Program Mission and Vision
The mission of the ELPS program is to train aspiring educational leaders to successfully lead organizations in the 21st Century to positively impact student achievement. To fulfill this mission, the degree and licensure programs are exemplified by the following beliefs:
- Human growth and development are lifelong pursuits.
- Organizations exist in a larger societal context.
- Learning, teaching, and collegiality are fundamental activities of organizations.
- Diversity strengthens organizations.
- Organizations and leaders are accountable to stakeholders.
- Leadership encompasses a learned set of knowledge, skills, attitudes, and practices.
- Validated knowledge and active inquiry form the basis of practice.
- Morals and ethics drive leadership behavior.
- Leaders develop positive interpersonal relationships.
- Leadership in organizations depends on individual and team efforts.
- Leaders' behaviors and actions model their beliefs and values.
- Leaders effect positive change in individuals and organizations.

The doctoral comprehensive exam and proposal experiences are intended to address each of the above points by increasing research skills and understanding of the students enrolled in ELPS 797.

Course Description
This course is designed to assist students in preparing for their comprehensive examinations and/or the research proposal that ultimately will guide their dissertations. Students must have the permission of their major advisor in order to enroll. In preparing the initial materials for the comprehensive examination, proposal, or the proposal itself, students must receive ongoing input from their research advisor and/or committee to ensure the work they are doing meets their standards. (Students who are not yet eligible to form a research committee will identify an ELPS faculty member—typically their program advisor—who is willing to react to the materials being developed in the course.) In many instances, the final proposal will not be completed and accepted by the committee by the end of the semester. Therefore, students will not receive a final grade until their entire committee has approved the proposal.

Besides providing an environment that guides and supports students in preparing for comprehensive examinations and developing research proposals, attention is given to such topics as selecting a chairperson, working successfully with a committee of faculty members to conduct dissertation research, clarifying Graduate School and program policies and procedures related to comprehensive exams and dissertation research, and understanding the common frustrations and challenges
associated with preparing for comprehensive exams and developing research proposals. As such, this is not a research design and methodology course. Rather, students should already have taken the coursework necessary and/or be prepared to do further individual investigation for selecting appropriate research designs and methodologies that are appropriate to the problem and purpose of their proposed studies.

**Basic Assumptions Upon Which the Course is Grounded**
1. Students must have completed or be currently enrolled in ELPS 754, SRM 602 and/or other research courses (for example, SRM 603, SRM 680).
2. Students should meet with their advisor prior to the semester to determine their readiness for ELPS 797. Minimum expectations are: (a) a tentative area or topic of study should already have been identified, and (b) a student's personal and course schedule must allow them to devote substantial time to reading, writing, and sharing ideas both in and outside of class.
3. Students will work primarily with their research/faculty advisors and/or research committee in the development and review of their emerging topic and methodological ideas and/or parts/all of their dissertation proposals.
4. There is no one right way to prepare a proposal. Therefore, assumption number three is critical to students being successful in the development of a research proposal.

**Course Objectives**
This seminar is intended to support students as they prepare materials for comprehensive exams (as needed) and/or their doctoral research proposal. In addition, students receive help in understanding the University of Northern Colorado (UNC) and Educational Leadership & Policy Studies (ELPS) policies and procedures associated with preparing for comprehensive examinations, research proposals, and conducting dissertation research. As a result of the seminar activities and assignments, students will:
1. Understand the major components included in the comprehensive examination (as needed), a research proposal, and the dissertation.
2. Become familiar with the UNC and ELPS policies and procedures associated with the comprehensive exams, preparing a research proposal, and conducting dissertation research.
3. Examine and critique dissertation proposals and dissertations.
4. Understand the importance of how to select a chairperson and work effectively with their research advisor and committee members.
5. Choose significant research ideas and complete an outline and a draft copy of portions or all of a literature review related to a chosen research topic. The guidance for this process will come primarily from their research/faculty advisor, and/or committee members. In addition, the instructor and student colleagues also provide support.
6. Select an appropriate research methodology or methodologies, with guidance primarily from their research/faculty advisor, and/or committee members. In addition, the instructor and student colleagues also provide support.
7. Continue to improve their conceptual, methodological, and scholarly writing skills.
8. Receive and use feedback appropriately.
9. Develop a network of doctoral student colleagues and others who can continue to support them in studying for comprehensive exams, working on their research proposals, and conducting their dissertation research.
Recommended Texts/Readings


Required Assignment(s)
If you are completing your comprehensive exam:
1. Meet with your instructor to plan out your timeline for when you will write your comprehensive exam.
2. Submit your request to take the doctoral comprehensive exam, if you have not already done so.
3. Submit your dissertation committee form, based upon the agreement of ELPS faculty who have agreed to serve on your committee and a faculty representative outside of the ELPS program.
4. Submit an outline of your comprehensive exam and review this outline with the instructor.
5. Contact the members of your committee to schedule a time for the oral examination (on campus) and then submit the appropriate form to schedule the oral exam to the Graduate School at least two weeks prior to the meeting date.

If you are completing your dissertation proposal:
1. Meet with your instructor to plan out a timeline for submission and review/revision of each chapter of your proposal.
2. Complete a draft of each chapter, beginning with chapter one, and send this draft to the instructor.
3. Revise each chapter, according to feedback from the instructor and any input from other committee members from the oral examination meeting.
4. Contact each member of your committee to schedule an on-campus hearing for your proposal after your committee chair(s) have approved each chapter of your proposal draft.

Important Note: Students cannot enroll for more than 4 credit hours of ELPS 797 as part of their doctoral program. You may divide the required four credit hours of ELPS 797 across semesters, as agreed upon with your program advisor and the instructor. For example, you may enroll in two credit hours in one semester and two additional hours the next semester, completing the comprehensive exam in the first semester and the proposal in the second semester of enrollment.

Grading
Students will receive a “S” grade signifying successful completion of the dissertation proposal when the dissertation proposal is filed, with any revisions suggested by the committee, by the student with the Graduate School. The results of students completing the written and oral doctoral comprehensive exams will be filed with the Graduate School upon the written agreement of all committee members but will not result in a grade for the class until the proposal is completed.
Meeting Dates
Individual meetings can be scheduled with the instructor on the following dates: Feb. 2, Feb. 16, March 16, April 6 or at other times by arrangement. Regular communication with the instructor is the responsibility of the student and may include phone conversations as well as online communications.

Disability Access
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services at Campus Box 139 Greeley, CO 80639
Phone: (970) 351-2289 (Voice, TTY), FAX: (970) 351-4166 as soon as possible to ensure that accommodations are implemented in a timely fashion.

Diversity Statement
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in…educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in…educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/hr/AAEO_TitleIX.htm).

Academic Dishonesty: Plagiarism or other academic dishonesty of any kind will not be tolerated. The penalty for such action will result in an “F” letter grade for the course and/or additional sanctions as permitted under University policy. If you are unsure of how to properly paraphrase or cite a source in APA style, we encourage you to seek assistance. Problems should be discussed with one of the instructors at your earliest convenience. Situations warranting consequences will be reported to the CEBS Dean. For a complete explanation of University academic student conduct policy, see http://catalog.unco.edu.
Bibliography

Economics of Education.
Educational Administration Quarterly.
Educational Evaluation and Policy Analysis.
Educational Researcher.
Harvard Educational Review
Journal of Educational Administration.
Journal of Human Resources.
Journal of Personnel Evaluation in Education
Journal of School Leadership.
Planning and Changing
Review of Research in Education.