



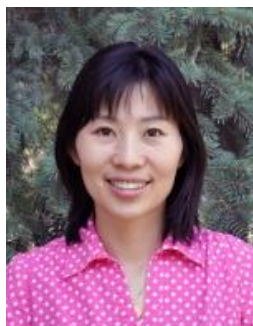
EDUCATIONAL LEADERSHIP AND POLICY

COLLEGE OF EDUCATION | THE UNIVERSITY OF UTAH

Student Handbook

(As of November 6, 2018)

Introduction and Welcome from the Department Chair



Dear Students,

Welcome to The University of Utah's Department of Educational Leadership and Policy. Our faculty and students come from a variety of backgrounds in both the K-12 and Higher Education arenas. Our department is committed to preparing educational leaders and engaged practitioners at all levels of the P-20 spectrum. To be certain, our students have taken positions as teacher leaders, school and district administrators, student affairs personnel, university administrators, professors, policymakers, state level leaders, and a host of other leadership roles within education. This handbook is intended to serve as an introduction to our department, as well as a resource for students enrolled in one of our various degree programs.

All students in ELP are expected to comply with University and College policies, and abide by the highest professional and ethical standards in their classes, their research endeavors, and in their respective places of work. In this regard, this handbook is intended to **supplement and clarify** University and College policies— not supersede them in any way.

As students in ELP, you not only represent our department, but also serve as our ambassadors in the state, the nation, and the world. Our department mission is grounded in justice, equity, and excellence. We hold ourselves to these ideals, and trust that you will learn to embody these principles as you progress in your own educational journey at the University of Utah! I wish you all the best in your academic endeavors.

Sincerely,

A handwritten signature in black ink that reads "Yongmei Ni". The signature is fluid and cursive, with a long horizontal stroke at the end.

Yongmei Ni, Ph.D.
Associate Professor and Chair

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Department Contact Information

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Main Department Phone Number: 801-581-6714

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Office: 2230 SAEC

Academic Coordinator: Marilyn Howard
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H.Ed. Program Director: Dr. Sharon Aiken-Wisniewski
sharon.aikenwisniewski@utah.edu
801-581-4817
Office: 2252 SAEC

K12 Program Director: Dr. Shari Fraser
shari.fraser@utah.edu
801-585-0173
Office: 2250 SAEC

Link to Faculty Profiles: <http://elp.utah.edu/faculty/index.php>

Student Advisory Committee Chairs (SAC): Victoria Cabal, EdD in H.Ed.
Administration
victoria.cabal@eccles.utah.edu

Nathan Walch, EdD in H.Ed.
Administration
nathanwalch@gmail.com

General Department and University Information

Performance Expectations

All students are expected to have necessary computer word processing skills and writing skills for graduate study. Students without these skills are required to obtain them before they begin their formal course work. By Graduate School policy, all work for the master's degree must be completed within four consecutive calendar years. The time limit for completing a doctoral degree in ELP is seven years. Requests to exceed established time limits must be recommended by a candidate's supervisory committee and approved by the departmental director of graduate studies and the dean of the Graduate School. Students whose studies have been interrupted for long periods of time and who have been granted extended time to complete their degrees may be required to complete additional courses, to pass examinations, or otherwise to demonstrate that they are current in their field. Candidates are required to maintain a 3.0 or higher GPA in course work. No graded work of C- (minus) or lower is acceptable toward a degree or the administrative license.

a. Academic Probation - Effective August 14, 2003, a student earning less than a 3.00 cumulative GPA in the ELP graduate program in which they are enrolled will be put on academic probation for the next two consecutive semesters of enrollment and must maintain a 3.00 average during that time. If at the end of this probationary period the student does not have a cumulative 3.00 GPA in his/her program of study (i.e., courses associated with the completion/fulfillment of the degree), the student will be dismissed from the academic program.

b. Student Incompletes - Students enrolled in the Departmental programs who accrue more than four Incompletes (I) on their transcript at any given time in their program of study or who accrue more than three Incompletes in a given year (defined as enrollment for three consecutive semesters) or whose transcript reflects an habitual pattern of Incompletes, will not be allowed to register for course-work in the Department until these Incompletes have been addressed (i.e., removed from their transcript, and a grade assigned).

