



UNIVERSITY OF
DENVER

Morgridge College
of Education

*Educational Leadership
& Policy Studies*

Doctoral Programs, EdD and PhD

**Student Handbook
2011 – 2012**

The University Of Denver Morgridge College Of Education *Student Handbook* provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees certificates. In addition to this handbook, the student should also refer to the *Morgridge College of Education Bulletin* available at <http://www.du.edu/education/resources/current-students/handbooks.html> and the University of Denver Graduate Studies Policies available at <http://www.du.edu/grad/current-students/forms.html>. In some cases, college and university policies take precedence over the regulations of the *Student Handbook*. It is the student's responsibility to read and understand University, College, and program norms relating to the degree programs, and to complete program and degree requirements in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

Inquiries concerning programs in the MCE should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 and edinfo@du.edu.

The University of Denver (Colorado Seminary) is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment, on the basis of race, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208-4840, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

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PART I: OVERVIEW

Faculty

Dr. Kent Seidel, Associate Professor
Kent.Seidel@du.edu, 303-871-2496, Ruffatto Hall 346
For assistance in all matters relating to EdD program

Dr. Susan Korach, Assistant Professor
Susan.Korach@du.edu, 303-871-2212, Ruffatto Hall 356
For assistance in all matters relating to PhD program as well as general inquiries

Office of Outreach Support, Morgridge College of Education

Anna Millies, Director
anna.millies@du.edu, 303-871-2494, Ruffatto Hall 337
For assistance related to recruitment and marketing for outreach programs, licensure recommendations, academic records, comprehensive exam registration, graduation application process, and general college support.

Office of Admissions, Morgridge College of Education
303-871-2509, edinfo@du.edu
For assistance related to admissions.

Financial Aid

Janet Erickson, Director
303-871-2485, jerickso@du.edu
For assistance with Financial Aid, scholarships, and Graduate Assistantships.

A complete list of faculty and staff associated with the Educational Leadership doctoral degrees is located in Part III of this handbook.

II. Program Overview

Location

The faculty and staff offices for the Educational Leadership Program are located in Ruffatto Hall, home of the Morgridge College of Education, 1999 E Evans Ave, Denver, CO. Many, but not all of the classes will be held in Ruffatto Hall. There is limited visitor parking in lots near the building. For parking information, consult <https://www.parking.du.edu/default.aspx>.

Accreditation

All degrees at the University of Denver are accredited through the North Central Association of Colleges and Schools.

Mission

The mission of the Educational Leadership & Policy Studies programs is to prepare leaders for educational settings, early childhood to post-secondary, in Colorado and the nation. We pursue this mission through intensive, integrated academic and field-based experiences that support educational leaders in developing self-knowledge to create and support learning communities which ensure academic achievement and optimal growth and development for all learners.

Goals

The Educational Leadership programs focus not only on developing the skills and abilities necessary for success as a leader in educational settings, but also on developing a strong commitment to core values essential for ethical, visionary, courageous, transformative, and responsible leaders in all settings. We, our students, our graduates, and our community partners collaborate across settings to ensure:

- Leadership for early care, developing systemic supports for optimal growth and development for children and families, preparing all children for educational success;
- Leadership that builds systems and supports to expand pre-K through postsecondary options, access, and success for all youth; and
- Leadership, development and support of lifelong learning communities involving non-traditional students, those seeking continuing education, and our own university personnel.

Outcomes

Our research, teaching, and service address issues grounded in the questions and needs of practice, and our inquiry engages our community and other partners to make the world around us a better place for all. We are a private institution working for the public good. To that end, the Educational Leadership programs seek to prepare students for roles as educational leaders who promote the success of all learners by:

- Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school and learning community.
- Formulating and clarifying core values and beliefs consistent with current educational administrative theory and practice.
- Advocating, nurturing, and sustaining a culture and instructional program committed to student learning, social justice and staff professional growth.
- Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources in support of learning.
- Acting with integrity, fairness, and in an ethical manner.
- Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

We work to prepare leaders for education through intensive, integrated academic study, and “real-world” application opportunities. These experiences help educational leaders develop self-knowledge to create learning communities that ensure academic achievement and optimal growth and development for all learners. Our students focus on leadership, policy studies and research that are relevant and appropriate for meeting today’s educational challenges.

The following are the research competencies for all MCE graduate students. The certificate, M.A., and Ph.D. programs are designed to build these competencies:

- Critically evaluate strengths and weaknesses of empirical/evidence-based research.
- Craft coherent, concise, compelling expressions of research ideas targeting appropriate audiences and issues.
- Design research to address significant problems facing your field.
- Understand the strengths and limitations of diverse modes of inquiry.
- Create measures using diverse analytic strategies.
- Evaluate existing measures for validity and reliability.
- Apply appropriate analytic strategies in data analysis.
- Effectively communicate research results, implications and impact to relevant audiences.

Program outcomes are measured by satisfactory completion of all coursework requirements. In addition, principal preparation programs require a portfolio and professional performance in internship experiences; the Buell and Masters programs require a capstone project.

Part III: PROGRAM REQUIREMENTS and POLICIES

The following provides information on the policies and procedures that specifically affect students. However, this is not an exhaustive list. The University of Denver's [Graduate Policies and Procedures 2011-12](#) are the first layer of academic policy under which all college and program policies are administered. The Graduate Policies and Procedures 2011-12 document can be found at: http://www.du.edu/learn/graduates/grad_policies_procedures_11-12.pdf

College policies are the second layer. Students should refer to the Morgridge College of Education Bulletin for specific policies and procedures on academic matters such as time limit, incomplete grade policies, registration, academic appeals procedures, and other information. The MCE Bulletin can be found at: <http://www.du.edu/education/resources/current-students/index.html>.

Students should check with their Academic Advisor or Morgridge College of Education Office of Academic Services for clarification of the policies and procedures that are College-wide in their applicability.

Orientation

Each Educational Leadership program offers a short orientation during or just prior to the first class meeting day of each new cohort. During the program orientation, students will have an opportunity to hear about and review key policies and expectations, and ask questions about the program upon which they are embarking. All students are invited to also attend the Morgridge College of Education Orientation Day at the beginning of fall quarter. At this larger event, students will have an opportunity to meet the directors and staff of all of the Educational Leadership programs, as well as other members of the Morgridge College of Education programs, students, faculty, and staff. The event is designed to provide an opportunity to learn about a variety of MCE and University support systems, and includes an introduction to WebCentral, the DU email, and Blackboard, the course management system.

Coursework Plan of Study

During the first quarter of enrollment, each student is expected to meet with his or her advisor to complete a coursework plan of study. Although the required courses are offered in a fairly prescribed cohort model schedule, students confer with the advisor to select electives when appropriate. The original, signed, coursework plan of study will remain in the student's file until the student graduates from the certificate or degree program. Course work plans can be amended when deemed necessary by the student and advisor. It is the student's responsibility to submit any plan of study changes to the MCE Office of Outreach Support.

The coursework plan provides the student with an opportunity to design their course of study to meet the degree requirements. This plan enables the student to develop a schedule for taking courses and the practicum/internship, etc. The annual University of Denver class schedule is available online through the Registrar's website at <http://www.du.edu/registrar/>. By conferring with his/her faculty advisor, each student will be able to work out a course plan

to complete degree requirements. **It is the student's responsibility to meet with a faculty advisor during the first quarter of study to ensure an understanding of degree requirements and to secure the advisor's signature on the initial plan.** The coursework plan becomes part of the student's official file. It may be amended or changed; however, the faculty advisor must approve all changes to the course work plan. Any waiver or substitution of a required course must be approved by the student's advisor and a Course Substitution or Waiver form (<http://www.du.edu/education/resources/current-students/coursework-plans.html>) must accompany the Coursework Plan. A blank Coursework Plan is provided on the MCE website at <http://www.du.edu/education/resources/current-students/coursework-plans.html> and must be completed electronically, signed by both the student and advisor, and filed with the MCE Office of Academic Services before the end of the first quarter of enrollment.

