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 carrying out their dissertation study. Students must have the permission of their major advisor in order to enroll. In conducting the dissertation study, students must receive ongoing input from their research advisor and/or committee to ensure the work they are doing meets their standards. In many instances, the dissertation study will not be completed in one semester. Therefore, students will not receive a final grade the study is completed and defended before the dissertation committee and the committee has approved the dissertation.

Besides providing an environment that guides and supports students in conducting the dissertation study, attention is given to such topics as following ethical research guidelines, fidelity to research design, data analysis, and presentation of findings and conclusions. 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 individual investigations on their selected topics of study.

Basic Assumptions Upon Which the Course is Grounded
1. Students must have completed ELPS 754, SRM 602 and/or other research courses (for example, SRM 603, SRM 680).
2. Students should either be working on their proposals or already have their proposals approved by their committee.
3. Students will work primarily with their research/faculty advisors and/or research committee in the collection and analysis of data and presentations of findings.
4. Because there is great variation in topics, research questions, and various methodologies that can be used to answer research questions, assumption number three is critical to students being successful in the completion of the dissertation study.

Course Objectives
This seminar is intended to support students as they prepare materials for the doctoral research proposal (as needed) and/or the completion of the dissertation study. In addition, students receive help in understanding the University of Northern Colorado (UNC) and Educational Leadership & Policy Studies (ELPS) policies and procedures associated with research proposals and conducting dissertation research. As a result of the seminar activities and assignments, students will:
1. Understand the major components included in a research proposal and dissertation.
2. Become familiar with the UNC and ELPS policies and procedures associated with the a research proposal and conducting dissertation research.
3. Examine and critique dissertation proposals and dissertations.
4. Understand the importance of how to work effectively with their research advisor and committee members.
5. Draft and refine the research proposal and/or chapters dealing with the dissertation study findings and conclusions/recommendations. 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. Ethically implement appropriate research methodology or methodologies, with guidance primarily from their research/faculty advisor, and/or committee members. In addition, the instructor and student colleagues will 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 conducting their dissertation research and future scholarly and professional endeavors.

Recommended Texts/Readings
APA style manual, 6th Edition. 1433805618

Required Assignment(s)
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.

If you are collecting data and/or analyzing your data:
1. Regularly communicate with the instructor as to your progress in data collection, as well as any changes in data collection from the approved proposal.
2. Share with the instructor preliminary and more advanced findings from the data, as well as possible means of presenting the data in your dissertation.
3. Discuss with the instructor implications/conclusions/recommendations that might, in conjunction with prior research findings, be drawn from the analysis of data.

If you are completing your dissertation:
1. Meet with your instructor to plan out a timeline for submission and review/revision of each chapter, as well as revisions to chapters written as part of the proposal.
2. Complete a draft of each chapter and send this draft to the instructor.
3. Revise each chapter, according to feedback from the instructor and/or research advisor.
4. Contact each member of your committee to schedule an on-campus hearing for your dissertation defense after your committee chair(s) have approved each chapter of your dissertation draft.

Important Note: You may divide the required 12 credit hours of ELPS 799 across semesters, as agreed upon with your program advisor and the instructor. You must be enrolled in at least three credit hours the semesters that you defend your proposal and the defense of your dissertation.

Grading
Students will receive a “S” grade signifying successful completion of the dissertation when the dissertation is filed, with any revisions suggested by the committee, by the student with the Graduate School.

Meeting Dates
Individual meetings can be scheduled with the instructor by arrangement. Regular communication with the instructor is the responsibility of the student and may include phone conversations as well as online communications.

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/200809/wwhelp/wwimply/js/html/wwhelp.htm?&accessible=true
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).

Sexual Misconduct/Title IX Statement:
The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-3514040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.
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.


Review of Research in Education.