- 1) If faculty resources are needed or requested by the student to address these Incompletes or if a student must register in order to maintain his/her status with the Graduate School or receive financial aid, then the student will be required to enroll in a minimum of 3 semester hours of faculty consultation (ELP 6980/7980) in conjunction with the faculty associated with the course(s) in question.

- 2) Enrollment in ELP 6980/7980 will be allowed for no more than one calendar year.

- 3) Decisions regarding the number of hours that a student will be required to enroll in ELP 6980/7980 beyond this minimum will be determined by the Director of Graduate studies or Department Chair in conjunction with the faculty-member

supervising the student and based on the number of consultation hours required. However, if a student chooses not to enroll for a given semester in order to address his/her Incompletes, s/he will not be allowed to use faculty or university resources.

Supervisory Committee Meetings, i.e., program of study, proposal defense, final defense (doctoral students only): A majority of the committee members must be present at the meeting, either in person or remotely. Those that cannot attend in person should send feedback to the supervisory committee chair prior to the meeting. A substitute faculty member can also be appointed if necessary.

Educational Leadership and Policy Website: <http://elp.utah.edu/>

University of Utah website: <http://www.utah.edu/>

Graduate School website: <http://gradschool.utah.edu/>

This website has a wealth of valuable information for graduate students. Plan to visit it often.

Graduate Tracking System: The academic coordinator maintains student records via this system. Student can view their records through CIS.

General Catalog and Class Schedules: <http://www.utah.edu/students/catalog.php>

Campus Information System (CIS): <https://gate.acs.utah.edu/>

UCard: <http://www.ucard.utah.edu/>

Tuition Information: <http://fbs.admin.utah.edu/income/>

Commuter Services: <http://commuterservices.utah.edu/index.php>

Student Travel Assistance: <http://gradschool.utah.edu/current-students/graduate-student-travel-assistance-award/>

Assistantships and Tuition Benefit Program Policies:
<http://gradschool.utah.edu/tbp/tuition-benefit-program-guidelines/>

Financial Aid and Scholarship Opportunities

University's Financial Aid and Scholarship Website: <http://financialaid.utah.edu/>

College of Education Scholarship Website: <http://education.utah.edu/students/financial-aid.php>

Educational Leadership and Policy Scholarships and Fellowships: These are by faculty nomination only. Faculty nominate students in the Spring of each year. Nominated students are contacted by the ELP academic coordinator and given the opportunity to apply. Awards are given in the Spring of each year for the following academic year (Fall and Spring semesters). You can find a description of the ELP scholarships and fellowships here: <http://elp.utah.edu/scholarship-info.php>.

Residency for Tuition Purposes: <http://admissions.utah.edu/apply/residency/>

Student Code: <http://regulations.utah.edu/academics/6-400.php>

Campus Recreation: <http://campusrec.utah.edu/>

Counseling Center: <http://counselingcenter.utah.edu/>

Disability Services: <http://disability.utah.edu/>

Center for Ethnic Student Affairs: <http://diversity.utah.edu/centers/cesa/>

Career Center: <http://careers.utah.edu/>

Registrar's Office: <http://registrar.utah.edu/>

Student Health Center: <http://studenthealth.utah.edu/>

Student Immunization Office: <http://studenthealth.utah.edu/services/immunization-requirement.php>

International Student and Scholar Services: <http://internationalcenter.utah.edu/>

Writing Center: <http://regulations.utah.edu/academics/6-400.php>

Women's Resource Center: <http://womenscenter.utah.edu/>

Masters of Education (M.Ed.) in Teacher Instructional Leadership

Program Director: Dr. Shari Fraser

shari.fraser@utah.edu

Introduction to the Program

The Teacher Instructional Leadership M.Ed. program is a two-year (36 credit hours) degree-seeking program. The program is administered as a loosely based cohort with students starting the program of study each semester. Teacher Instructional Leadership candidates take core coursework with an instructional leadership emphasis in the ELP Department (33 credit hours), combined with one allied course related to their intended professional development or individual area of interest (3 credit hours). Upon successful completion of the program, candidates earn a master's degree (M.Ed.) in Educational Leadership and Policy.

The Educational Leadership and Policy instructional leadership core coursework is scheduled in rotation by year one and year two, and students complete courses in a scheduled rotation. All courses are offered in the evening, either on campus or at off-campus locations to accommodate working professionals.