Please see Appendix A at the end of this Handbook for specific required courses and typical course scheduling for the EdD and PhD doctoral degrees. Blank coursework plans are also provided.

Degree Program Components

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

Degree Requirements comprise a major segment of these programs, providing the student with the opportunity to learn about the field of Educational Leadership in its many aspects. These required courses provide foundational information on school administration and leadership.

Research Requirements provide the student with the ability to understand education research and develop research projects. While only the required courses are listed, students are encouraged to take other courses to assist in understanding the research in their field.

Electives allow students the opportunity to learn about a variety of topics which are pertinent to educational administrators and others in leadership positions. Students are encouraged to take courses beyond the few that are required, to broaden their understanding of the leadership experience. Electives are usually not a part of the certificate and licensure programs, and may be very limited in other Educational Leadership programs due to our cohort-style approach to preparation, where students take courses over time as a block cohort. While the cohort style may limit electives, it has many benefits of additional supports for students' success.

Internships are supervised learning opportunities to strengthen professional expertise in environments that provides both academic credit and experiential learning. Students who elect to pursue the district level Administrator Licensure must complete a 6-credit-hour internship (ADMN 4817) *in addition to* the course hours required for the degree. Faculty supervisors provide individual feedback on the student's practical experience in the work setting, discuss

the student's progress with school supervisors, and provide appropriate exploration of issues related to educational leaders. Internships require 50 hours of qualifying field experience per 1 credit hour; this requirement is subject to modification at any time in response to changes in requirements by the Colorado Department of Education for licensure of district leaders. Should such a change occur students will be notified by their advisor and/or their internship course instructor.

Independent / Directed Study Policy. On occasion a student may wish to arrange an Independent Study to pursue a topic of interest to them for which a regular course is not offered, or a Directed Study to complete a regular-catalog course under unusual circumstances where there is not an opportunity to take the regular course. Independent and Directed Study options are governed by the rules in the Graduate Studies Handbook, pages 42-43: <http://www.du.edu/media/documents/graduates/10-11policy.pdf>

In addition, students wishing to pursue an Independent or Directed Study in an Educational Leadership program must get the approval of their advisor and the Educational Leadership Program Coordinator. Directed Study options will not be offered during a quarter when the regular course is offered. Independent Study arrangements require an Independent Study Contract, included in Appendix D.

Concluding Assessments & Experiences

End of Year Assessments and Review (EdD and PhD students).

Students who have earned a graduate degree reflect the successful acquisition of the knowledge, skills, and competencies required to work in the field. A comprehensive examination—designed as an “in-box exercise” and short-essay responses—is intended to provide an opportunity for students to demonstrate their ability to integrate, synthesize, and make meaning of the knowledge they have gained during their program of study. Designed as a reflective exercise that emphasizes the student's ability to utilize knowledge and skills in a compressed time frame, End of Year Assessments enable the student to certify that he or she has gained sufficient knowledge and professional expertise to begin or continue employment in an information environment. Students will meet with their academic advisor after the End of Year Assessment and prior to the next academic year to review and discuss progress and students' goals for their continued work in the program.

Dissertation (PhD students). For the final stage of the degree, after 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 school leadership and administration. 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.

Beginning with the quarter after the final year's End of Year Assessment, a student is required to remain continuously registered for dissertation credit at the minimum rate of one credit per quarter (Academic year of fall, winter, and spring quarters), until the student has successfully defended the dissertation. A minimum of 10 hours of dissertation credits are required,

regardless of the time taken to complete the dissertation. A dissertation typically takes about a year to complete, but a MINIMUM time frame of seven months is required from the time a dissertation proposal is approved by the Dissertation Committee to the time when the final dissertation is defended.

It is the intent of the Morgridge College of Education and its dissertation committee to make doctoral study a productive and successful learning experience. It is also the intent to treat doctoral students fairly in this process. As such, exceptions may be made in these procedures to accommodate unusual situations that may arise (e.g., replacing committee members due to conflict or resignation). The Associate Dean of the Morgridge College of Education may grant exceptions to these procedures after being petitioned by the doctoral candidate and his/her advisor. If, after a decision by the Associate Dean, the candidate wishes further appeal, he or she should use the existing Appeals procedures found in the Office of Graduate Studies. Students have a maximum of seven years from start to completion of the doctoral program, and extensions of time are granted only rarely in recognition of unusual circumstances.

Students should refer to the *Morgridge College of Education Dissertation Handbook* available at this link <http://www.du.edu/education/resources/current-students/dissertations/index.html> for detailed information on the dissertation process.

Dissertation (EdD students). Students in the EdD doctoral program will have a range of several options in completing the required field research to satisfy the dissertation requirements for the doctorate. The Educational Leadership program seeks to assist districts in their continuous improvement processes by connecting student dissertation designs in district priorities and collaborative processes. Students will write individual dissertations, but rely on university faculty, district leadership, and fellow doctoral candidates for support, literature and research design recommendations, and feedback. The intent of this dissertation design process is to give students the opportunity to explore relevant questions that match district needs and conduct collaborative research in a research process that they can replicate and engage others with in school and district settings. Students will progress through their dissertation year in a cohort-seminar style, working closely with professors, field research partners, and other EdD student colleagues to complete the final portfolio of research for the doctorate.

MCE Dissertation Credit Policy

Dissertation credits are reserved for work on the dissertation, which generally occurs after a student has completed all required courses and after successful completion of the required comprehensive exam. In some programs, however, a student may be under the direct supervision of a faculty member and begin preliminary work on the dissertation. A student may register for dissertation credits before completing and passing the comprehensive exam under the following conditions: 1) if the student's Dissertation Advisor agrees to work directly with the student on a regular basis throughout the quarter in which the student is registering for dissertation credit; and 2) if the student is prepared and able to dedicate substantial work to dissertation planning and preparation.

To conduct preliminary dissertation work, the student must have the support of the dissertation advisor. The dissertation credit form can be obtained from the Morgridge College of Education's Office of Academic Services, where the eligibility for credit will be verified prior to obtaining the faculty advisor's required signature.

The student must register for dissertation credits during the first week of class of the quarter in which the work will be conducted.

The policy regarding preliminary dissertation work is as follows:

- A student may register for no more than 50% of the minimum number of dissertation credits required by his/her program prior to the completion of all course work and comprehensive exams. Dissertation credit, as with any credits, will not be refunded if the student does not successfully complete his/her dissertation, other required courses, or qualifying or comprehensive exams.
- Once the student has completed successfully all required courses and the required comprehensive exam, the student must register for dissertation credits. The faculty support students in the dissertation process by providing advising during this phase of the Ph.D. It is the expectation of the faculty that each student will successfully complete the required dissertation with quality work.

In order to encourage the completion of the dissertation, the policy requiring dissertation credits is as follows:

A student is required to remain continuously registered for dissertation credit at the minimum rate of one credit per quarter (Academic Year of Fall, Winter, and Spring quarters), until the student has completed the minimum necessary number of dissertation hours required by the student's program AND until a successful dissertation defense has occurred. Therefore, depending on the time a student takes to successfully complete the dissertation, registration for additional dissertation credits may be necessary beyond the required minimum.

