graduate Bulletin contains all program course requirements and course descriptions under the Program of Study tab.

Modality

This program can be completed in a hybrid in-person format with evening or weekend campus classes or in fully online format with evening or weekend synchronous Zoom classes. Modality does not change content, requirements, behavior norms, academic expectations, or outcomes. Only the synchronous course delivery is different (i.e., in Zoom rather than on campus).

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

The course work plan must be completed with the 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

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<td>ADMN 4843</td>
<td>Strategic Resource Management for School Leadership</td>
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<td>Spring</td>
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**Subtotal** 24

A. Principal Licensure Concentration Requirements (Certificate, Completed in Year 1)

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<th>Credit Hours</th>
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<td>ADMN 4860</td>
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<td>Fall</td>
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<td>ADMN 4860</td>
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**Subtotal** 6

B. Internship Requirements (Certificate, Completed in Year 1)

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<tr>
<td>RMS 4900</td>
<td>Education Research and Measurement</td>
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<tr>
<td>ADMN 4834</td>
<td>Culturally Responsive School Leadership</td>
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**Subtotal** 7

C. Foundation Requirements (Year 2)

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<tr>
<td>ADMN 4848</td>
<td>Liberatory Design for School Improvement</td>
<td>4</td>
<td>Fall</td>
</tr>
<tr>
<td>ADMN 4849</td>
<td>Action Research for School Leaders</td>
<td>4</td>
<td>Winter</td>
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## Summary of Course Requirements

<table>
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<th>Description</th>
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<td>A. Principal Licensure Concentration Requirements from Certificate in Year 1</td>
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<td>B. Internship Requirements from Certificate in Year 1</td>
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<td><strong>Master’s Sequence (Year 2)</strong></td>
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<td>C. Foundation Requirements</td>
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<td>D. Program Requirements</td>
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<td>E. Action Research Capstone Paper/Project</td>
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<td><strong>Total Credits Required</strong></td>
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</table>

___________________________       ______________            ___________________________       ______________
Student Signature                       Date                           Advisor Signature                        Date
ELPS Doctoral (EdD/PhD) Degrees

The Department of Educational Leadership and Policy Studies (ELPS) offers two terminal research degrees grounded in issues of social justice, the EdD and the PhD. The ELPS EdD is designed to prepare experienced professionals interested in applying research to generate innovative and proactive solutions to complex problems of practice, leading improvement within their organization, and advancing equitable professional practice. Graduates often pursue career advancement as community and educational leaders, clinical faculty, or social entrepreneurs. The ELPS PhD is designed to prepare leading educational researchers who create innovative, cutting-edge research that advances theory, informs policy, disrupts inequitable practices, and accelerates improvement in the field. Graduates often pursue career advancement at universities, non-profits, or policy agencies.

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 to get to know a cadre of fellow educational leaders and scholars who support each other through coursework and doctoral research. After the initial two years of coursework, EdD students continue to develop and complete their Dissertation in Practice, 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 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 Comprehensive Review.
- 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 Dissertation in Practice (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 (Dissertation in Practice 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 per 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 Dissertation in Practice. The Dissertation in Practice 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).

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

Additional Program Requirements, EdD

One of the ways ELPS evaluates mastery of Student Learning Outcomes is the Comprehensive Review. The Comprehensive Review is a required component of the program completed at the end of student
coursework. All ELPS doctoral students must take their Comprehensive Review before registering for Doctoral Research Planning and Design (ADMN 5900) and must pass the Comprehensive Review before enrolling in Dissertation Research (ADMN 5993). Students will be required to critically reflect on learning as part of the comprehensive review process, this process is designed to be forward-looking, so that students can actively and tangibly demonstrate the ability to transform research and practice for impact. Overall, the goal of the Comprehensive Review is to for students to provide evidence of mastery of all four Student Learning Outcomes (SLOs) and to gain summative feedback to support future development and dissertation work. The four SLOs are:

- **Self-Aware (SLO-1):** Reflective practitioners who seek and embrace critical feedback with the personal insight necessary to continuously improve and are willing to fully dedicate their knowledge, skills, and passion towards becoming critically conscious scholars, researchers for social justice and transformative leaders.

- **Critically Conscious Scholar (SLO-2):** Critical consumers of knowledge that base leadership and professional practice as a leader and scholar with historical and cultural awareness of the communities served by engaging indigenous and ancestral community contexts and empirical evidence to be an effective, ethical and equity-focused scholar.

