

Educational Leadership and Policy Studies Student Handbook

2024-2025



**Morgridge College
of Education**

UNIVERSITY OF DENVER

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 complete various program requirements and procedures promptly. 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.

Contents

WELCOME TO THE EDUCATIONAL LEADERSHIP & POLICY STUDIES DEPARTMENT.....	4
EDUCATIONAL LEADERSHIP & POLICY STUDIES PROGRAM OVERVIEW.....	5
EDUCATIONAL LEADERSHIP & POLICY STUDIES FACULTY AND STAFF.....	6
MORGRIDGE COLLEGE OF EDUCATION POLICY AND PROCEDURES.....	7
EDUCATIONAL LEADERSHIP & POLICY STUDIES DEPARTMENT REQUIREMENTS.....	9

ELPS Certificate for Principal Preparation: Ritchie ELSS

ELPS Master of Arts Degree

ELPS Doctoral (EdD/PhD) Degrees

Forms	43
-------------	----

ELPS MA – APPENDIX A

ELPS EdD – APPENDIX B

ELPS PhD – APPENDIX C

ELPS EdD – APPENDIX D

WELCOME TO THE EDUCATIONAL LEADERSHIP & 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 sure - you have been selected because we know that your leadership will impact educational settings that span from early childhood to post-secondary education in Colorado and the nation. A graduate degree is a significant time, money, and effort commitment. 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 you to act on your learning and make a difference. A certificate or degree course of study in ELPS will provide 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. Also, classes are structured in a cohort delivery model, so you will build tight learning communities that persist beyond the program's completion. 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,

Doris Candelarie, PhD, Clinical Associate Professor

Department Chair

Educational Leadership and Policy Studies

EDUCATIONAL LEADERSHIP & POLICY STUDIES PROGRAM OVERVIEW

Educational Leadership and Policy Studies Department Mission

The Department of Educational Leadership and Policy Studies empowers preschool through secondary school (P-12) leaders to fearlessly champion social justice by leading and developing inclusive and antiracist schools, districts, and organizational cultures. We prepare educational leaders to improve teaching and learning in educational settings in Colorado and beyond. Our unwavering commitment is to equip leaders to challenge deeply entrenched oppressive norms, amplify the voices of marginalized communities, and prioritize the affirmation and celebration of the unique identities of every student, family, educator, and community- fostering a more just society.

ELPS Values

Self-Aware

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

Critically Conscious Scholars

Critical seekers and producers of knowledge who base leadership and professional practice in historical and cultural awareness of communities served by engaging diverse ways of knowing to be an effective, ethical, and equity-focused scholar.

Transformative Leaders Committed to Social Justice

Transformative leaders who develop new knowledge and practice that promotes inclusive, non-oppressive educational contexts that serve the best interests of students, families, educators, and communities for a more equitable and socially just education system and society.

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](#).

Erin Anderson, PhD
Associate Professor
Katherine A. Ruffatto Hall 335
303-871-2149
Erin.anderson249@du.edu

Starla Sieveke-Pearson, PhD
Clinical Assistant Professor
Katherine A. Ruffatto Hall
303-871-2506
ssieveke@du.edu

Doris Candelarie, PhD
Clinical Associate Professor
Department Chair
Katherine A. Ruffatto Hall 350
303-871-3365
Doris.candelarie@du.edu

Lolita Tabron, PhD
Associate Professor
Katherine A. Ruffatto Hall 361
303-871-3365
Lolita.Tabron@du.edu

MORGRIDGE COLLEGE OF EDUCATION POLICY AND PROCEDURES

Probation and Termination Protocol

The following are the most common areas in which the probation/dismissal policy is typically implemented:

Grades and Grade Point Average

Department Grade Requirements (this is from HE as a starting point for us or in replacement)

University policy states that any graduate student whose overall grade point average (GPA) falls below a 3.0 will receive a written warning and put on academic probation. If the graduate student is unable to raise their overall GPA to 3.0, the student may be suspended or dismissed and may lose eligibility for assistantships or other financial aid.

In addition to this minimum expectation, courses in which a student has earned below a C- will not be accepted as counting toward meeting degree requirements, regardless of the overall GPA average. Students who do not meet department degree requirements will be put on academic probation with the Office of Graduate Education.