University Continuous Enrollment Policy

All graduate degree-seeking students must be in active status and continuously enrolled. Enrollment may consist of registration for courses, thesis, or dissertation credits, or Continuous Enrollment registration. The University Continuous Enrollment Policy is ideal for students who need to defer loan repayment while completing the dissertation, though you must consult with the appropriate DU Financial Aid Office for more specific information.

Keep in mind you must also register for one credit hour of dissertation research (HED 5995) each quarter until you graduate per the MCE Dissertation Credit Policy (noted above). If a student is on a full-time, year-long internship required by your program, this generally applies to Counseling Psychology and Child, Family, and School Psychology students only, please see your program handbook for specific instructions on meeting MCE and DU requirements.

If a student is registering for HED 5995 for less than four (4) credits in a given quarter AND you are attempting to defer student loan repayments, the University Continuous Enrollment Policy

should be utilized in addition to the MCE Dissertation Credit Policy. You are advised to always contact the DU Office of Financial Aid to clarify any financial aid requirements. The MCE does not provide financial aid policy interpretation so please consult the appropriate office for support on any financial aid policy.

To register for University Continuous Enrollment, a form must be completed and approved by the Morgridge College of Education, who will submit it to the Associate Provost for Graduate Studies for final approval.

For the complete DU Graduate Studies Continuous Enrollment Policy, please go to:
http://www.du.edu/learn/graduates/grad_policies_procedures_11-12.pdf

For the University Continuous Enrollment form and instructions, please go to:
<http://www.du.edu/media/documents/graduates/CE.pdf>.

Please note that completing the University Continuous Enrollment form DOES NOT register you for continuous enrollment. Permission to enroll for Continuous Enrollment is granted for one academic year beginning in the fall quarter. Students requiring Continuous Enrollment after fall quarter registration must complete and submit a new form prior to the beginning of the fall quarter of the subsequent academic year. Continuous Enrollment permission is granted for one (1) full academic year.

REGISTRATION must be completed QUARTERLY. Students are responsible to register for Continuous Enrollment each quarter, and for payment of the \$50.00 registration fee and the associated technology fee, \$4 per credit hour. Students should register for CENR 5600 (Doctoral, 8 credit hours). Doctoral students working on a dissertation CENR 5600 registrations will confer loan eligibility or loan deferment if the student is eligible to receive financial aid. Students with an approved time extension for completion of their degree program, but who are no longer eligible for Financial Aid because they are past the aid eligibility time limit (10 years Doctoral) register for: CENR 5700 (Doctoral Level, Non Financial Aid Eligible, 0 credit hours). CENR 5700 registrations do not confer loan eligibility or loan deferment.

Some examples of how to use these two policies:

1. If you are not concerned about loan repayment issues or not currently receiving some form of financial aid, you may only need to register for the MCE Dissertation Credit Policy. Please consult the DU Office of Financial Aid for specific requirements.
2. If you are receiving some form of financial aid and/or you need to defer loan repayment while you are working on your dissertation, the University Continuous Enrollment Policy would be necessary in addition to the MCE Dissertation Credit Policy. Please consult the DU Office of Financial Aid for specific requirements.

Grade Requirements (pp 22-23 MCE Bulletin AY 2011 - 2012 Last Revised 12-1-11)

Graduate credit cannot be earned in courses numbered below 3000.

Not all 3000 level courses may be offered for graduate credit. Students should consult the course description in their unit, program and course schedule prior to enrolling in any 3000 level course to verify it is cross-listed at the graduate level and may count as credit for the graduate degree. 3000 level courses, which are not designated as graduate level, are not approved to count toward graduate degrees.

A satisfactory quality of achievement with a grade point average of "B" (3.0) or better is required in graduate coursework accepted for the degree. The average is determined on the basis of the University's grading system.

In no case may more than one-fourth of the hours accepted toward the degree be of "C" grade. A grade lower than "C-" renders the credit unacceptable for meeting degree requirements.

Students cannot take more than 8-quarter hours beyond the degree requirements in order to make up grade deficiencies. These additional credit hours should be relevant for the degree and approved by the student's advisor. Students whose grades are still deficient after taking the additional 8 hours are terminated from the degree program.

Unless it is specifically designated as repeatable, a course in which the student has received a passing grade may not be repeated for credit. Grades of "C-" or better are considered passing and qualify for graduate credit. Repeatable courses include independent research, independent study, topics courses and music performance courses.

If a non-repeatable course is taken again, the regular tuition rate is paid and the course is counted as part of the total credit load. All grades are counted in GPA calculations. The highest grade received in the repeated course fulfills the degree requirements, but hours earned toward degree requirements are counted only once.

All repeated courses appear on student transcripts. Automated advising tools (e.g. the Academic Progress Report) may show only the course with the highest grade.

Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit and the candidate's status is subject to review at any time.

Grade Point Average

The grade point average (GPA) is determined by multiplying the credit points (for example, B+ = 3.3) by the number of credit hours for each course. Add up the total credit hours attempted, total the credit points and divide the number of points by the number of hours.

Grades of I, IP, NC, NR, W, NP or P are not included in the grade point average. Incomplete grades that are not completed within one calendar year from the quarter the original course was taken are converted to grades of 'F' in the GPA. All grades for repeated courses are included in determining the GPA.

Undergraduate, graduate and specific program GPAs may be calculated separately.

Advanced degrees are not awarded automatically on completion of the required number of courses or hours of credit. The candidate's status is subject to review at any time.

GPA Below 3.0

Any student whose overall grade point average falls below a 3.0 is no longer in good academic standing and may be warned, put on probation, suspended or terminated, depending upon the grade point deficiency. It is the program's responsibility to inform the student of the deficiency and the student must contact his or her advisor to develop a plan to remedy the student's academic deficits.

Students cannot take more than 8-quarter hours beyond the degree requirements in order to make up grade deficiencies. These additional credit hours should be relevant for the degree and approved by the student's advisor. Students whose grades are still deficient after taking the additional 8 hours are terminated from the degree program.

After three consecutive quarters (two semesters) of deficit or, in the opinion of the student's advisor, department chair and/or dean, the student is incapable of raising his/her GPA to 3.0, or finishing requirements for the degree, the student may be terminated from the program.

Incomplete Grade Policy

If because of unusual conditions (e.g., extreme illness) a student cannot complete the work required in a course during the quarter that the course is taken, a student may arrange with the instructor to receive a grade of "I", Incomplete. When such an arrangement is made, the student and instructor must put in writing the work that will be required of the student to receive a grade; when the work will be due to the instructor; and whether the delay will result in any reduction of the grade possible to receive for the work. Students with three (3) incompletes will not be allowed to register for additional classes until they have fewer than three incompletes. It is the student's responsibility to follow up with an instructor in terms of removing an incomplete. After one calendar year following the term of registration for the course, the Incomplete automatically converts to a grade of F.

Graduation

Completing a graduate program deserves celebrating. The University of Denver and the MCE applaud students' hard work and great accomplishment. Participation in the ceremony and reception is voluntary, but your degree will not be granted, or posted on your transcript, unless you apply for graduation. Please be sure to follow the appropriate guidelines so that you are able to graduate when you intend to do so. Students must check with their faculty advisors to verify that all coursework and paperwork are complete. A course plan audit will be conducted for all doctoral students at the end of their coursework, prior to being advanced to candidacy for the final dissertation research. Students who have not completed all required regular coursework will not be able to begin their dissertation portion of the degree (exceptions may be granted in unusual circumstances).

All students must register for graduation. Official deadlines and forms are online at <http://www.du.edu/currentstudents/graduates/graduationinformation.html>. The application for graduation **must** be received by the Office of Graduate Studies by the posted deadline.