- **Researcher Committed to Social Justice (SLO-3):** Producers of critical and collective scholarly inquiry, application and development of new knowledge and practice that foster social justice and civic engagement and honor culture and community.

- **Transformative Leader (SLO-4):** Culturally responsive leaders who center community perspectives and critique and challenge systems of oppression by moving research to action, advocating for community-based goals, and/or assuming leadership or partnering with school, district, and community leaders. Transformative leaders who promote inclusive, non-oppressive school contexts that serve the best interests of students, families, and communities for a more equitable and socially just education system and society.

**Overview of Comprehensive Review Process**

Students complete the comprehensive review (aka Prospectus) the quarter before the completion of coursework or when student and advisor determine it is appropriate. This is typically Winter quarter in the final year of coursework.

Students will upload their Comprehensive Review to the required portfolio repository two weeks prior to the comprehensive review. The due date noted on the annual ELPS Calendar. Details regarding the content of the written submission and oral defense are provided in the ELPS Comprehensive Review Research Prospectus Overview 2022 document which will be provided during orientation and again in the first proseminar.
Following submission of the written Comprehensive Review, the ELPS Department will schedule an oral presentation with two ELPS doctoral faculty members, including the student’s advisor. The oral presentation includes 15 minutes for the presentation and 30 minutes of questions/discussions with the review panel (45 minutes total). Following the oral presentation, the student will step out of the room so the panel can review the entire submission (written narrative, artifacts, and oral presentation) based upon the ELPS Comprehensive Review Feedback Form found in the ELPS Comprehensive Review Research Prospectus Overview 2022 document.

Feedback will be in the form of oral feedback during the review and rubric feedback that will be shared with the student’s advisor to be discussed during the Winter advising meeting. Students may request a copy of the rubric feedback from their advisors. Additionally, students will receive official notification of the comprehensive review outcome that will include a summary of the feedback from the panel review from the department chair.

Students will return to the room following the panel’s deliberations at which time the panel will deliver the results of the Comprehensive Review. There are three possible outcomes:

- **Meets with Distinction**: The student exceeds all four SLOs as evidenced by the body of evidence available to the panel (written narrative, portfolio artifacts, oral presentation).

- **Meets**: The student either meets all or has a combination of meets and exceeds across all four SLOs as evidenced by the body of evidence available to the panel (written narrative, portfolio artifacts, oral presentation).

- **Does Not Meet**: The student received a below standards rating in any single SLO as evidence by the body of evidence available to the panel (written narrative, portfolio artifacts, oral presentation). A student will earn an overall rating of Does Not Meet regardless of ratings earned in any of the other SLOs.

If a student receives a Does Not Meet determination following the Comprehensive Review, the student will be placed on probationary status and will be required to develop a remediation plan with their advisor. Students may repeat the comprehensive review process one time. The timing of the re-take will be scheduled by the student’s advisor. **Students must revise written narratives prior to completing the Comprehensive Review a second time and are expected to incorporate the feedback from the previous panel into the new written narrative. Students are also expected to update their portfolios and submit to a second oral presentation. Students will be evaluated utilizing the same rubric outlined above. If a student does not pass the Comprehensive Review after the second attempt, the student will be withdrawn from the program.**
Degree Completion Requirement, EdD

Dissertation in Practice (DiP)

Description, Criteria and Evaluation
The Dissertation in Practice (DiP) 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 Dissertation in Practice 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 Dissertation in Practice is meant to serve as a vehicle by which the student can make an original and scholarly contribution to the field of educational leadership and contribute to change in practice. 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 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 DiP 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 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 more 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 based on 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 EdD Doctoral Research Hours – ADMN 4700, ADMN 5900, and ADMN 5993**

Students will register for ADMN 4700: Special Topics (1 credit), ADMN 5900: Doctoral Research Planning and Design (3 credits), and ADMN 5993: Doctoral Research Seminar (6 credits) per the coursework plan. Registration (at least 1 credit) is required each Fall, Winter, and Spring quarter until graduation, as per MCE policy. In total, students must accumulate at least 10 doctoral research hours

- ADMN 4700: Special Topics – Research in Educational Leadership (1 credit) prepares students to engage in human subject research and the expectations of academic writing
- ADMN 5900: Doctoral Research Planning and Design (3 credits) prepares students for the dissertation proposal.
- ADMN 5993: Doctoral Research Seminar (2 credits) supports students in the dissertation conceptualizing, writing, and editing process.
- Note that all MCE doctoral students must enroll in at least one credit every Fall, Winter, and Spring until graduation.