Further, students earning a grade of C- or lower in any course will participate in a mandatory review meeting with their advisor to discuss and finalize a written action plan to be filed with the department. At a minimum, the following conditions must be met to have academic probation lifted:

- The student will provide a copy of the signed remediation plan to the department chair no later than the second week following the quarter that below C grades were earned.
- The student will repeat all courses the next quarter they are offered by the department, earning a C- or higher.
- The student will be responsive to communications from the department chair, advisor and instructors, as well as communicate any issues in a timely manner.

These requirements are supported by additional information found in the [Graduate Student Bulletin](#).

The department highly recommends that students review the information found at this link.

Students who withdraw from a course or who earn a grade of C- or lower in any course(s) while an ELPS student will receive an automatic review by the ELPS faculty, which may result in probation for the student. For students who receive a grade below a C- in any course(s), here are the stages of concern and probation:

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. The student will be placed on academic probation.

Stage 2: Second C- or lower, or a second "W," initiates a comprehensive review of the student's record. A meeting with the student's advisor and department chair will be initiated. The student will be **placed** on elevated academic probation. A remediation plan and timeline not to exceed two quarters must be agreed upon by all parties. This action plan will be kept in the student's file.

Stage 3: Three or more C- or lower grades initiate dismissal from the program.

Per the Graduate Bulletin, if there is no viable way, per the coursework plan, to raise a cumulative GPA that is lower than 3.0, this will result in the student's automatic dismissal from the program by the Office of Graduate Education.

Please note that students can enact the [grade replacement policy](#). Doing this will replace the GPA for the course on the last attempt. If an ELPS student enacts a grade replacement, the new grade will supplant the first attempt. In short, a grade of a C+ or lower will not count against the student if a passing grade of a B- or better is earned. This can only be initiated twice in a student's program.

ELPS doctoral program faculty will conduct quarterly reviews of all students to understand progression issues better and determine appropriate support that may be needed. If faculty determine that a student is struggling or needs support, the doctoral advisor (i.e., DiP chair or dissertation director) will reach out to determine what support is required. If the student is in the first year and the dissertation chair has not been matched, the doctoral program coordinator or department chair will contact them. 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.

Adequate Progress

Student progress is monitored both during and at the end of each quarter by program faculty. Students not making satisfactory progress in their respective programs must meet with their advisor and/or the Department Chair. The meeting's goal will be to assist and support students and identify a plan of action toward continuous improvement and success.

Non-passing grades (i.e., grades that are incomplete or below a "C-") may be a sign of inadequate progress and may result in probationary status. Further, students not making adequate and timely progress toward completing the degree requirements may be placed on probation. Students are expected to meet probation requirements, or they will be moved toward dismissal. While such instances are rare, should they occur, students will be contacted by their advisor and informed specifically and in writing of issues and concerns about academic progress or attendance, interpersonal or practice effectiveness, professionalism, safety concerns, disruption of student learning, and/or ethical violations. Students will be asked to respond to these concerns personally and in writing. The Department Chair and the appropriate faculty will make decisions regarding probation or dismissal. All pertinent information regarding the basis for such decisions will be disclosed to the student promptly.

Academic Standing

Students are expected to make adequate progress toward their degree. Students who are not making reasonable and consistent progress toward their degree may be put on academic probation and/or dismissed from the program. For details, see the DU Bulletin's [Graduate Academic Standards](#).

Student Conduct

The Student Conduct Policies and Procedures govern all student behavior at the University of Denver in a manner consistent with the values of the [DU Honor Code](#). Students are expected to uphold the values of the University and the Honor Code by exhibiting behavior that supports the spirit under which these values were established. Actions taken by a student that are contrary to the core values of the University Honor Code are addressed through the Student Conduct Policies and Procedures. The DU [Graduate Bulletin – Student Conduct](#) also delineates Student Conduct violations (Honor Code, Academic Misconduct, Disruptive Classroom Behavior, Sexual Relationships and the Classroom Environment, and Smoke-Free Policy).

Academic Misconduct

Faculty have the authority to set standards of academic integrity and define academic misconduct. In conjunction with the appropriate associate dean at MCE, the faculty member determines the appropriate academic sanctions for academic misconduct. Academic sanctions are assessed by an individual faculty member and/or MCE and relate to the student's standing within a course, program, department, or college. These may include but are not limited to, failure of an assignment, failure of a course, and/or termination from a graduate program. Plagiarism is an Academic Misconduct violation. It is unacceptable, especially in academic settings, to use other people's ideas or data without giving them credit. (e.g., see the [DU Graduate Bulletin – Student Conduct](#)). It is unacceptable to "borrow" another student's, author's, or publisher's work without providing appropriate credit through a citation. Using papers written by others, or parts of papers, materials, and submitting it as your own work is clearly unethical. This policy also applies to non-approved use of generative artificial intelligence.