Other quarterly deadlines and directions for submitting your application to graduate can be found at <http://www.du.edu/registrar/graduation/GraduationAppInstructions.pdf>.

Licensure/Certificate students in the principal preparation and Buell programs are not eligible to walk in the university graduation ceremony, but verification of certificate completion will appear on the official transcript when all course work, internship, and portfolio requirements are met ***if the student applies for graduation before the deadline***. Certificate students who are interested in continuing their studies in the Educational Leadership Master's or Doctoral programs should contact the Morgridge College of Education Admissions Office at 303-871-2509 during the last quarter of the certificate program for application instructions. Typically, 30 credits completed in the principal preparation programs or 24 credits in the Buell Early Childhood Leadership program may be applied toward the Educational Leadership MA degree.

PART IV: FACULTY, STAFF, ADVISING, AND OTHER SUPPORTS

Educational Leadership Doctoral Program Faculty

The Educational Leadership doctoral program faculty is comprised of four professors plus part-time adjunct faculty and instructors who are active practitioners in the field of Educational Leadership. All of the faculty are interested and invested in the successful transition of graduate students through the Educational Leadership programs. Full-time faculty offices are found on the 3rd floor of Katherine A. Ruffatto Hall, 1999 E. Evans Ave.

- **Lyndsay Agans**, Ph.D., Assistant Professor; Contact: 303.871.3619 or lyndsay.agans@du.edu
- **Susan Korach**, Ed.D, Assistant Professor; Contact: 303.871.2212 or skorach@du.edu
- **Virginia (Ginger) Maloney**, Ed.D, Associate Clinical Professor, Marsico Institute Director
Contact: 303.871.3828 or gmaloney@du.edu
- **Kent Seidel**, Ph.D., Associate Professor; Contact: 303.871.2496 or kent.seidel@du.edu

Morgridge College of Education Office of Admissions, Office of Academic Services, and Office of Outreach Support

To meet the requirements of your degree or certificate program, and to receive information about financial assistance, students are encouraged to work closely with MCE staff, especially in the Morgridge Office of Admissions (MOA), the Office of Academic Services (OAS), and the Office of Outreach Support. These offices can provide information and assistance from initial inquiry through graduation. For questions related to financial aid, contact the Office of Admissions which is located on the first floor of Ruffatto Hall in the east wing, 303-871-2509. For questions related to academic requirements, including the comprehensive exam and graduation application, contact the Office of Academic Services, located on the third floor of Ruffatto Hall in the east wing, 303-871-2112, or the Office of Outreach Support, 303-871-2494.

The Office of Academic Services and the Office of Outreach Support can provide essential assistance in submitting forms related to coursework and in understanding college and university academic policies. However, the faculty member assigned as your Academic Advisor should be the primary resource for decisions related to choice of courses.

Advising Policies and Procedures

Students should refer to the Morgridge College of Education (MCE) Bulletin for specific policies and procedures on academic matters such as completion time limits, incomplete grade policies, registration, academic appeals procedures and other information. The Bulletin is available online at www.du.edu/education

During the course of a graduate program, many persons, programs and associations provide essential services to assist the students along their career path. Among these resources are the MCE and the Educational Leadership Program, the MCE Office of Academic Services, and the Educational Leadership faculty and staff assist students.

Academic Advisor

When a student is admitted, an academic advisor is assigned with consideration of the areas of interest indicated in the student's application materials. A student may be assigned to a faculty member who is not in the student's area of interest because of needing to balance the number of student advisees across the faculty. However, all faculty are prepared to advise students in their selection of courses, filing of the Coursework Plan, and other program requirements. The academic advisor works with the student to complete and approve the course work plan, select electives, and submit necessary documentation for transfer credits or other coursework-related documentation. The academic advisor also guides the student in development of the student's professional goals. All of the faculty are available for career guidance. However, only the academic advisor should give the student academic program advice and approvals. Doctoral students will have the option of identifying an additional advisor for their dissertation work, the Dissertation Committee Director, in their last quarter of coursework. After the final end of year assessment and review, doctoral students work with their Dissertation Committee Director on a regular basis until the degree is complete. Their academic advisor will remain available to assist as well.

It is the responsibility of the student to make appointments to meet with his or her advisor at least once per academic year.

First year students should meet with the academic advisor during the first quarter of study.

Students should come prepared to their academic advising appointments, bringing any relevant forms and an unofficial transcript.

Faculty members generally work on nine-month contracts during the regular academic year. During the summer, students may need to work with the Domain Chair if their advisor is not on campus.

Student Associations

Graduate Student Association Council (GSAC)

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

College of Education Student Association (COESA)

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

PART V: ETHICAL CODES AND PROFESSIONAL STANDARDS

The University Honor Code governs all students and faculty at the University of Denver. In addition, MCE students are expected to adhere to the academic and professional expectations and standards of professional associations. Failure to comply with these expectations may be construed as unprofessional behavior and can result in dismissal from the program.

Professional Norms and Standards

Educational Leadership follows the Colorado State Standards for principals and administrators when applicable. In addition to professional curriculum standards, expectations of quality and learning objectives for each course are provided in syllabi as well as in materials specific to field internships and other experiences. Finally, please see Appendix D for a copy of the “Norms of Collaboration” that we expect all program participants—students as well as faculty—to embrace, and Appendix E for the five “signature pedagogy” areas that we value in the P20 leadership programs.

Student Responsibilities

In addition to following the University of Denver Honor Code (see below) and behaving according to the professional ethical standards of our field, students are expected to take responsibility for their success in the program. The faculty are responsible for supporting all students’ efforts in achieving success, but, ultimately, success is the student’s responsibility. Students are responsible for keeping all official university records up to date, meeting deadlines for filing any document needing faculty, program, college, or university approval, being

prepared for advising meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with fellow students, faculty, staff, and professionals in the field. If circumstances create a situation which may make it difficult for a student to meet program obligations, including class work, the student must let the instructor and/or advisor know of these difficulties as soon as possible.

Reasons for Probation and Dismissal

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

The purpose of this *Honor Code* is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

Students should refer to the Morgridge College of Education Bulletin and the University web site for further information on the rationale, authority, and enforcement of the University's Honor Code. <http://www.du.edu/ccs/honorcode.html>

2. **Cheating:** Most students understand that copying another student's answers on a test, copying another student's paper, stealing copies of a test, using forbidden material on a closed book test, etc., are included in the typical definition of academic cheating. Again, as students you should know such behavior is unacceptable and, according to the DU Honor Code, are grounds for placing a student on probation or dismissing them from the University. In the Master's of Library and Information Science Program at the University of Denver, we have tried to maintain an atmosphere of student cooperation. As a result, students are often encouraged to work together on projects or to prepare for tests. Students prepare together for exams and often share notes, references, etc. It is tempting in the guise of friendship to pass on to new students copies of old assignments knowing that a professor will often use similar materials and questions in future years. It is also tempting for new students to borrow copies of old assignments. Such behavior is, however, unfair to other students who do not have friends from whom to borrow assignments, to the student whose work is being borrowed without credit, and to the student who is borrowing the assignment since they do not have to do the learning involved in working through the assignment on their own. As a result, the faculty will consider such behavior to be cheating and it will be treated like other forms of cheating specified in the first paragraph.
3. **Plagiarism:** It is unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to

the APA (2000) Code of Ethics. As a result, the Program faculty wants to clarify that it is similarly unacceptable in our Program to "borrow" another student, author, or publisher's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy something written or published by others.