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 Study defense

Committee Composition and Process
In the Fall quarter of the first year of the program, students will be matched with a faculty advisor who will serve as the student’s doctoral research faculty chair (who must be an ELPS appointed faculty member with an earned Doctorate) within their respective program. Students will be instructed on how to form a committee composed of a minimum of three and a maximum of five members. This must happen prior to taking the comprehensive review. 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 another 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. If the third member is a non-voting community member, they will review the Dissertation in Practice 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 study. Students may consult with the doctoral program coordinator for help in identifying a Dissertation in Practice faculty chair. An ELPS Dissertation in Practice Committee Form (Appendix A) must be submitted by the student to the ELPS department chair.

The DiP committee will meet 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 DiP committee has approved the research design of the DiP, the chair will submit the signed ELPS
Dissertation in Practice 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) to 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 Dissertation in Practice 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 DiP 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 others 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 and appropriate, as determined by the defense committee.

When the defense is completed, the chair will request that the candidate and all other people 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 DiP 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 D) 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, Dissertation in Practice, Master’s Thesis Plagiarism Prevention Policy**

Approved by MCE Faculty Governance on September 9, 2014

The University of Denver has a very clear policy regarding plagiarism. Plagiarism, as a concept, can be somewhat confusing to students. 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 we will be instituting a policy related to culminating written projects, which include dissertations, dissertations in practice (EdD students only), and Master’s theses.

Prior to submission for review students will be responsible for using the Canvas VeriCite page, which is a plagiarism-prevention service, to check the document for plagiarism. The process is as follows:

1. The student completes the project.
2. The student runs the document through VeriCite.
3. VeriCite produces a report.
4. The student reviews the report.
5. The student makes any necessary changes to the document.
6. The student writes a ONE PAGE summary of his/her 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.
7. The Chair/Director will review the summary, along with the VeriCite report.

This process will be used by every student. Students are still expected to be arbiters of their own honesty. This process does not shift the onus of responsibility in any way to faculty; rather, it is another step in attempting to reduce and avoid plagiarism.

**DiP Publication**

Once the chair has approved the DiP final product, the DiP Chair will submit the Final Approval of Dissertation in Practice Form (Appendix E) to the Office of Graduate Education, and the student will receive instructions for submitting the document.
If EdD students would like to request that their Dissertation in Practice be published through ProQuest, they must follow the instructions and deadlines on the Office of Graduate Education’s website.
**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.

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

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<td>Perspectives in District Leadership</td>
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<td>Improving Organizational Culture</td>
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<td>Foundations of Ed. History &amp; Philosophy</td>
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**Program Area Requirements**

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<td>Critical Policy Analysis for Educational Systems</td>
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<td>Introduction to Qualitative Research</td>
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**Credit Hours**

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<td>Improvement Science</td>
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**OPTIONAL INTERNSHIP – ONLY NEEDED IF SEEKING DISTRICT LEVEL ADMINISTRATOR LICENSE**

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<td>(6 needed if Administrator license is sought)</td>
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EDUCATIONAL LEADERSHIP AND POLICY STUDIES PROGRAM HANDBOOK 2022-2023
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<th><strong>EdD in Educational Leadership - Summary of Requirements</strong></th>
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<td>Dissertation in Practice Proposal Defense</td>
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<td>IRB (Institutional Review Board) Approval</td>
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<td>Final Dissertation in Practice Defense</td>
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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 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 (15 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

One of the ways ELPS evaluates mastery of Student Learning Outcomes is the Comprehensive Review. The Comprehensive Review is a required component of the program completed at the end of student coursework. All ELPS doctoral students must pass their Comprehensive Review before registering for Doctoral Research Planning and Design (ADMN 5900) and Dissertation Research (ADMN 5995). Students will be required to critically reflect on learning as part of the comprehensive review process, this process is designed to be forward-looking, so that students can actively and tangibly demonstrate the ability to transform research and practice for impact. Overall, the goal of the Comprehensive Review is to for students to provide evidence of mastery of all four Student Learning Outcomes (SLOs) and to gain summative feedback to support future development and dissertation work. The four SLOs
are:

▪ **Self-Aware (SLO-1):** Reflective practitioners who seek and embrace critical feedback with the personal insight necessary to continuously improve and are willing to fully dedicate their knowledge, skills, and passion towards becoming critically conscious scholars, researchers for social justice and transformative leaders.