For a comprehensive description of situations that warrant probation, dismissal, and termination, please refer to the Graduate Bulletin's description of [Academic Standards](#).

Procedures for Academic Grievances and Appeals

Active students may appeal academic and student status-related decisions and/ or seek resolution of complaints or grievances through the [DU Graduate Bulletin – Academic Grievance and Appeal Procedure](#) during their enrollment at the University of Denver. It is the student's responsibility to determine whether the graduate unit has specific requirements and the responsibility of the unit to ensure that those requirements are addressed prior to advancing the grievance to the Office of the Provost. In case of conflict between any grievance process published in unit manuals or websites, the process outlined in the DU Graduate Bulletin will be followed.

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.

Student Rights & Responsibilities

The Office of Student Rights & Responsibilities at the University of Denver supports the University's mission by providing programs and services designed to foster an inclusive campus community and promote opportunities for holistic student living, learning, and growth. We strive to achieve a safe campus community in which students:

- respect themselves, others, the University, and surrounding community;
- honor differences and gain an appreciation for living in a diverse society;
- maintain high standards of their personal and academic integrity;
- understand the impact of their actions and choices upon themselves, others, the University, and surrounding communities; and
- seek opportunities to repair harm, restore trust, and acknowledge the impact of their actions and choices.

The Office of Student Rights & Responsibilities strives to be educational and restorative in our processes by offering educational outcomes, workshops, and alternate case resolution options. Through the Outcomes assigned to Students, we hope to encourage self-awareness, social engagement, and provide opportunities for reflection and meaning making.

The [Honor Code](#) is the student code of conduct that outlines the expectations, rights, and responsibilities of every student at the University. This document provides information to support our students in developing and demonstrating integrity, respect, and individual and community responsibility. All Students at the University should read this Honor Code carefully to understand the expectations, policies, and procedures that apply when a student is alleged to have violated a policy. You are expected to know and understand your rights and responsibilities to be a positive contributor and successful community member at the University.

The Student Rights & Responsibilities Staff is available to answer questions and address concerns about these areas of responsibility. Please email SRR@du.edu or visit www.du.edu/studentlife/studentconduct for more information.

Taking Leave of Absence (LOA)

Personal Leave of Absence

A graduate student who wants to take time off from the University must fill out the withdrawal form in [MyDU](#) by the Registrar's published deadline to drop classes. Students may indicate their intent to return by applying for a personal leave of absence during the withdrawal process. Students who fail to withdraw will be liable for full tuition and fee charges, and a failing grade may be recorded for every course for which the student is registered.

In general, leaves of absence are for students who want to take time away from the University (excluding summer) with the intent to return. The maximum period of time for a single leave of absence is three consecutive quarters, excluding summers. Students who need an additional leave of absence should complete a new withdrawal form in [MyDU](#). While on an approved leave of absence, students are guaranteed a place in their current program when they return to the University, provided all deadlines and rules are observed. Some units may have more restrictive guidelines for a leave of absence. Students should consult their unit and program for more information before deciding whether to take a leave. Returning students have the same registration priority as continuing students. It is important to note that students are still held to the original timeline for completion of the degree.

Please see the [Graduate Bulletin](#) for the exact process.

Medical Leave of Absence

A student with a mental health and/or physical health condition may elect to apply for a Medical Leave of Absence from the University. The Medical Leave of Absence and Medical Reentry Policies describe the circumstances under which a student may request a Medical Leave of Absence and the student is responsible for both procedures the documentation for the Medical Leave of Absence and the Medical Reentry process. student must follow. The procedures the student must follow are outlined in the policy.

The full policy can be found in the [Graduate Bulletin](#).

Permanent Withdraw

Students who wish to withdraw permanently from their programs should notify the department as well as the Office of the Registrar in writing.

Changing of Advisors

Doctoral students in ELPS are matched with a dissertation director (PhD) or dissertation in practice advisor (EdD) towards the end of the first year of the program. This matching is based on various factors including a student's content interests, a student's methodological needs, faculty research interests, and faculty availability. Student can change their dissertation advisors by:

1. Contact the new potential advisor to see if that person is willing to lead the dissertation

2. Contact the old advisor and let them know you wish to change advisors. Please provide a brief rationale.
3. Contact the department chair so they can update our databases.

