



UNIVERSITY OF
NORTHERN COLORADO

College of Education and Behavioral Sciences

Educational Leadership and Policy Studies

Educational Leadership Doctoral Student Handbook

August, 2021

We are glad you have chosen to continue your education by pursuing a doctorate through the ELPS program. This handbook is intended to provide an overview of the program,

When completing your coursework and beginning the dissertation process, you will choose a research advisor or chairperson. This must be a professor within the ELPS program with Doctoral Research Endorsement (DRE) status. You will work with your chairperson to complete your comprehensive exam, proposal, and dissertation. They will guide you through completion of your degree.

Once you are ready to write your comprehensive exam, you will work with your dissertation advisor to select a dissertation committee. At minimum, a Doctoral Committee must consist of:

- a. A Research Advisor or Co-Research Advisors from the Educational Leadership faculty (one must hold DRE status);
- b. One additional faculty member from within Educational Leadership or other related area;
- c. One additional faculty member from within Educational Leadership or another area;
- d. A faculty representative outside of the program discipline.

All committee members must have at least Graduate Faculty (GF) status as granted by the Graduate School. The Doctoral Committee is subject to the approval of the Research Advisor and the Graduate School. All committee members must be present at the doctoral learner's oral comprehensive examination, dissertation proposal, and dissertation defense.

One of the committee members (b or c above) may be an individual from another institution (a faculty member from another university, a school district administrator who holds a doctoral degree, or an ELPS adjunct instructor). This individual must be approved by the Graduate School.

An Honorary committee member is allowed when an off-campus faculty member with research expertise related to the study is requested. The Honorary committee member is a full voting member with all the rights and responsibilities of other members of the committee and must be present at the student's oral comprehensive examination, dissertation proposal, and dissertation defense.

Unless the doctoral student or committee chairperson informs the Graduate School or the Graduate School informs the student of the need for a change, the Doctoral Committee membership will remain the same from the comprehensive exam through the dissertation research stages of the program. Follow the Graduate School's process whenever a change of committee member is requested.

II. Concentration Area(s) (Minimum of 9 Semester Hours related to goals as educational leader. These may include principal and/or administrator licensure classes)

III. Research Core (Minimum of 12 Semester Hours)

Required Courses

SRM 602 Statistical Methods I (3 credits)

ELPS 754 Research in Educational Leadership (3 credits)

IV. Field-Based Learning (Minimum of 6 Semester Hours of ELPS 606 and/or ELPS 695)

V. Dissertation (Minimum of 16 Semester Hours)

ELPS 797 Doctoral Proposal Research (4 credits)

ELPS 799 Doctoral Dissertation (12 credits)

Students will work with the program coordinator and their program advisor to develop a plan of study.

The Plan of Study template is located on the ELPS forms website at

<https://www.unco.edu/cebs/leadership-policy-development-higher-education-p12-education/educational-leadership-policy-development/current-students/forms.aspx>

Students who have earned their Educational Specialist degree may transfer up to 18 credits into the program. Students who have other credits from another doctoral program are encouraged to work with their program advisor about transferring credits also. Students are encouraged to review the Graduate School requirements for number of credits that may be transferred into a degree program.

- Review procedures for written and oral comprehensive exam
<https://www.unco.edu/cebs/leadership-policy-development-higher-education-p12-education/educational-leadership-policy-development/pdf/doctor/EdD-Written-Comprehensive-Exam-Policies.pdf>
 - Submit second progress report and comprehensive exam permit to your program advisor
 - Choose dissertation advisor and committee (see sample working commitment for research advisor and graduate student on pages 10-12 of this handbook)
 - Write comprehensive exam and then complete oral comprehensive exam
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- Work with advisor to write dissertation proposal (Chapters 1, 2, and 3)
 - Once your proposal is approved by your advisor, send proposal to dissertation committee and schedule proposal meeting
 - Prepare IRB documents
 - AFTER proposal and IRB are approved, begin dissertation research
 - Collect and analyze data according to proposal and IRB
 - Work with advisor to write Chapters 4 and 5
 - Submit application for graduation
 - Submit complete, final draft of dissertation to committee (see Graduate School website for specific deadlines)
 - Schedule dissertation defense with advisor and Graduate School
 - Defend dissertation
 - Make any revisions to dissertation
 - Submit dissertation to the Graduate School by deadline
 - Graduate

All graduate students are required to register continuously from the time they first enroll in their graduate degree program until the semester or term in which they graduate. Doctoral students must be enrolled for at least 1 credit hour each academic semester (fall and spring) to be in compliance with this policy. Those doctoral students not in compliance with the continuous registration policy will automatically be assessed the \$150 continuous registration fee each semester. Failure to remain continuously enrolled may result in termination of the student's program.

report is signed by the advisor and forwarded to the Graduate School and CEBS Dean's office. The report notifies the student and the Graduate School of the ELPS program recommendation to (1) encourage the student to continue in the program, (2) discourage the student from continuing, or (3) terminate doctoral study.