▪ **Critically Conscious Scholar (SLO-2):** Critical consumers of knowledge that base leadership and professional practice as a leader and scholar with historical and cultural awareness of the communities served by engaging indigenous and ancestral community contexts and empirical evidence to be an effective, ethical, and equity-focused scholar.

▪ **Researcher Committed to Social Justice (SLO-3):** Producers of critical and collective scholarly inquiry, application and development of new knowledge and practice that foster social justice and civic engagement and honor culture and community.

▪ **Transformative Leader (SLO-4):** Culturally responsive leaders who center community perspectives and critique and challenge systems of oppression by moving research to action, advocating for community-based goals, and/or assuming leadership or partnering with school, district, and community leaders. Transformative leaders who promote inclusive, non-oppressive school contexts that serve the best interests of students, families, and communities for a more equitable and socially just education system and society.

**Overview of Comprehensive Review Process**

Students complete the comprehensive review (aka Prospectus) the quarter before the completion of coursework or when student and advisor determine it is appropriate. This is typically Winter quarter in the final year of coursework.

Students will upload their Comprehensive Review to the required portfolio repository two weeks prior to the comprehensive review. The due date noted on the annual ELPS Calendar. Details regarding the content of the written submission and oral defense are provided in the ELPS Comprehensive Review Research Prospectus Overview 2022 document which will be provided during orientation and again in the first proseminar.

- Following submission of the written Comprehensive Review, the ELPS Department will schedule an oral presentation with two ELPS doctoral faculty members, including the student’s advisor. The oral presentation includes 15 minutes for the presentation and 30 minutes of questions/discussions with the review panel (45 minutes total). Following the oral presentation, the student will step out of the room so the panel can review the entire submission (written narrative, artifacts, and oral presentation) based upon the ELPS Comprehensive Review Feedback Form found in the ELPS Comprehensive Review Research
Prospectus Overview 2022 document.

- Feedback will be in the form of oral feedback during the review and rubric feedback that will be shared with the student’s advisor to be discussed during the Winter advising meeting. Students may request a copy of the rubric feedback from their advisors. Additionally, students will receive official notification of the comprehensive review outcome that will include a summary of the feedback from the panel review from the department chair.

- Students will return to the room following the panel’s deliberations at which time the panel will deliver the results of the Comprehensive Review. There are three possible outcomes:
  
  - **Meets with Distinction**: The student exceeds all four SLOs as evidenced by the body of evidence available to the panel (written narrative, portfolio artifacts, oral presentation).
  - **Meets**: The student either meets all or has a combination of meets and exceeds across all four SLOs as evidenced by the body of evidence available to the panel (written narrative, portfolio artifacts, oral presentation).
  - **Does Not Meet**: The student received a below standards rating in any single SLO as evidenced by the body of evidence available to the panel (written narrative, portfolio artifacts, oral presentation). A student will earn an overall rating of Does Not Meet regardless of ratings earned in any of the other SLOs.

- If a student receives a Does Not Meet determination following the Comprehensive Review, the student will be placed on probationary status and will be required to develop a remediation plan with their advisor. Students may repeat the comprehensive review process one time. The timing of the re-take will be scheduled by the student’s advisor. **Students must revise written narratives prior to completing the Comprehensive Review a second time and are expected to incorporate the feedback from the previous panel into the new written narrative. Students are also expected to update their portfolios and submit to a second oral presentation. Students will be evaluated utilizing the same rubric outlined above. If a student does not pass the Comprehensive Review after the second attempt, the student will be withdrawn from the program.**

**Requirement of Independent and Original Work**

Students are expected to complete the Comprehensive Review 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.