4. **Lack of Academic Progress:** It is expected that students make reasonable and consistent progress toward their degree. Students who are not making reasonable and consistent progress toward their degree may be put on probation and/or dismissed from the program.
5. **Lack of Professionalism and Unethical Behavior:** As students or professionals, librarians – counselors – teachers-administrators, etc. are expected to follow the ethical principles that are explained in Part IV of this handbook (professional standards if you have them.). Failure to abide by these standards while enrolled as a student in the XX program will lead to probationary status and may be grounds for dismissal from the program.

Students who are not functioning effectively in academic, ethical, interpersonal, or practice areas or if students are deemed unable to perform the duties of a professional will be advised of deficiencies and required to remediate them. They may also be placed on probation. If remediation is not successful as determined by the faculty, students may be dismissed from the program.

While it is not expected that a student will be dismissed from the program, the above examples are illustrative of unacceptable behavior for successful completion of the program. While not exhaustive, these examples are provided to apprise all students of unacceptable behavior(s).

Please refer to the MCE Bulletin for additional information.

Procedure for Academic Grievances for Graduate Students

Students may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver.

Graduate units may have additional requirements specific to their accreditation or professional standards. It is the responsibility of the student to determine whether his or her 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 the event of conflict between any grievance process published in unit manuals or websites, the process outlined in the Graduate Policy Manual will govern.

Section I: Grievable Concerns

- A. These procedures may be used only by active students with the following concerns:
 1. A grievance regarding academic standing during their enrollment at DU
 2. An academic decision made by a faculty or staff member, administrator or committee of the University of Denver that directly and adversely affects the student—e.g., program

termination, academic suspension, removal from a course, termination of GTA or GRA appointment

3. The grievance must be based on problems of process or concerns of bias, retaliation, or other impropriety and not on differences in judgment or opinion concerning academic performance.

B. These Procedures may not be used to resolve the following concerns:

1. Appeals related to disciplinary actions taken by the Conduct Review Board
2. Grade appeals
3. Admission decisions

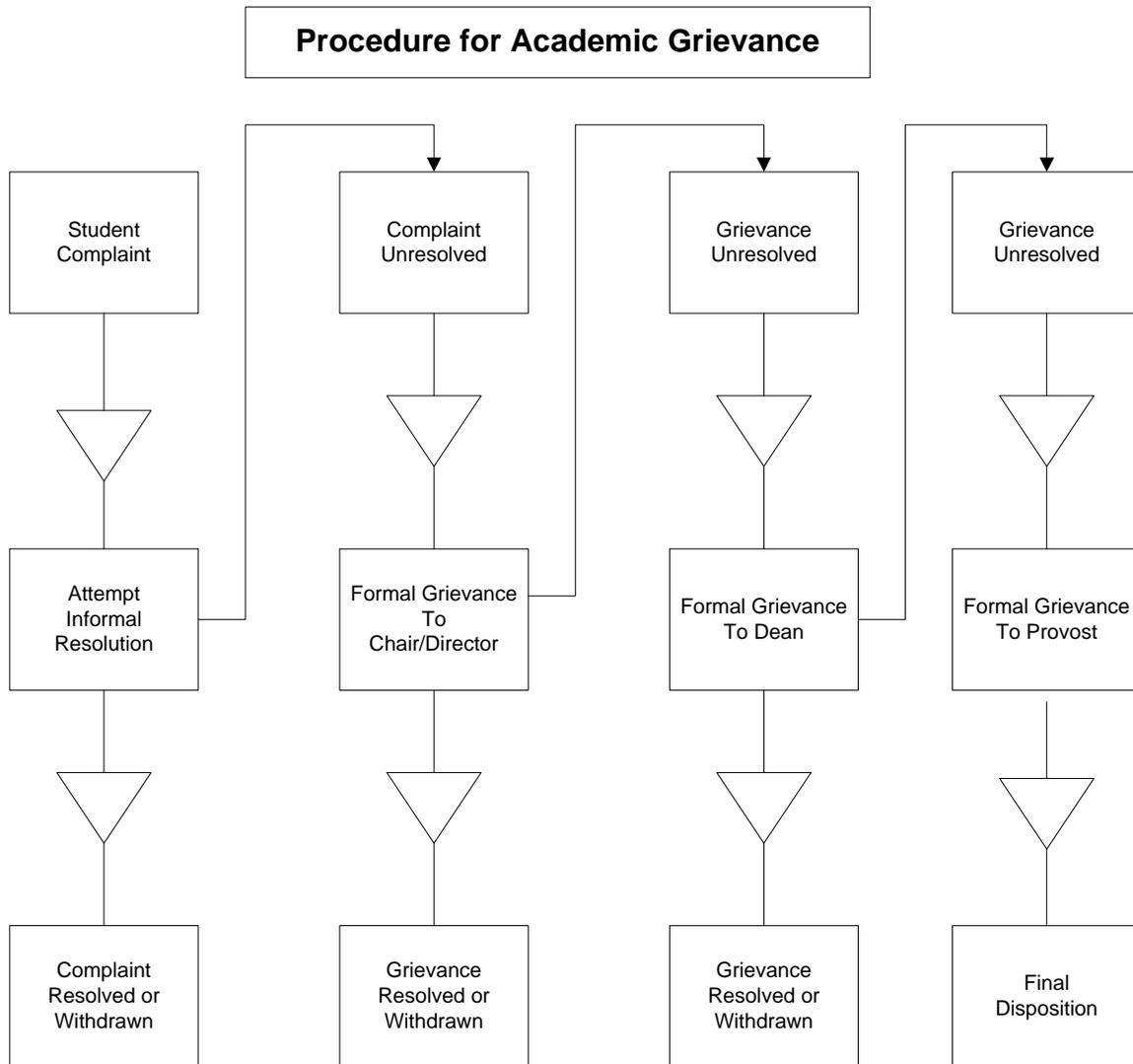
Section II: Formal Grievance Process

First Level: Informal Resolution

Students are expected to attempt to resolve complaints informally with the faculty or staff member, administrator or committee responsible for the academic decision. This attempt must include discussion of the complaint with the involved party or parties. *If all reasonable informal efforts to resolve a complaint fail, the student may file a formal grievance.*

If the complaint involves a charge of unlawful discrimination, the student may report the situation to an appropriate supervisor who must immediately notify the Office of Diversity and Equal Opportunity.

The following flowchart summarizes the Procedure for Academic Grievance:



*The Provost may refer grievance appeals to appropriate bodies or personnel.

Second Level: Submission of the Formal Grievance to Program Director/Chair

If a student elects to file a formal grievance, he/she must do so within 60 days of notification of the academic decision. All grievances must be filed in writing, be signed and dated by the grievant, and include supporting documentation at the time it is filed. The grievant must minimally provide the following information:

- a clear description of the decision being grieved
- the basis or bases for challenging the decision
- the identity of the party or parties who made the decision
- the specific remedy or remedies requested; and

- a description of all informal resolution attempted.
- The decision of the Program Director or Department Chair must be issued in writing within 30 days of receiving the grievance and shall include all of the following:
 - a copy of the student's formal grievance
 - relevant findings of fact
 - decision and the reasons for the decision reached, and
 - the remedy which is either granted or denied and/or any alternative remedies suggested.

Third Level: Submission of the Formal Grievance to Dean

The party who finds the resolution unsatisfactory may appeal the decision in writing to the Dean of the academic unit within 5 working days of receiving the Program Director or Department Chair's written decision.

The Dean may render a decision on the matter or may refer the grievance to a standing grievance/appeal committee or establish an ad hoc committee to hear the matter. When an ad hoc committee is established, the student who lodges the appeal may designate one of the faculty members who will serve on this committee. This member must be tenured or tenure-track faculty from the University of Denver. Members of the unit involved in the grievance may not serve on the ad hoc committee and must recuse themselves if they are members of the standing committee.