To understand the committee composition requirements, please refer to the [Graduate Bulletin](#).

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](#) contains all program course requirements and course descriptions under the *Program of Study*

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.

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 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 (‘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 Course Professor by the end of the first quarter of enrollment.

Name:

Student ID:

REQUIRED COURSES

Course Number	Course Title	Credit Hours	Quarter to be Completed
ADMN 4840	Strategic and Transformative School Leadership	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	
ADMN 4860	Principal Internship	2	Fall
ADMN 4860	Principal Internship	2	Winter
ADMN 4860	Principal Internship	2	Spring
Subtotal		6	
Total Credits Required		30	

Student Signature Date

Advisor Signature Date

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. 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 Course Professor by the end of the first quarter of enrollment.

Name:

Student ID:

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 generating 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 interested in creating 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/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 degree requirements, students can complete 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 near the end of student coursework. All ELPS doctoral students must pass their Comprehensive Review before registering for Doctoral Research Planning and Design (ADMN 5900). If a student does not pass the Comprehensive Review, they must work with their dissertation advisor to develop a path forward to succeed at the Comprehensive Review and to make up ADMN 5900. Students who fail their Comprehensive review need to complete their 2nd attempt before the first week of Fall quarter. 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 three Student Learning Outcomes (SLOs) and to gain summative feedback to support future development and dissertation work. The three SLOs are:

Self-Aware (SLO-1)

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

Critically Conscious Scholars (SLO-2)

Critical seekers and producers of knowledge who base leadership and professional practice in historical and cultural awareness of communities served by engaging diverse ways of knowing to be an effective, ethical, and equity-focused scholar.

Transformative Leaders Committed to Social Justice (SLO-3)

Transformative leaders who develop new knowledge and practice that promotes inclusive, non-oppressive educational contexts that serve the best interests of students, families, educators, 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 Spring 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 is noted on the annual ELPS Calendar. Details regarding the content of the written submission provided in the ELPS Comprehensive Review Research Prospectus Overview 2023 document.

- 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 2023 document.
- Feedback will be in the form of oral feedback during the review. 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 may request a copy of the rubric feedback from their advisors.
- 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 three 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 three 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 but should occur prior to the 1st week of the fall quarter which then allows students to matriculate into taking dissertation research credits. *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 can 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 improvement science, program evaluation, policy development or analysis, action research, or traditional research design. 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 Dissertation in Practice Research Topics

Dissertation in Practice 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 (Chapter 1)
- Literature Review (Chapter 2)
- Research Methods and procedures (Chapter 3)
- Findings (Chapter 4)
- Recommendations and Implications (Chapter 5)
- 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 (3-6 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 minimum of 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 (1-2 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 on the part of ELPS students. ELPS expects students to be able to express themselves effectively. 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 Spring 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 uploading 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 dissertation in practice 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. 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 Turnitin 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 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!

Quarter	Course Title	Course Number & Credits	Content Area	Substitution Course title & Number	Instructor	Grade + Credits
YEAR ONE						
Summer	Structural Foundations of Research	RMS 4940 3 credits	Research			
	Special Topics: Research in Educational Leadership*	ADMN 4700 1 credit	Doctoral Research			
Fall	Foundations of Ed. History & Philosophy	ADMN 4827 4 credits	Program Area			

	Introductory Statistics**	RMS 4910 4 credits	Research			
Winter	Organizational Theory & Behavior	ADMN 4819 4 credits	Program Area			
	Introduction to Qualitative Research	RMS 4941 4 credits	Research			
Spring	Educational Policy Making in the US	ADMN 4823 4 credits	Program Area			
	Advanced Inquiry and Analysis ***	ADMN 4900 4 credits	Research			
Summer	Improvement Science	ADMN 4821 4 credits	Research			
Quarter	Course Title	Course Number & Credits	Content Area	Substitution Course title & Number	Instructor	Grade + Credits

YEAR TWO						
Fall	Education Program Evaluation	ADMN 4820 4 credits	Research			
	Leading Teaching and Learning	ADMN 4835 4 credits	Program Area			
Winter	Critical Policy Analysis for Educational Systems	ADMN 4844 4 credits	Research			
	Perspectives in District Leadership	ADMN 4812 4 credits	Program Area			
Spring	Improving Organizational Culture	ADMN 4836 4 credits	Program Area			
	Action Research for Systems Leadership	ADMN 4822 4 credits	Research			
Summer	Research Planning and Design*	ADMN 5900 3 credits	Doctoral Research			
Subtotal = 55 core credits + 4 dissertation credits						

- * Credit is counted in dissertation research hours below.
 ** A research course that a student may test out of or have waived.
 *** Intermediate research course.