**Degree Completion Requirement, PhD**

**ELPS PhD Doctoral Research Hours – ADMN 4700, ADMN 5900, ADMN 5993, and ADMN 5995**

Students will register for ADMN 4700: Special Topics (1 credit), ADMN 5900: Doctoral Research Planning and Design (3 credits), and ADMN 5993: Doctoral Research Seminar (2 credits) per the coursework plan. Registration (at least 1 credit) is required each Fall, Winter, and Spring quarter until graduation, as per MCE policy. In total, students must accumulate at least 10 doctoral research hours

- ADMN 4700: Special Topics – Research in Educational Leadership (1 credit) prepares students to engage in human subject research and the expectations of academic writing.
- ADMN 5900: Doctoral Research Planning and Design (3 credits) prepares students for the dissertation proposal.
- ADMN 5993: Doctoral Research Seminar (2 credits) supports students in the dissertation conceptualizing, writing, and editing process. PhD students should take ADMN 5993 at least two times; additional instances can be taken based on their need for support and timeline to completion.
- ADMN 5995: Independent Research (1 credits) is taken to support students in independent research towards their doctoral research project.
- Note that all MCE doctoral students must enroll in at least one credit every Fall, Winter, and Spring until graduation.

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, the Office of Graduate Education website, and ORIE Policy for detailed information on the dissertation process and deadlines.

**PhD Dissertation Committee Composition and Process**

Guidelines on the composition and process for the creation of a student’s committee can be found in the Graduate Bulletin and on the Office of Graduate Education website.

**PhD Dissertation Oral Defense**

Guidelines on the scheduling and conducting of the oral defense can be found in the Graduate Bulletin.
PhD Submission of Dissertation
After successful completion of the oral defense and final approval of all revisions, instructions for submitting the Dissertation may be found on the [Office of Graduate Education website](#).

Dissertation, Dissertation in Practice, Master’s Thesis Plagiarism Prevention Policy

Approved by MCE Faculty Governance on September 9, 2014

The University of Denver has a very clear policy regarding plagiarism. Plagiarism, as a concept, can be somewhat confusing to 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 we will be instituting a policy related to culminating written projects, which include dissertations, dissertations in practice (EdD students only), and masters theses.

Prior to submission for review students will be responsible for using the Canvas VeriCite page which is a plagiarism-prevention service, to check the document for plagiarism. The process is as follows:

1. The student completes the project.
2. The student runs the document through VeriCite within their Canvas course.
3. VeriCite produces a report.
4. The student reviews the report.
5. The student makes any necessary changes to the document.
6. The student writes a ONE PAGE summary of his/her 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.
7. The Chair/Director will review the summary, along with the VeriCite report.

This process will be used by every student. Students are still expected to be arbiters of their own honesty. This process does not shift the onus of responsibility in any way to faculty, rather it is another step in attempting to reduce and avoid plagiarism.
EDUCATIONAL LEADERSHIP AND POLICY STUDIES (ELPS)

DOCTOR OF PHILOSOPHY (PhD) COURSE WORK PLAN

The course work plan must be completed with the 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.

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

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Content Area</th>
<th>Quarter Planned</th>
<th>Substitution Course (requires advisor approval)</th>
<th>Credit Hours</th>
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**Program Area and Department Research Total** 55

**Research and Cognate Focus**
*(Student Designs with Advisor) (Needs 3 intermediate/advanced methods)*

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**Research and Cognate Focus Total** 25 min

**Doctoral Research**

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<td>Independent Research</td>
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**Doctoral Research Hours** 10

**Total Hours** 90

(Program Area + Department Research + Research / Cognate + Doctoral Research)
### OPTIONAL INTERNSHIP – ONLY NEEDED IF SEEKING DISTRICT LEVEL ADMINISTRATOR LICENSE.

<table>
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<th>Course Title</th>
<th>Requirement</th>
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**TOTAL OPTIONAL INTERNSHIP HOURS** 6

### PhD in Educational Leadership - Summary of Requirements

<table>
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<tr>
<th>Program Area Requirements</th>
<th>Credit Hours</th>
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<td>Foundational and Introductory Research Areas</td>
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<tr>
<td>Intermediate/Advanced Research Hours + Cognate Hours</td>
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<td>Doctoral Research Hours</td>
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<td>Doctoral Research Hours</td>
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**Total for PhD Degree** 90

**OPTIONAL:** Internship Hours (6 needed if Administrator license is sought) 6

**Total coursework hours for this plan**

### PhD – Review Benchmarks Required

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<th>Benchmark</th>
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<tr>
<td>Comprehensive Examination</td>
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<td>Dissertation Proposal Defense</td>
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<td>Official Advancement to Candidacy</td>
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<td>IRB (Institutional Review Board) Approval</td>
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<tr>
<td>Final Dissertation Defense</td>
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Student Signature __________________ Date ____________

Advisor Signature __________________ Date ____________

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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

Self-aware...