In addition, within five years of completion of the Teacher Instructional Leadership M.Ed., students may opt to continue their graduate coursework to earn a Utah K-12 Administrative License by application and acceptance into the K-12 School Administration with Administrative Licensure program. Students will then complete the additional required ELP coursework (9 - 12 credit hours) and an administrative internship experience (15 credit hours over three semesters). In order to qualify for the K-12 administrative license a student must also have 1) completed a master's degree, 2) hold a valid Utah Level 2 educator license, and 3) complete 450 required internship hours

Conceptual Framework

The content and processes of the Teacher Instructional Leadership M.Ed. program are founded on a knowledge base thoroughly developed and cited in the educational leadership preparation literature. The knowledge, skills, and dispositions promoted in the program lead to the fundamental goal of improving learning for all students. To accomplish this goal, the conceptual framework of the program is two-dimensional.

The first dimension reflects the thematic organization of the program around three major themes:

1. Leadership,
2. Context and Foundations of Schooling, and
3. Informed Decision Making.

The second dimension of the program reflects the valued outcomes of schooling:

- a. School Effectiveness and Efficiency (emphasizing improved teaching & learning processes & outcomes);
- b. Equity and Social Justice (addressing the understanding of school inequity in terms of educational access and outcomes for children); and
- c. Democratic Community (using democratic processes and building democratic professional & school communities).

Supervisory Committee

The master's supervisory committee is arranged by the department and consists of the K12 program director, the department chair, and the director of graduate studies. The academic coordinator will enter the supervisory committee into the Graduate Tracking System for each student at the beginning of the second Fall semester of the program.

Program Coursework Requirements

Students in the M.Ed. Teacher Instructional Leadership program must complete thirty-three (33) credit hours of coursework within the Department of Educational Leadership and Policy. An additional three (3) hours will be completed outside of the department in a student's specific area of interest. The following ELP courses are required for completion.

Leadership for Effective, Equitable, & Democratic Schools

- ELP 6210 (3) - Leading Schools
- ELP 6310 (3) – Introduction to Instructional Leadership
- ELP 6320 (3) - Instructional Coaching
- ELP 6110 (3) - Leading Organizational Change

Context and Foundations of Effective, Equitable, & Democratic Schooling

- ELP 6400 (3) - Foundations of Educational Organizations, Policy & Leadership
- ELP 6410 (3) - Introduction to Educational Law
- ELP 6411 (3) - Legal and Policy Foundations of Special Education
- ELP 6430 (3) - The Politics of Education

Informed Decision-Making for Effective, Equitable, & Democratic Schools

- ELP 6480 (3) - Leadership, Diversity and Social Justice in K12 Schools
- ELP 6139 (3) – Professional Learning Communities
- ELP 6010 (3) – Evidence based Decision Making

Sample Schedule

Summer Start Cohort--Admission Deadline March 1

Summer Year 1	Fall Year 1	Spring Year 1
6400 Foundations of Educational Organizations	6310 Introduction to Instructional Leadership	6411 Legal and Policy Foundations of Special Ed.

(3 credits)	(3 credits)	(3 credits)
6480 Leadership, Diversity & Social Justice in K-12 Schools (3 credits)	6130 Professional Learning Communities (3 credits)	6010 Evidence Based Decision Making (3 credits)
Summer Year 2	Fall Year 2	Spring Year 2
6210 Leading Schools (3 credits)	6410 Educational Law (3 credits)	6430 Politics of Education (3 credits)
6960 Special Topics or Elective (3 credits)	6320 Instructional Coaching (3 credits)	6110 Leading Organizational Change (3 credits)

Fall Start Cohort--Admission Deadline April 1 (or July 1 with a \$30 Late fee)

Summer Year 1	Fall Year 1	Spring Year 1
6130 Professional Learning Communities (3 credits)	6411 Legal and Policy Foundations of Special Education (3 credits)	6400 Foundations of Educational Organizations (3 credits)
6310 Introduction to Instructional Leadership (3 credits)	6010 Evidence Based Decision Making (3 credits)	6480 Leadership, Diversity & Social Justice in K-12 Schools (3 credits)
Summer Year 2	Fall Year 2	Spring Year 2
6410 Educational Law (3 credits)	6110 Leading Organizational Change (3 credits)	6210 Leading Schools (3 credits)
6320 Instructional Coaching (3 credits)	6430 Politics of Education (3 credits)	6960 Special Topics or Elective (3 credits)