The committee may, at its discretion, receive from the student, relevant faculty or staff members or other individuals, any additional evidence or argument that it deems necessary to resolve the grievance.

The appeals committee will begin deliberations as soon as possible and provide the dean a written recommendation no later than 30 days after the date that the dean's office received the written, dated request for appeal at this level. The dean will make a final decision and distribute it to all affected parties within 5 working days after receiving the committee's recommendation.

Fourth Level: Submission of the Formal Grievance to Provost

The party who finds the resolution unsatisfactory may appeal the decision to the Provost within 5 working days of receiving the dean's decision. The Provost will hear only those grievances based on problems of process or concerns of bias, retaliation, or other improprieties and not on differences in judgment or opinion concerning academic performance. Within 5 working days after receiving the appeal, the Provost may refer grievance appeals to appropriate bodies or personnel. If the issue is referred to the Graduate Council, its Chair will appoint three members of the Council as a Grievance Committee to hear the case and shall designate one of the committee members to serve as Chair.

Anyone called upon by the Provost or his/her designee shall submit a written recommendation within 30 days of receiving the case. The Provost is the final authority in the matter and will report the disposition of the case to all involved parties within 30 days of receiving a recommendation from his/her designee.

Section III: Guidelines for Interpretation and Implementation

Scope of Review

Any University agent charged with reviewing a formal grievance may, at his or her discretion, gather additional relevant facts if necessary and/or meet with involved parties. The reviewer will base her/his decision on documented evidence.

Deviation from Procedures

In unusual circumstances, the Provost, at her/his sole discretion, may approve or direct a deviation from these Procedures, for example, postponement of a time limit or elimination or addition of a step in the process.

Grievance Record

Documentation in support of a grievance will be held by the person responsible for considering the grievance at that stage and passed along to the person responsible for the next step, if any. A record of meetings or interviews must be made and kept as part of the grievance record as well. The complete grievance record will consist of the original grievance, all documentary evidence, and all formal decisions made at each step of the process.

Failure to Meet Deadlines

If, after a formal grievance is filed, the University agent charged with review of the grievance fails to meet any deadline at any stage of the process, the grievant may proceed directly to appeal to the next higher University administrator in the manner prescribed by these Procedures, subject to the relevant time limitation calculated from the date of the missed deadline. The failure of any University administrator to meet any deadline shall not entitle the grievant to any relief requested, nor shall such a failure be construed as tantamount to a decision in the grievant's favor. Any grievant who fails to meet the deadlines imposed by these Procedures will be bound by the decisions previously made.

Part VI: PROFESSIONAL ASSOCIATIONS

All MCE students are encouraged to join at least one professional association. Membership in these organizations provides the student with an opportunity to become familiar with, begin networking, and become part of a professional community. The following organizations are suggestions; there are many others for students to consider. Even without becoming an official member, students will find many valuable resources at these organizations.

UCEA – University Council for Educational Administration: <http://www.ucea.org>

AERA – American Educational Research Association: <http://www.aera.net>

CASE – Colorado Association of School Executives: <http://www.co-case.org>

AASA – American Association of School Administrators: <http://www.aasa.org>

NAESP – National Association of Elementary School Principals: <http://www.naesp.org>

NASSP – National Association of Secondary School Principals: <http://www.nassp.org>

CAEYC – CO Association for the Education of Young Children: <http://www.coloradoaeyc.org>

NAEYC – National Association for the Education of Young Children: <http://www.naeyc.org>

Part VII: STYLE GUIDE, COMMUNICATION CHANNELS, TECHNOLOGY

APA Requirements

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

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

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The DU Bookstore carries the APA Manual, and additional information is available online.

<http://www.apastyle.org/pubmanual.html>

Laptops

It is strongly recommended that students invest in a quality laptop. Our campus offers a quality mobile learning environment, with more than 24,000 Internet connections located across campus. The University of Denver's wireless network is designed to be a convenient supplement to the wired network for general functions including web browsing, email, and printing to public printers. Wireless access points located in many areas of campus allow suitably configured computers equipped with wireless network cards to make wireless connections to the Internet. For recommended specs on laptops, visit the DU Bookstore website.

Computer Labs and Technology Resources

A computer lab is available for Morgridge College of Education students on the second floor of Ruffatto Hall. Throughout Ruffatto Hall, there are large monitors for use by students working in groups or individually; a VGA cable is needed in order to connect to these monitors.

Computer lab hours vary but normally range from 8:00 a.m. to 9:00 p.m. Monday through Thursday and from 8:00 a.m. to 4:30 p.m. on Fridays. Weekend hours may be available, please check the schedule. Labs are closed on holidays.

Software Installed in Computer Lab

The Microsoft Office Suite consisting of Access, Excel, FrontPage, Internet Explorer, PowerPoint, Publisher, and Word is on all lab computers in both buildings. In addition, SPSS, Mozilla, Adobe Acrobat Reader, and Windows Media Player are installed in both labs along with many Morgridge College of Education course-specific software titles. Quantitative Research Methods course software is also available. For questions about specific software titles please call 303-871-2789 for information.

Technology Support and Services

The computer lab in Katherine A. Ruffatto Hall is located in Room 210. Generally, hours are Monday through Thursday 8:00 a.m.- 9:00 p.m., Fridays 8:00 a.m. - 4:30 p.m., closed on weekends and holidays. The Penrose Library computer lab has extended evening and weekend hours for your convenience. The technology staff are housed in the Katherine A. Ruffatto building and are available to provide technical help in the computer lab and classrooms Monday through Friday from 8 a.m. to 4:30 p.m. Call 303-871-3222. Students and faculty may also request assistance from the UTS Helpdesk by calling 303-871-4700.

Student Training

The University Technology Services (UTS) offers [various training and events](#) to accommodate the specific needs of DU students. Their goal is to help students become familiar with various software applications, the University Internet, user login and email use, and course resources

such as Blackboard. Courses are available free of charge to all students who have a DU ID number. The DU Discoveries program provides setup assistance to entering students.

Computer and Software Purchases

Academic discounts are available for all DU students when purchasing a new computer from select retailers. The University has formed alliances with several computer manufacturers. Visit the [Laptops and Learning Page](#) for more information.

DU students may also buy computer software at a substantial educational discount from the DU bookstore. Please visit the [Bookstore web site](#) or visit the Bookstore in the Driscoll Center for information about software titles and pricing.

Digital Cameras, Camcorders, Transcribers and Laptop Computers

The Morgridge College of Education provides cameras and transcription machines for students to use in order to complete requirements of various courses. This equipment can be checked out from the Technology Coordinator. There are a limited number of laptop computers which Morgridge College of Education students may also check out for limited time periods. Laptop computers are checked out for no longer than 1 week at a time. Because of the large number of students needing the cameras and transcription machines check out time is limited to 1 or 2 days at a time. Often students check out the cameras, do their recording, and return the camera within 2 or 3 hours so that the equipment is available for other students. In order to check out this equipment, your DU identification number, email, and phone number are required.

It is recommended you make a reservation for the equipment by calling 303-871-3222.

APPENDIX A: DEGREE REQUIREMENTS

Please Note: The University of Denver Registrar's website contains the official and most current course descriptions. Available at: http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg

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

1. **EdD students** with an earned Master's degree who have completed a certified principal licensure programs or other acceptable leadership program, whether at DU or elsewhere (e.g., the ELSS, Ritchie, or APSLA principal programs or the Buell Early Childhood Leadership Program at DU, or a certified principal preparation certificate program at another institution); and
2. **PhD students**, who possess an earned Master's degree and who have either not completed a leadership program (required for the EdD) or who choose the extended research focus that the PhD requires. Students who opt for the PhD program who have completed a leadership program at DU may be able to apply some of their content coursework toward the third-year cognate requirements (9-10 hours) of the PhD, if those hours have not already been used for another degree. In every case, such application of hours will be negotiated with the student's faculty advisor in developing the initial course plan of study.

