

Educational Leadership and Policy Studies Student Handbook

2021-2022



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 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 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 evening 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,

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 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. Assessment is based on a review of coursework, independent work, and other relevant criteria, such as demonstrated competence in writing and critical thinking. 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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MORGRIDGE COLLEGE OF EDUCATION POLICY AND PROCEDURES

Academic Policies

Grades and Grade Point Average

According to University policy, the minimum passing grade for coursework is C-, whereas grades lower than C- are considered failing. As a matter of departmental policy, students may not accrue more than two "C's" or lower in their graduate program - whether those courses are within the department or courses taken through other departments. A third "C" in the program will result in the student's dismissal from the program, regardless of the student's overall grade point average. Students must retake all courses (up to two) in which they earned a C or lower. Students earning a D or F in a course(s) will result in automatic review by the departmental faculty. Please refer to the Office of Graduate Education (OGE) [Academic Standards](#), which includes more 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](#).

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 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-quarter-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 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.

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](#) 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 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, 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).

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 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 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. Principal Licensure Concentration Requirements (Certificate, Completed in Year 1)			
ADMN 4840	Strategic and Transformative School Leadership	9	Summer
ADMN 4841	Instructional Leadership for Equitable Schools	5	Fall
ADMN 4842	Human Resource Leadership	5	Winter
ADMN 4843	Strategic Resource Management for School Leadership	5	Spring
Subtotal		24	
B. Internship Requirements (Certificate, Completed in Year 1)			
ADMN 4860	Principal Internship	2	Fall
ADMN 4860	Principal Internship	2	Winter
ADMN 4860	Principal Internship	2	Spring
Subtotal		6	
C. Foundation Requirements (Year 2)			
RMS 4900	Education Research and Measurement	4	Summer
ADMN 4834	Seminar in Multicultural Issues	3	Summer
Subtotal		7	
D. Program Requirements (Year 2)			
ADMN 4848	Business Design and Innovation for School Leaders	4	Fall
ADMN 4849	Action Research for School Leaders	4	Winter

Subtotal	8	
Summary of Course Requirements		
Certificate Sequence (Year 1)		
A. Principal Licensure Concentration Requirements from Certificate in Year 1	8	
B. Internship Requirements from Certificate in Year 1	7	
Master's Sequence (Year 2)		
C. Foundation Requirements	24	
D. Program Requirements	6	
E. Action Research Capstone Paper/Project		Date Completed:
Total Credits Required	45	

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 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 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/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 pass their Comprehensive Review before registering for Doctoral Research Planning and Design (ADMN 5900) and 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 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 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 an individual portfolio, which includes a 5-page written narrative and up to four supporting artifacts, to the ELPS Doctoral Portfolio site two weeks prior to the comprehensive review. Students can select an artifact for each SLO or one artifact that represents all four SLOS. Details regarding the content of the written submission are included below.

- Following submission of the written narrative and supporting artifacts, 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 PhD Comprehensive Review Feedback Form included below.

- 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. 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](#) 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 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 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. Registration in ADMN 5993 is required each Fall, Winter, and Spring quarter until graduation, as per [MCE policy](#).

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

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 his/her respective program. During the Doctoral Research and Design course (ADMN 5900) students will be instructed on how to 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 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 project. 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](#)) 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 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 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 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. 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 Master's theses.

Prior to submission for review students will be responsible for using Turnitin.com, 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 Turnitin.
3. Turnitin 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 Turnitin 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!

	Course Title	Course Number	Content Area	Substitution Course <i>(requires advisor approval)</i>	Credit Hours
YEAR ONE					
Summer	Structural Foundations of Research	RMS 4940	Research		3
	Dissertation Research*	ADMN 5993	Dissertation Research		1
Fall	Foundations of Ed. History & Philosophy	ADMN 4827	Program Area		4
	Introductory Statistics**	RMS 4910	Research		4
Winter	Organizational Theory & Behavior	ADMN 4819	Program Area		4
	Introduction to Qualitative Research	RMS 4941	Research		4
Spring	Educational Policy Making in the US	ADMN 4823	Program Area		4
	Advanced Inquiry and Analysis***	ADMN 4900	Research		4
Summer	Improvement Science	ADMN 4821	Research		4
YEAR TWO					
Fall	Education Program Evaluation	ADMN 4820	Research		4
	Leading Teaching and Learning	ADMN 4835	Program Area		4
Winter	Policy Analysis for Educational Systems	ADMN 4844	Research		4
	Perspectives in District Leadership	ADMN 4812	Program Area		4
Spring	Improving Organizational Culture	ADMN 4836	Program Area		4
	Action Research	ADMN 4822	Research		4
Subtotal					55

	* Credit is counted in dissertation block below
	** Indicates research courses which a student may have waived or test out
	*** Intermediate research course

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

Course Title	Requirement	Course	Quarter Planned	Credit Hours
Administrative Internship (OPTIONAL)	6 hours total required (50 clocked hours per credit) (6 needed if Administrator license is sought)	ADMN 4817		
		ADMN 4817		
		ADMN 4817		
TOTAL OPTIONAL INTERNSHIP				6

Dissertation Research Hours

Course Title	Course Number	Quarter Planned	Credit Hours
Doctoral Research Design	ADMN 5900	Summer after completion of year 2	3
Dissertation Research	ADMN 5993*		7**

* In order to maintain degree candidacy, MCE doctoral students who have finished all requested coursework will register for one dissertation or doctoral research credit or other credit for consecutive terms fall through spring (summers not required) until the student graduates.