Spring Start Cohort--Admission Deadline November 1

Summer Year 1	Fall Year 1	Spring Year 1
6411 Legal and Policy Foundations of Special Ed. (3 credits)	6400 Foundations of Educational Organizations (3 credits)	6130 Professional Learning Communities (3 credits)
6010 Evidence Based Decision Making (3 credits)	6480 Leadership, Diversity & Social Justice in K-12 Schools (3 credits)	6310 Introduction to Instructional Leadership (3 credits)
Summer Year 2	Fall Year 2	Spring Year 2
6110 Leading Organizational Change (3 credits)	6210 Leading Schools (3 credits)	6410 Educational Law (3 credits)
6430 Politics of Education (3 credits)	6960 Special Topics or Elective (3 credits)	6320 Instructional Coaching (3 credits)

K-12 Administrative License Option

Candidates who have successfully completed the Teacher Instructional Leadership M.Ed. program and have a valid Level 2 educator license might also wish to earn a K-12 administrative license. If, within a 5-year period of completing the Master's Degree, these students wish to earn a K-12 administrative license, they have the **option to reapply** to the department and **if accepted**:

- Enroll in and complete the remaining 9 - 12 hours of required administrative licensure coursework;
- Complete a sequential series of three (3) K-12 Leadership Internship & Seminar (Summer, Fall, & Spring Semesters - 15 credit hours);
- Complete the USOE required 450 hours of supervised internship in K-12 schools;
- Complete an internship e-portfolio demonstrating administrative skills competency;
- Pass a required Administrative Licensure test (Praxis/SLLA); and
- Complete eligibility for recommendation to the State Office of Education for Utah Administrative/Supervisory Licensure.

Professional Associations

Students are encouraged to pursue membership in professional associations that can definitely add to their growth and development. The following are recommended state and national associations.

American Educational Research Association (AERA)

1230 17th Street NW

Washington, DC 20036-3078

Publication: *Educational Researcher, Review of Educational Research, Educational Evaluation and Policy Analysis, American Education Research Journal*

www.aera.net

University Council for Educational Administration (UCEA)

205 Hill Hall

Columbia, MO 65211-2185

Publication: *Educational Administration Quarterly (EAQ), UCEA Review, Journal of Cases in Educational Leadership*

www.ucea.org

Association of Supervision and Curriculum Development (ASCD)

1250 N. Pitt St. Alexandria, VA 22314-1403

Publication: *Educational Leadership and others*

www.ascd.org

Utah Association of Supervision and Curriculum Development (UASCD)
2848 Brookburn Road
SLC, UT 84109
Phone: (801) 944-2973
Conferences: One annual two-day conference usually in November
Publication: *Theories and Practices in Supervision and Curriculum*
www.ascd.org

Masters of Education (M.Ed.) in K12 School Administration (with Administrative Licensure)

Program Director: Dr. Shari Fraser
shari.fraser@utah.edu

Introduction to the Program

The Department of Educational Leadership and Policy offers a M.Ed. in K-12 School Administration. The M.Ed. in K-12 School Administration with Administrative Licensure program is a two-year degree-seeking professional program (42 credit hours).

Educational Leadership candidates are required to complete 27 credit hours of core leadership coursework and seminar in addition to 15 hours of Internship Seminar. In order to qualify for the K-12 administrative license a student must also 1) complete a master's degree in educational leadership, 2) hold a valid Utah Level 2 educator license, and 3) complete 450 required internship hours.

The Educational Leadership coursework is structured as a two-year cohort program, with students enrolling and engaging in coursework and internship throughout the program. The ELP coursework is offered in the evening to accommodate working professionals.

Upon successful completion of the program, candidates earn a master's degree (M.Ed.) in Educational Leadership and Policy and may also qualify for a Utah State Office of Education approved licensure in the area of K-12 Administration.

Conceptual Framework

The content and processes of the K-12 School Administration with Administrative Licensure program are founded on a knowledge base thoroughly developed and cited in the educational leadership preparation literature. The knowledge, skills, and dispositions promoted in the program lead to the fundamental goal of improving learning for all students. To accomplish this goal, the conceptual framework of the program is two-dimensional.