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

Note: At the completion of coursework, students are required to remain continuously registered for dissertation credit at the minimum rate of one credit per quarter (academic year of fall, winter, and spring quarters), until the student has completed the minimum necessary number of dissertation hours required by the student's program and successful dissertation defense has occurred. Please refer to the MCE continuous enrollment policy found in this handbook and in the MCE Bulletin found at <http://www.du.edu/education/resources/current-students/handbooks.html>

Overview: EdD Doctorate

The new EdD Doctorate curriculum builds on a student's prior leadership preparation and Master's degree in an education field with two years of coursework plus one year of supervised applied team research. Content and research courses are designed to work together, to prepare students to design, conduct, and use applied research for evidence-driven practice and policy leadership. Courses are in a cohort format so that you will get to know a cadre of fellow educational leaders and support each other through the coursework and dissertation research.

NOTE: Course scheduling is subject to change; this is the anticipated program rotation:

Year 1:

Summer 2011

- School Reform & Current Issues (3 cr hrs)
- Structure & Foundations of Research (3)

Fall 2011 (Saturday classes)

- Organizational Theory & Behavior (3)
- Topics in Data Management (intro statistics – 5 hrs)

Winter 2012 (Saturday classes)

- Foundations/Philosophy of Education (3)
- Educational Measurement (3)

Spring 2012 (Saturday classes)

- Perspectives District Administration (3)
- Correlation & Regression (4)

Year 2:

Summer 2012

- Leadership in Complex Systems (3)
- Introduction to Qualitative Research (4)

Fall 2012 (Saturday classes)

- Improving School Culture (3)
- Program Development Evaluation (3)

Winter 2013 (Saturday classes)

- Educational Policymaking in the US (3)
- Educational Policy Analysis (4)

Spring 2013 (Saturday classes)

- Curriculum, Instruction, Assessment (3)
- Advanced Program & Policy Research (4)

Year 3, EdD (10 hours): In year three, students conduct field research in collaboration with partner schools and districts. You will have a wide variety of research options, and also may design your own action research dissertation with faculty approval. This final year design provides students with access to authentic data and research sites to engage with real problems of practice.

Morgridge College of Education
Educational Leadership and Policy Studies Program
Doctor of Education
Course Work Plan
2011-2012

Student:

Student ID:

This course work plan must be completed, with advisor's signature, and submitted to the Office of Outreach Support (outreach@du.edu) by the end of the first quarter of enrollment. Transfer credits will NOT be approved after the first quarter of enrollment.

	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
I. Research Courses (30 hrs.)			
<i>A. Required for all students</i>			
Intro Stats / Data Management	RMS 4910		5
Educational Measurement	RMS 4920		3
Structure & Foundations of Research	RMS 4940		3
Introduction to Qualitative Research	RMS 4941		4
Correlation & Regression	RMS 4911		4
Program Development & Evaluation	RMS 4961		3
Educational Policy Analysis	RMS 4933		4
Advanced Program and Policy Research	RMS 4934		4
Subtotal			30
<i>B. Dissertation Research Credits</i>			
Dissertation Research <i>Students must register for 1 credit hour ADMN 5995 each quarter (exc. Summer) following completion of coursework, until graduation</i>	ADMN 5995	Varies	Min 10
Subtotal			Min 10
II. Program Requirements (24 hrs.)			
School Reform & Current Issues	ADMN 4821		3
Organizational Theory & Behavior	ADMN 4819		3
Foundations & Philosophy of Education	ADMN 4827		3
Perspectives on District Administration	ADMN 4812		3
Leadership in Complex Systems	ADMN 4822		3
Improving School Culture	ADMN 4836		3
Educational Policymaking in US	ADMN 4823		3
Curriculum, Instruction, Assessment	ADMN 4835		3
Dissertation Planning and Design	ADMN 5993		1
Subtotal			25

III. OPTIONAL Administrator Internship (6 hrs.)			
Administrator Internship	ADMN 4817		
Administrator Internship	ADMN 4817		
Administrator Internship Subtotal	ADMN 4817		(6)
IV. Transfer Credits <i>must be approved by end of first quarter of study.</i>			
Course Name & Original Number / Institution	Substitutes for Req.	Date of Completion	Credits approved
Subtotal			Max 10

Educational Leadership and Policy Studies PhD Summary	CREDIT HOURS
I. MCE Research Required Courses	40
II. Program Requirements	25
III. OPTIONAL Administrator Internship	(6)
IV. Transfer Credits	
TOTAL	
EdD in Educational Leadership – Review Benchmarks Required	PLANNED QTR
End of Year One Comprehensive Examination (given summer quarter)	
End of Year One Review with Advisor	
End of Year Two Review with Advisor	
Official advancement to candidacy (end of year two / prior to Dissertation Planning)	
Dissertation proposal defense	
IRB (Institutional Review Board) approval	
Final Dissertation defense / presentation to faculty & field partner panel	

Student's Signature: _____

Advisor's Signature: _____

Date: _____

Overview: PhD Doctorate

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

The Doctor of Educational Leadership PhD degree, comprised of 90-credit hours of coursework, is an applied research degree for those who are interested in leadership and curriculum. Coursework includes quantitative and qualitative research methods, computer applications, leadership, school reform, and curriculum. These areas are studied in an effort to expand and enhance research skills and understanding of the challenges facing leaders in today's schools, which when added to a blend of foundation and concentration courses, will aid students in their professional and academic careers.

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

District Level Administrator's License. The option of preparation for the Administrator's endorsement is offered with both EdD and PhD doctoral degrees. Students seeking this option must select appropriate elective credits, including 6 credits (minimum 300 contact hours) of internship (ADMN 4817), in order to be eligible for recommendation for this endorsement by the Educational Leadership Program to the Colorado Department of Education. This internship experience is additional and different from any prior internship students may have completed in an Educational Leadership certificate program. For additional information regarding the Administrator's endorsement, students should meet with their advisor.

Morgridge College of Education

Educational Leadership and Policy Studies Program
 Doctor of Philosophy
 Course Work Plan
 2011-2012

Student:

Student ID:

This course work plan must be completed, with advisor’s signature, and submitted to the Office of Outreach Support (outreach@du.edu) by the end of the first quarter of enrollment. Transfer credits will NOT be approved after the first quarter of enrollment.