EdD in Educational Leadership - Summary of Requirements		Credit Hours
Program Area Requirements		24
Research Requirements		31
Dissertation Research Hours		10 minimum
Total for EdD Degree		65

Optional internship – Only needed if seeking district level administrator license

Course Title	Requirement	Course Number	Date Completed	Credit Hours
Administrative Internship	6 hours total required 50 clock hours per credit 6 needed if administrator license is sought	ADMN 4817		
		ADMN 4817		
		ADMN 4817		

Total optional internship hours **6**

Dissertation Research Hours

Course Title	Course Number + Credits	Date Completed	Instructor
Special Topics: Research in Educational Leadership	ADMN 4700 1 credit		
Doctoral Research Design	ADMN 5900 3 credits		

Dissertation Research	ADMN 5993* 6 credits		
*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 minimum
OPTIONAL: Internship hours (6 needed if Administrator license is sought)			6
Total coursework hours for this plan			
EdD – Review Benchmarks Required		Date Completed	
End-of-Year One Review			
Comprehensive Examination			
Dissertation in Practice Proposal Defense			
IRB (Institutional Review Board) Approval			
Final Dissertation in Practice Defense			

Note: Schedules are subject to change; be sure to consult your advisor.

Note: 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: Any course substitutions must have a course substitution form with an advisor's signature and sent to ASA prior to start of quarter. OGE must approve any course substitutions prior to registration.

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 their director to take courses to support research and the 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 for students to provide evidence of mastery of all three Student Learning Outcomes (SLOs) and to gain summative feedback to support future development and dissertation work. The three SLOs are:

- **Self-Aware (SLO-1):** Reflective practitioners who seek and embrace critical feedback with the personal insight necessary to continuously improve and a willingness 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):** Effective, ethical, and equity-focused scholars with the ability and commitment to approach knowledge-seeking and knowledge production through a critical lens that questions, analyzes, and contextualizes information within historical and cultural frameworks.
- **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):** Transformative leaders who initiate and drive significant changes or innovations within the educational system. These leaders actively seek to create new knowledge, methodologies, or practices to promote inclusive, non-oppressive educational contexts that serve students, families, educators, 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 Spring 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 provided in the ELPS Comprehensive Review Research Prospectus Overview 2023 document.

- 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 2023 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 three 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 three 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 but should occur prior to the 1st week of the fall quarter which then allows students to matriculate into taking dissertation research credits. *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

EPS 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 on 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 master's theses.

Prior to submission for review, students will be responsible for using the Canvas Turnitin 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 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.

Quarter	Course Title	Course Number & Credits	Content Area	Substitution Course Title & Number	Instructor	Grade + Credits
YEAR ONE						
Summer	Structural Foundations of Research	RMS 4940 3 credits	Research			
	Special Topics: Research in Educational Leadership*	ADMN 4700 1 credit	Doctoral Research			
Fall	Foundations of Ed. History & Philosophy	ADMN 4827 4 credits	Program Area			
	Introductory Statistics**	RMS 4910 4 credits	Research			
Winter	Organizational Theory & Behavior	ADMN 4819 4 credits	Program Area			
	Introduction to Qualitative Research	RMS 4941 4 credits	Research			
Spring	Educational Policy Making in the US	ADMN 4823 4 credits	Program Area			
	Advanced Inquiry and Analysis***	ADMN 4900	Research			

		4 credits				
Summer	Improvement Science	ADMN 4821 4 credits	Research			

Quarter	Course Title	Course Number & Credits	Content Area	Substitution Course Title & Number	Instructor	Grade + Credits
YEAR TWO						
Fall	Education Program Evaluation	ADMN 4820 4 credits	Research			
	Leading Teaching and Learning	ADMN 4835 4 credits	Program Area			
Winter	Critical Policy Analysis for Educational Systems	ADMN 4844 4 credits	Research			
	Perspectives in District Leadership	ADMN 4812 4 credits	Program Area			
Spring	Improving Organizational Culture	ADMN 4836 4 credits	Program Area			
	Action Research for Systems Leadership	ADMN 4822 4 credits	Research			

Subtotal = 55 Credits + 1 dissertation					
* Credit is counted in dissertation research hours below. ** A research course that a student may test out of or have waived. *** This course counts as a foundational course and an intermediate research course. However, the four credits can only be counted once for one or the other. PhD students must pick up another cognate course to meet research and cognate credit hour requirements.					