The first dimension reflects the thematic organization of the program around three major themes:

1. *Leadership,*
2. *Context and Foundations of Schooling,* and
3. *Informed Decision Making.*

The second dimension of the program reflects the valued outcomes of schooling:

- a. *School Effectiveness and Efficiency* (emphasizing improved teaching & learning processes & outcomes);

- b. *Equity and Social Justice* (addressing the understanding of school inequity in terms of educational access and outcomes for children); and
- c. *Democratic Community* (using democratic processes and building democratic professional & school communities).

Supervisory Committee

The master's supervisory committee is arranged by the department and consists of the K12 program director, the department chair, and the director of graduate studies. The academic coordinator will enter the supervisory committee into the Graduate Tracking System for each student at the beginning of the second Fall semester of the program.

Program Coursework Requirements

Leadership for Effective, Equitable, & Democratic Schools

- ELP 6210 (3) - Leading Schools
- ELP 6330 (3) - Instructional Supervision
- ELP 6110 (3) - Leading Organizational Change

Context and Foundations of Effective, Equitable, & Democratic Schooling

- ELP 6410 (3) - Introduction to Educational Law for School Administrators
- ELP 6430 (3) - The Politics of Education
- ELP 6450 (3) - Administration of Educational Resources

Informed Decision-Making for Effective, Equitable, & Democratic Schools

- ELP 6480 (3) – Leadership, Diversity and Social Justice in K12 Schools
- ELP 6050 (3) - Program Planning/Evaluation through Data Informed Decision Making
- ELP 6960 (3) – Engaged Community Partnerships

Capstone Field Experience to Promote Effective, Equitable, & Democratic Schools

ELP 6710 (6, 6, 3) – Administrative Internship & Seminar in K-12 Schools SU FA SP
 (Note: *Administrative Internship and Seminar is a three semester sequence beginning in summer semester and continuing through the following spring semester. Credit hours for the internship course will be 6 credit hours each in Summer and Fall and 3 credit hours in Spring semester.*)

Program Schedule

The courses start annually each summer, with program completion in the spring semester two years later. Students take coursework as a cohort, typically enrolling in two courses per term while working full-time in professional educator roles. All program courses are offered in the evening to accommodate working professionals. The first year of the program requires candidates to successfully complete 18 credit hours of core required coursework and up to 75 hours of internship as assigned through coursework.

In the second year of the program candidates complete 9 credit hours of core required coursework and 15 credit hours of administrative internship and Leadership Seminar. During the second year of the program, candidates will also complete up to 450 internship hours in selected schools and districts.

Sample Schedule

Summer Year 1	Fall Year 1	Spring Year 1
6210 Leading Schools (3 credits)	6290 Community Engaged Partnerships (3 credits)	6110 Leading Organizational Change (3 credits)
6480 Leadership, Diversity & Social Justice in K-12 Schools (3 credits)		
Summer Year 2	Fall Year 2	Spring Year 2
6420 Administration of Educational Resources (3 credits)	6050 Program Planning and Data Informed Decision Making (3 credits)	6410 Educational Law (3 credits)
6710 Internship & Seminar (6 credits)	6710 Internship & Seminar (6 credits)	6710 Internship & Seminar (3 credits)

Administrative Internship

Approved internships complying with departmental standards and the State of Utah regulations are required of students wishing to earn K-12 administrative licensure. The state-required 450 contact hours include both elementary and secondary school administrative experience. Licensed administrators in school settings mentor interns, and the internship experiences are supervised by the Program Supervisor of the K-12 Master's Program.

Intern progress and mastery of professional standards is monitored and evaluated by site mentors, the program supervisor, course instructors, and by students themselves.

Internship hours (up to 75 hours) can be accrued during the first year of the program by participation and satisfactory completion of structured internship activities and projects in each of the six first year required courses. These internship activities will reflect the content of the course, are linked to leadership practices and standards as written in ISLLC 2008 and Utah State Standards 2011. These experiences will provide candidates with the opportunity to apply the theories and research of educational leadership theory to practice with school and educational settings.

An intern-produced eportfolio will serve as the final capstone project for graduation. This eportfolio includes artifacts which reflect the participation and personal reflection on the knowledge, skills, and dispositions for each professional standard. Additional

information about the eportfolio as final capstone project will be provided throughout the program.