	COURSE NUMBER	QUARTER OF COMPLETION	CREDIT HOURS
I. Research Courses (38 hrs.)			
<i>A. Required for all students</i>			
Intro Stats / Data Management	RMS 4910		5
Educational Measurement	RMS 4920		3
Empirical Research Methods	RMS 4930		3
Structure & Foundations of Research	RMS 4940		3
Introduction to Qualitative Research	RMS 4941		4
Correlation & Regression	RMS 4911		4
Program Development & Evaluation	RMS 4961		3
Educational Policy Analysis	RMS 4933		4
Subtotal			29
<i>B. Dissertation Research Credits</i>			
Dissertation Planning and Design (optional)	ADMN 5993		2
Dissertation Research <i>Students must register for 1 credit hour ADMN 5995 each quarter (exc. Summer) following completion of coursework, until graduation</i>	ADMN 5995	Varies	Min 10
Subtotal			Min 10
<i>C. Select 3 or more courses from the following. Minimum of 3 credits of Advanced Research</i>			
Recommended Options, Statistics Focus			
Analysis of Variance (ANOVA)	RMS 4912		5
Multivariate Analysis	RMS 4913		5
Hierarchical Linear Modeling	RMS 4915		4
Structural Equation Modeling	RMS 4914		5

Recommended Options, Measurement Focus			
Survey Design & Analysis	RMS 4931		3
Psychometric Theory	RMS 4921		3
Item Response Theory	RMS 4922		3
Multivariate Analysis	RMS 4913		5
Recommended Options, Qualitative Focus			
Qualitative Data Collection & Analysis	RMS 4942		4
Community Based Research	RMS 4945		4
Arts-based Research	RMS 4947		3
Ethnographic Research	RMS 4946		4
Other Recommended Options			
Meta-Analysis for Social Science Research	RMS 4932		2
Mixed Methods Research Design	RMS 4951		4
Subtotal (Min 8)			
II. Program Requirements (24 hrs.)			
School Reform & Current Issues	ADMN 4821		3
Organizational Theory & Behavior	ADMN 4819		3
Foundations & Philosophy of Education	ADMN 4827		3
Perspectives on District Administration	ADMN 4812		3
Leadership in Complex Systems	ADMN 4822		3
Improving School Culture	ADMN 4836		3
Educational Policymaking in US	ADMN 4823		3
Curriculum, Instruction, Assessment	ADMN 4835		3
Subtotal			24
III. Cognate Area Courses			
<i>May include DU Leader Prep Courses and transfer credits</i>			
Subtotal (9-19)			
IV. OPTIONAL Administrator Internship (6 hrs.)			
Administrator Internship	ADMN 4817		
Administrator Internship	ADMN 4817		
Administrator Internship	ADMN 4817		
Subtotal			(6)

Educational Leadership and Policy Studies PhD Summary	CREDIT HOURS
I. MCE Research Required Courses	Min 48
II. Program Requirements	24
III. Cognate	Min 9
IV. OPTIONAL Administrator Internship	(6)
TOTAL	

PhD in Educational Leadership – Review Benchmarks Required	PLANNED QTR
End of Year One Review with Advisor	
End of Year Two Comprehensive Examination (given summer quarter)	
End of Year Two Review with Advisor	
End of Year Three Review with Advisor	
Official advancement to candidacy (end of year three / prior to Dissertation Planning)	
Dissertation proposal defense	
IRB (Institutional Review Board) approval	
Final Dissertation defense	

Student's Signature:

Advisor's Signature:

Date:

APPENDIX B: The Seven Norms of Collaborative Work

Paraphrasing: Using a paraphrase starter that is comfortable for you: “So...” or “As you are...” or “You’re thinking...” and following the statement with a paraphrase assists members of the group to hear and understand each other as they formulate decisions.

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

Probing: Using gentle open-ended probes or inquires such as, “Please say more...” or “Can you tell me more about...” or “Then, are you saying...?” increases clarity and precision of the group’s thinking.

Putting ideas on the table: Ideas are the heart of meaningful dialogue. Label the intention of your comments. For example, you might say, “Here is one idea...” or “One thought I have is...” or “Here is a possible approach”... or “I’m just thinking out loud...”

Paying attention to self and others: Meaningful dialogue is facilitated when each group member is conscious of self and others and is aware of not only what he/she is saying, but also how it is said and how others are responding. This includes paying attention to learning style when planning for, facilitating and participating in group meetings. Responding to others in their own language forms is one manifestation of this norm.

Presuming positive intentions: Assuming that other’s intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional put-downs. Using positive intentions in your speech is one manifestation of this norm.

Pursuing a balance between advocacy and inquiry: Pursuing and maintaining a balance between advocating for a position and inquiring about one’s own and others’ positions assists the group to become a learning organization.

*Adapted from William Baker, Group Dynamics Associates,
720 Grizzly Peak Blvd., Berkeley, CA 94708*

APPENDIX C: FIVE CORE “SIGNATURE PEDAGOGY” AREAS OF FOCUS

We have officially reorganized into a Pre-school through Post-graduate (P-20) structure. This is more than just rearranging programs to mirror latest policy trends, however. We have worked in depth across programs both vertically and horizontally, bringing faculty to the table to discuss and debate our own program data and the latest research and promising practice ideas. Our underlying philosophy is that any educator will benefit from a solid “behind the scenes” understanding of what other educators do in the larger system—be it down the hall or a dozen grade levels earlier or later—and that all educators must work together to put students and their families and communities first in order to be effective. Our common core themes have developed from a “whole-person” approach to supporting learners at all levels, in collaboration with our colleagues in counseling, psychology, information sciences, early childhood, and others. The 5 core themes, in no particular order, are:

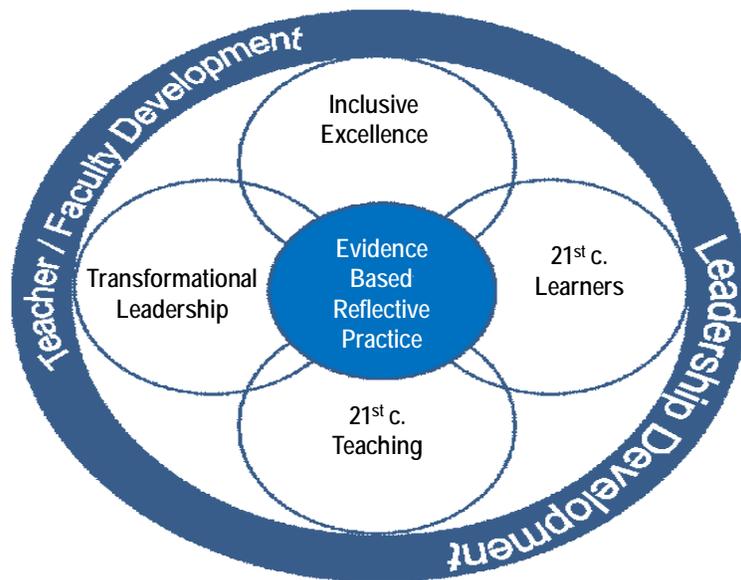
Transformational Leadership (Leadership / Policy / Change): All students are able to leverage change within their own communities and organizations.

Inclusive Excellence: Commitment to, and skills and dispositions to act towards, equity and access to lifelong learning and teaching for all individuals and communities.

Evidence-based, Reflective Practice: Includes variety of research, evaluation, assessment and data-driven decision making knowledge, skills, and dispositions.

21st century teaching: Modeling and teaching educational practices that are research-based and research validated; connecting with informal and community learning opportunities; fostering creative/critical thinking and innovation, including latest technologies to empower everyone in the learning community.

21st century learner-centered: Focus on being truly learner centered, asset-based; increase inclusion, access, and adaptation; understand and use latest research from our field and others (e.g., neuroscience).



APPENDIX D: Independent Study Contract

Educational Leadership and Policy Studies

Independent Study Work Contract

Student name: _____ Student DU ID: _____
 Student email: _____
 Independent Study Course #: _____ Qtr / Year: _____
 Instructor: _____

This document is a contract for graduate level independent study work. This completed, signed form must be accompanied by the completed registration form, found at <http://www.du.edu/registrar/forms/independentstudy.pdf> , and submitted to the Office of Academic Services (OAS). Independent study must be approved by the student’s primary advisor, and may also need approval of the Program Coordinator. Independent study “versions” of a course MAY NOT be offered simultaneous to a regular class version of a course.

Focus of work:		
Deliverables expected for grading:		
Item:	Deadline:	Percent/value:
Agreed by student:		
Signature	Date	
Agreed by professor:		
Signature	Date	