YEAR THREE			
Student designs third year of study in consultation with advisor.			
Click here for attached course options as of Spring 2023			
REQUIRED: Three intermediate and/or advanced research methods courses and/or RMS Special			
Course Title	Course Number	Date Completed	Credit Hours
Research Planning and Design	ADMN 5900 Research Planning and Design	Summer, End of Year 3	3 credits of dissertation research
Total additional research hours			

REQUIRED: Cognate Area Courses (DU Leadership Prep Programs MAY be counted in some circumstances)			
Course Title	Course Number	Date Completed	Credit Hours
Total additional cognate hours			
Total hours, year three (Research + Cognate Hours) = minimum 25 credits			

Doctoral Research Hours			
Course Title	Course Number + Credits	Quarter Taken	Instructor
Special Topics: Research in Educational Leadership	ADMN 4700 1 credit (start of program)		
Doctoral Research Design	ADMN 5900 3 credits (end of year 3)		
Doctoral Seminar ** PhD students should take this 2-credit course two times and additional times if needed during the dissertation writing stage	ADMN 5993 4 credits (post comprehensive review, year 4 and beyond)		
Independent Research*	ADMN 5995 1-2 credits		

*To maintain degree candidacy, MCE doctoral students who have finished all required coursework should register for at least one independent research credit (ADMN 5995), doctoral seminar credit (ADMN 5993), or other credit for consecutive terms fall, winter, and spring (summers not required) until the student graduates. Students should consult their advisor to determine how to balance ADMN 5993 and ADMN 5995 credits.

Total required dissertation hours

10 minimum

Optional Internship

(only needed if seeking district level administrator license)

Course Title	Requirement	Course Number	Date Completed	Credit Hours
Administrative Internship	6 hours total required	ADMN 4817		
	• 50 clock hours per credit	ADMN 4817		
	• 6 needed if administrator license is sought	ADMN 4817		
Total internship hours				6
PhD in Educational Leadership - Summary of Requirements				Credit Hours
Program Area Requirements				24
Foundational and Introductory Research Areas				31
Intermediate/Advanced Research Hours + Cognate Hours				25
Doctoral Research Hours				10 minimum
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	Date Completed
Comprehensive Examination	
Dissertation Proposal Defense	
Official Advancement to Candidacy	
IRB (Institutional Review Board) Approval	
Final Dissertation Defense	

Note: Schedules are subject to change; be sure to consult your advisor.

Note: 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: Any course substitutions must have a course substitution form with an advisor’s signature and sent to ASA prior to start of quarter. OGE must approve any course substitutions prior to registration.

Student Signature Date

Advisor Signature Date

APPENDICES

MCE Vision Statement

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

Educational Leadership and Policy Studies Mission and Values

ELPS Mission

The Department of Educational Leadership and Policy Studies empowers P-12 leaders to fearlessly champion social justice. We prepare leaders to conduct educational research, develop policy, and/or lead in P-12 schools, state departments, and non-profit agencies. Our unwavering commitment is to equip leaders to challenge deeply entrenched oppressive norms, amplify the voices of marginalized communities, and prioritize the affirmation and celebration of the unique identities of every student, family, educator, and community. Together, we are leading the way toward a future where education is inclusive and antiracist, fostering a more just society.

ELPS Values

Self Aware

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

Critically Conscious Scholars

Critical seekers and producers of knowledge who base leadership and professional practice in historical and cultural awareness of communities served by engaging diverse ways of knowing to be an effective, ethical, and equity-focused scholar.

Transformative Leaders Committed to Social Justice

Transformative leaders who develop new knowledge and practice that promotes inclusive, non-oppressive educational contexts that serve the best interests of students, families, educators, and communities for a more equitable and socially just education system and society.

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.

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
Rationale: | Rank/Title |
| 4. Committee Member | Title |
| 5. Rationale: | |
| 6. 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 (*Voting is restricted to DU faculty)

Faculty Chair (ELPS)	Approve _____
	Do Not Approve _____
Committee Member (ELPS)	Approve _____
	Do Not Approve _____
*Committee Member	Approve _____

*Committee Member

Do Not Approve

Approve

*Committee Member

Do Not Approve