For a complete description of administrative internship requirement for licensure per the USOE, please visit the website at www.rules.utah.gov/publicat/code/r277/r277-505.htm.

School Leaders Licensure Assessment

The Department of Educational Leadership and Policy has adopted the School Leaders Licensure Assessment (SLLA) for students seeking the Master of Education in K-12 School Administration with Administrative Licensure Degree. The SLLA was developed in collaboration between the Interstate School Leaders Licensure Consortium (ISLLC) and development staff from the Teaching and Learning Division at the Educational Testing Service.

Advisory committees of distinguished principals, superintendents and other school administrators, professors of educational administration, and members of professional organizations help determine test content and review, revise, and approve all questions and exercises.

The School Leaders Licensure Assessment is grounded in the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders and current research, including a complete job analysis of the most important tasks and skills required of beginning principals and superintendents, and extensive surveys to confirm test validity.

Testing preparation for the SLLA will occur during the second year within the Internship and Leadership Seminar. Anticipated test dates for the SLLA 5411 will be in final semester of the program. More information regarding the SLLA, including costs and timelines, will be distributed to candidates by the Department in fall of their second year.

USOE Licensure Requirements

See USOE website at www.rules.utah.gov/publicat/code/r277/r277-505.htm.

Professional Associations

Students are encouraged to pursue membership in professional associations that can definitely add to their growth and development. The following are recommended state and national associations.

Utah Association of Supervision and Curriculum Development (UASCD)
2848 Brookburn Road
SLC, UT 84109

Conferences: One annual two-day conference usually in November

Publication: *Theories and Practices in Supervision and Curriculum*

www.ascd.org

Utah Association for Secondary School Principals (UASSP)

250 E. 500 S.

SLC, UT 84111

Phone: (801) 538-7885

Conferences: two annual, mid-winters (February) in St. George and summer (June) in Park City. Also sponsors an assistant principal conference in November.

Publication: *Impact*

www.usoe.k12.ut.us/principal/uassp.htm

Utah Association of Elementary School Principals (UAESP)

250 E. 500 S.

SLC, UT 84111

Phone: (801) 538-7887

Conference: two annual, mid-winters (February) in St. George and summer (June) in Logan at USU. Also sponsors a conference named "Previewing the Principalship" in November.

Publication: *The Leader*

www.usoe.k12.ut.us/principal/UAESP/Site%20index.htm

**K-12 Doctorate of Education (EdD) and
K-12 Doctorate of Education with Administrative Licensure**

Director of Graduate Studies: Dr. María Ledesma
maria.ledesma@utah.edu

Introduction to the Program

The Doctor of Education (Ed.D) Program is designed to provide advanced preparation to individuals with experience working as administrators in K12 public schools, charter schools, or related educational organizations. Based on a model of professional inquiry, the Ed.D Program emphasizes the use of theory in directing its field-based approach to problem solving. Students will study theory and research in the core domains of organization, leadership, inquiry methods, and in selected areas of specialization. They will use the knowledge gained in these areas of study to frame problems of administrative practice and to seek, critically examine, and apply information to solve problems.

Program Coursework Requirements

The EdD Program includes four major dimensions: a) research and inquiry coursework, b) the ELP core required coursework, c) academic specializations coursework, and d) field-based capstone project. Throughout the program students will progress through a series of courses aimed at developing knowledge and skills needed to analyze and solve problems encountered by educational administrators and to prepare them to conduct a capstone field-based project.

Research and Inquiry—to be taken during the first two years of study (9 credits)

ELP 7030 (3) Introduction to Inquiry
ELP 7040 (3) Quantitative Research Methods
ELP 7060 (3) Qualitative Research Methods

ELP Academic Core—to be taken during the first two years of study (12 credits)

ELP 7440 (3) Education Policy
ELP 7220 (3) Leadership Theory
ELP 7240 (3) Organizational Theory
ELP 7480 (3) Leadership and Social Justice Theory

Academic Specializations—to be taken during the second/third year of study (12 credits)

These courses may include topics such as: leadership for school improvement, critical data analysis for school change, critical leadership for instructional change, action research, immigrant students and leading schools and communities, etc.