Reflective practitioners who seek and embrace critical feedback with the personal insight necessary to continuously improve and are willing to fully dedicate their knowledge, skills, and passion towards becoming critically conscious scholars, researchers for social justice and transformative leaders.

- Know thyself
- Positionality
- Listen and build relationships
- Challenge personal assumptions and biases
- Practices norms of collaboration and transformative reflections
- Lead with head, hand, & heart
- Interculturally developed
- Growth oriented

Critically conscious scholars...

Critical consumers of knowledge that base leadership and professional practice as a leader and scholar with historical and cultural awareness of the communities served by engaging indigenous and ancestral community contexts and empirical evidence to be an effective, ethical and equity-focused scholar.

- Knowledge of high-quality learning environments and systems
- Challenge the status quo
- Critically analyze research, policy, systems, and practice
- Link theory, research, practice, and policy
- Conceptual, analytical, and critical thinker

Researchers committed to social justice...

Producers of critical and collective scholarly inquiry, application and development of new knowledge and practice that foster social justice and civic engagement and honor culture and community.

- Action orientation for research and practice
- Use evidence and data (qualitative and quantitative) to support claims and improve practice
- Balance advocacy with inquiry
Transformative leaders...
Culturally responsive leaders who center community perspectives and critique and challenge systems of oppression by moving research to action, advocating for community-based goals, and/or assuming leadership or partnering with school, district, and community leaders. Leaders who promote inclusive, non-oppressive school contexts that serve the best interests of students, families, and communities for a more equitable and socially-just education system and society.

- Equity and learner oriented
- Confront deficit language and behavior
- Demonstrate high expectations for self, others, and each student
- Balance accountability/academic press with social support
- Engage and empower stakeholders
- Promote a culture of continuous improvement
- Demonstrate transformative, strategic and distributive leadership practices
- Build coherence and systems for learning
- Promote Innovation and creativity
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 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
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)
- What have I learned from others? (Notice)
- How did I come to be like this? (Confront)
- How might I do things differently? (Reconstruct)

EDUCATIONAL LEADERSHIP AND POLICY STUDIES (ELPS)
Certification of the Completion of Masters 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:  _________
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 ________________
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 _____________________________

*Committee Member _____________________________
Candidate Personal Information

Name: ________________________________  Student ID Number: ________

Email: ________________________________  Date: __________

Title: __________________________________________

Decision (* Voting is restricted to DU faculty)

Do Not Approve _________  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.

Do Not Approve _________  Pass with minor revisions means that the candidate will be required to reorganize portions of the manuscript and change some of the content.

Do Not Approve _________  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.

Do Not Approve _________  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 DiP 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 _________
Final Approval of Dissertation in Practice

Dissertation in Practice Director: ________________________________________________
Candidate Name: ______________________________________________________________
Candidate ID Number: __________________________________________________________
Department or School: ELPS
Degree: Doctor of Education
Date of Oral Defense: ____________________________________________________________
Title of Dissertation in Practice:

____________________________________________________________________________

____________________________________________________________________________

As the research project director for the above-named candidate, I certify that the student has completed all revisions required by the oral defense committee and the student’s Dissertation in Practice requires no further revisions. I certify that it is complete, and it is ready to be submitted for publishing.

Signature: ____________________________________________  ____________________________
Dissertation in Practice Director                        Date

Instructions for Dissertation in Practice Director

• The above signature is an official confirmation of Dissertation in Practice completion. Please sign this form after the students have passed the oral examination and completed all revisions. Submit it to the Office of Graduate Education (Mary Reed Building, Room 5, or gradservices@du.edu).
• Dissertation in Practice will be accepted upon receipt of this approval page, which verifies that the document is complete and ready for publication.
• Dissertation in Practice needs to be completed prior to the last day of the quarter. Projects completed after this date will be considered late and will result in delayed graduation.
• After final approval of the Dissertation in Practice, the student should be instructed to submit a final copy of their project to the University of Denver digital upload database.

Thank you for your contribution to this student’s Dissertation in Practice.