Second Progress Review and Report

The second review of doctoral student progress follows completion of 24 semester hours or when a student begins forming a dissertation committee and planning for the written comprehensive exam. The student initiates the process by preparing an assessment of the following points and submitting it to the advisor: (1) progress on the program of study (2) progress made in performance and/or conduct, if any, specified in the first review report (3) additional areas of strength or for improvement. The advisor may bring this review before the faculty for discussion, particularly if there is consideration of program termination. The advisor prepares a progress report to specify areas of strength, areas for improvement, if any, and associated time-frames for needed improvement. This report is signed by the advisor and forwarded to the Graduate School and CEBS Dean's office. Comprehensive examinations may not be scheduled until the second report is filed with the Graduate School and reflects satisfactory progress in demonstrated knowledge and skills (content, research, and writing ability) necessary for successful completion of the comprehensive exam.

For Style Guidance

For all courses, projects, and dissertations, use APA 7th edition as your style guide.

- American Psychological Association. (2019). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

The following are writing tips that the Educational Leadership and Policy Studies (ELPS) faculty have decided to emphasize in the grading practices and, ideally, instill in aspiring educational leaders. The ELPS faculty feels that aspiring educational leaders must be able to communicate clearly and accurately in order to have the necessary credibility to successfully lead schools in the 21st century. For that reason, students are advised that excessive violations (five or more) of any combination of these writing tips may result in at least a .25 reduction in the final score assigned to each assignment. For that reason, students are encouraged to review these writing tips and apply them in all of their assignments.

1. Assume your reader knows nothing and everything needs to be explained at least once. You cannot use an acronym unless it is first written out and you identify the acronym in the text.

"The panda eats, shoots, and leaves" (call CSI)

12. If you are not certain when to use a semi-colon, then don't. A semi-colon is used to link two independent thoughts (or clauses) into one sentence. However, if you lack a comfort level with the use of semi-colons, then consider this guiding question: Do you have two independent thoughts or clauses in the sentence that are able to stand alone – that are not fragment sentences (if so, why not just create two sentences?)?
13. Avoid sentences where you have two or more independent clauses connected only by a comma and lacking a conjunction or connecting word. For example, Greg works at the university, he is a friend of mine – BAD. Greg works at the university and he is a friend of mine – ACCEPTABLE.
14. "I plan on becoming a principal. In the next few years, anyway." That second sentence is a fragment and is an incomplete thought that needs to be fully developed. It is NOT a sentence.
15. Before submitting any paper for assessment, READ IT OUT LOUD to ensure you are saying what you want or intend to say. As you do so, ask yourself, "Can I say what I am saying with fewer words?" and is the content clear? Also, consider having a colleague (but not a spouse) read your paper as well.
16. Finally, remember that good writing is nothing more than re-writing. If you are turning in a first draft of a document, then it is more likely to have mistakes.

Dissertation Writing

Machi, L. A., & McEvoy, B. T., (2016). *The literature review: Six steps to success* (3rd ed). Corwin.

Roberts, C. & Hyatt, L. (2019). *The dissertation journey: A practical and comprehensive guide to planning, writing, and defending your dissertation*. Corwin.

Research

Creswell, J. W., & Guetterman, T.C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.

Crotty, M. (2013). *The foundation of social research: Meaning and perspective in the research process*. Sage.

Sage Research Methods available through the UNC library at www.unco.edu/library

Saldaña, J. (2013). *The coding manual for qualitative researchers*. Sage.

Writing

Becker, H. (2020). *Writing for social scientists: How to start and finish your thesis, book, or article* (3rd ed.). University of Chicago Press.

Lamott, A. (1994). *Bird by bird: Some instructions on writing and life*

Silvia, P. (2018) *How to write a lot: A practical guide to productive academic writing* (2nd ed.). American Psychological Association.

Zinsser, W. (2006). *On writing well: The classic guide to writing nonfiction*. HarperCollins Publishers.

Information Regarding the Comprehensive Exam

Proposal

- Review all policies and procedures regarding dissertations in a document called

School.