Field-Based Capstone Project (18 credits including capstone seminar—to be completed during years 3 and 4 (if needed))

The capstone provides students with an opportunity to apply leadership and inquiry knowledge and skills to problems of practice or policy issues. The project should focus on a timely and significant problem or policy and make a meaningful contribution in the candidate's school, district, college, university, or other relevant organizational setting.

Link to EdD K12 Capstone Project Guide: <http://elp.utah.edu/programs/ed-d/EdD-K12-Capstone-Guide.pdf>

Masters of Education (M.Ed.) with an Emphasis in Student Affairs

Program Director: Dr. Sharon Aiken-Wisniewski
sharon.aikenwisniewski@utah.edu

Supervisory Committee:

The master's supervisory committee is arranged by the department and consists of the HED program director, the department chair, and the director of graduate studies. The academic coordinator will enter the supervisory committee into the Graduate Tracking System for each student at the beginning of the second fall semester of the program.

Program of Study

Program of Studies for Master's Degree in Student Affairs

Individual Student Plan 2017-2019 Cohort (2/28/17)

Name: _____ Date: _____

Student Affairs Administration	Hrs	Semester/Yr	Gr
ELP 6550 Student Affairs Admin.	3		
ELP 6520 Leadership for Social Justice in U.S. Higher Education	3		
ELP 6610 Introduction to Student Affairs Assessment	3		
ELP 6500 Sociocultural Foundations of U.S. Higher Education	3		
ELP 6570 Higher Education Finance+	3		
Total	15		

Contexts of Higher Education	Hrs	Semester /Yr	Gr
ELP 6620 College Student Development Theory	3		

ELP 6560 College Student Retention Theory	3		
ELP 6960 Special Topics: Contemporary Issues in Diversity in Higher Education	3		
ELP 6470 Group or Individual Intervention in Higher Education	3		
ELP 6960 Capstone Seminar	3		
ELP Elective in second Spring Term	3		
Total	18		

Professional Skill Development	Hrs	Semester/Yr	Gr
ELP 6711 Internship and Internship Seminar	3		
Total	3		

Schedule for 2017-2019 Cohort (Full-time)

Feb. 28, 2017 Edition

M.Ed. - Student Affairs Program- 2017-2019

Subject to change

Fall 2016 – Term 1	Spring 2017 – Term 2
ELP 6620 College Student Development Theory	ELP 6960 Special Topics: Contemporary Issues in Diversity in Higher Education
ELP 6550 Student Affairs Administration	ELP 6560 College Student Retention Theory
ELP 6500 – Sociocultural Foundations of U.S. Higher Education	ELP 6570 Higher Education Finance
Fall 2017 – Term 3	Spring 2018

ELP 6470 Individual & Group Intervention in Higher Education	ELP 6520 Leadership for Social Justice in U.S. Higher Education
ELP 6711 Internship Class	ELP Elective (3 credits)
ELP 6610 Introduction to Student Affairs Assessment	ELP 6960 Capstone Seminar

Internships

Students in this program complete a 75-hour internship related to their area of career focus along with a three credit internship seminar (ELP 6711). Internships are available on the University of Utah campus and in other local higher education institutions.

Additional information can be found at:

<http://elp.utah.edu/programs/m-ed/student-affairs/internships.php>.

Capstones

In addition to serving students and improving educational conditions on campuses, higher education professionals have an obligation to further the development of the field. One way to achieve this goal is through critical thinking about issues and integrating knowledge about new findings, strategies, and best practices.

The final Capstone Seminar provides students a choice between two avenues for achieving this: scholarly practitioners or scholarly researchers/writers. Examples of abstracts from final Capstone Projects can be found at this link:

<http://elp.utah.edu/programs/m-ed/student-affairs/capstone.php>.

All students must receive a pass on their Capstone project to be eligible for degree completion.

Thesis Option

Thesis requires additional courses to explore areas of research and registration of Thesis hours for 6 credits. Students considering this option should see the M.Ed. Student Affairs Program Director in first term of program for details. The faculty advisor for supervising the thesis must be selected in first term of program to provide guidance in completing all steps of the Thesis.

Careers

Students pursue a variety of areas across student affairs, higher education, and private organizations. The list below offers a small range of options.

- Career Services
- Student Union
- Office of Equity & Diversity

- Housing & Residential Education
- Academic Advising
- Conduct in the Dean of Students Office
- Leadership & Student Involvement
- Assessment & Institutional Analysis

Some students transition to professional programs such as law or to doctoral programs for faculty role.