TOTAL REQUIRED DISSERTATION HOURS:	10 MIN.
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<i>EdD in Educational Leadership - Summary of Requirements</i>	Credit Hours
Program Area Requirements	43
Research Requirements	12
Dissertation Research Hours	10 MIN.
Total for PhD Degree	65
OPTIONAL: Internship hours (6 needed if Administrator license is sought)	6
Total coursework hours for this plan	

<i>EdD – Review Benchmarks Required</i>	Quarter Planned
End-of-Year One Review	
Comprehensive Examination	
Dissertation in Practice Proposal Defense	
IRB (Institutional Review Board) Approval	
Final Dissertation in Practice 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 (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 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 an individual portfolio, which includes a 5-page written narrative and up to four supporting artifacts to the ELPS Doctoral Portfolio site two weeks prior to the comprehensive review. Students can select an artifact for each SLO or one artifact that represents all four SLOS. Details regarding the content of the written submission are included below.

- Following submission of the written narrative and supporting artifacts, 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 PhD Comprehensive Review Feedback Form included below.
- 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.*

Requirement of Independent and Original Work

Students are expected to complete both annual reviews (Year One Review and Year Two 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

The Dissertation and Research Hours, ADMN 5995

Students will register for the dissertation research credits, ADMN 5995, per coursework plan. Students are required to register for at least one credit of ADMN 5995 every Autumn, Winter, and Spring quarter until graduation, as required by [MCE Policy](#).

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 Turnitin.com, 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 Turnitin within their Canvas course.
3. Turnitin 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 Turnitin 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 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!

	Course Title	Course Number	Content Area	Substitution Course <i>(requires advisor approval)</i>	Credit Hours
YEAR ONE					
Summer	Structural Foundations of Research	RMS 4940	Research		3
	Dissertation Research*	ADMN 5995	Dissertation Research		1
Fall	Foundations of Ed. History & Philosophy	ADMN 4827	Program Area		4
	Introductory Statistics**	RMS 4910	Research		4
Winter	Organizational Theory & Behavior	ADMN 4819	Program Area		4
	Introduction to Qualitative Research	RMS 4941	Research		4
Spring	Educational Policy Making in the US	ADMN 4823	Program Area		4
	Advanced Inquiry and Analysis***	ADMN 4900	Research		4
Summer	Improvement Science	ADMN 4821	Research		4
YEAR TWO					
Fall	Education Program Evaluation	ADMN 4820	Research		4
	Leading Teaching and Learning	ADMN 4835	Program Area		4
Winter	Policy Analysis for Educational Systems	ADMN 4844	Research		4
	Perspectives in District Leadership	ADMN 4812	Program Area		4
Spring	Improving Organizational Culture	ADMN 4836	Program Area		4
	Action Research	ADMN 4822	Research (A)		4
Subtotal					55
<i>* Credit is counted in dissertation block below</i>					
<i>** Indicates research courses which a student may have waived or test out</i>					

*** *Intermediate research course*

THIRD YEAR OF STUDY – STUDENT DESIGNS WITH ADVISOR SEE LIST BELOW FOR OPTIONS (25 Hours Min.)

REQUIRED: COGNATE AREA COURSES

REQUIRED: THREE INTERMEDIATE AND/OR ADVANCED RESEARCH METHODS COURSES

RECOMMENDED OPTIONS – STATISTICS FOCUS

Course Title	Course Number	Course Level	Quarter Planned	Credit Hours
Correlation & Regression <i>(prereq for many RMS courses)</i>	RMS 4911	Intermediate		4
Analysis of Variance (ANOVA)	RMS 4912	Intermediate		5
Multivariate Analysis	RMS 4913	Advanced		5
Structural Equation Modeling	RMS 4914	Advanced		4
Hierarchical Linear Modeling	RMS 4915	Advanced		4

RECOMMENDED OPTIONS - MEASUREMENT FOCUS

Psychometric Theory	RMS 4921	Intermediate		3
Item Response Theory	RMS 4922	Advanced		3
Multivariate Analysis	RMS 4913	Advanced		5

RECOMMENDED OPTIONS – QUALITATIVE FOCUS

Community-Based Research	RMS 4945	Intermediate		4
Arts-Based Research	RMS 4947	Intermediate		3
Ethnographic Research	RMS 4946	Advanced		4

OTHER RECOMMENDED OPTIONS

Meta-Analysis Social Science Research	RMS 4932	Intermediate		2
Mixed Methods Research Design	RMS 4951	Advanced		4

TOTAL Additional Research Hours

REQUIRED: Cognate Area Courses (DU Leadership 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)

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 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)
- What have I learned from others? (Notice)
- 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.)
Dissertation in Practice 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)
Dissertation in Practice 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 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 _____