Graduate Assistantships

Graduate assistantships are available for students enrolled in the program full-time. Examples of areas providing graduate assistantships at the University of Utah are: A. Ray Olpin University Union, Career Services, Dean of Students/Leadership/Fraternity and Sorority Life, Lowell Bennion Community Service Center, TRIO, Veterans' Support Center, Women's Resource Center, and Housing & Residential Education. Westminster College and Salt Lake Community College also support graduate assistantships in areas such as recruitment and enrollment management, Residence Life, and Student Involvement.

Graduate assistantships at the University of Utah include a tuition waiver (in and out-of-state) and a stipend. Westminster College and Salt Lake Community College offer a comparable package. Students interested in applying for assistantships should note their top choices on the program application. This information will be used for the Graduate Assistantship interview process.

Professional Organizations

Listed below are a few of the professional organizations open for membership to student affairs professionals. As members there are many benefits such as networking opportunities, professional development activities on the regional and national level, publications, and financial opportunities to assist in students' development.

*NASPA Student Affairs Administrators in Higher Education: <https://www.naspa.org/>

*ACPA College Student Educator International: <http://www.myacpa.org/>

*ACUHO-I Association of College and University Housing Officers – International: <http://www.acuho-i.org/home/portalid/0>

*NODA Association for Orientation*Transition*Retention In Higher Education: <http://www.nodaweb.org/>

*NACADA The Global Community for Academic Advising <https://www.nacada.ksu.edu/>

Doctorate of Education (EdD) in Higher Education Administration

Director of Graduate Studies: Dr. María Ledesma

maria.ledesma@utah.edu

Advisor: Dr. Sharon Aiken-Wisniewski

sharon.aikenwisniewski@utah.edu

Introduction to Program

The purpose of the Ed.D. in Higher Education Administration is:

To develop social change leaders in higher education who actively engage with challenging issues of the 21st century to create equitable environments for learning.

These transformational leaders of social change are focused on:

- Serving our campus, community, state, and stakeholders to create, expand and support educational access and opportunity for diverse populations.
- Engaging with challenging issues to address inequitable conditions in society.
- Championing difficult decisions that are framed within a social justice paradigm to create equity in higher education.

These individuals approach issues, solutions, and change from:

- A lens of inquiry and evidence for decision-making.
- A focus on partnerships and collaboration to create holistic solutions.
- A frame of appreciation and respect for all members of the community.

The goal of the Ed.D. in Higher Education Administration is to bridge theory and practice to create the scholar-leader required for 21st century higher education organizations.

Program of Study (54 minimum credits)

Theory and Practice Core (12 credits)

- ELP 7480 (3): Leadership & Social Justice Theory
- ELP 7490 (3): History and Philosophy of U.S. Higher Education
- ELP 7545 (3): Higher Education Administration
- ELP 7590 (3): Higher Education Finance, Budgeting and Planning

Inquiry Core (9 credits)

- ELP 7030 (3): Introduction to Inquiry
- ELP 7040 (3): Quantitative Research Methods
- ELP 7060 (3): Qualitative Research Methods

Specialization Core (12 credits)

Practicum (Up to 9 credits)

Capstone (18 Credits)

Practicum

Three to nine credits to expand their knowledge in the field. Professional conferences can be used. Focused internships with higher education leaders. Students must enroll in ELP 7670.

Capstone

An experience that offers an opportunity to apply knowledge of inquiry, social justice, and leadership within a real world setting. Will be team based. A written document that is produced that identifies relevant scholarship within the context of the issue and supporting the solution or recommendation.

Supervisory Committees

EdD supervisory committees consist of three faculty members, the majority of whom must be tenure-line faculty in the student's major department. ***Students should choose a supervisory committee chair and committee members no later than beginning of second year in program.*** The process of forming a supervisory committee is completed by filing a Request for Supervisory Committee form with the major department (see forms section).

Professional organizations

*NASPA Student Affairs Administrators in Higher Education: <https://www.naspa.org/>

*ACPA College Student Educator International: <http://www.myacpa.org/>

*ACUHO-I Association of College and University Housing Officers – International: <http://www.acuho-i.org/home/portalid/0>

*NODA Association for Orientation*Transition*Retention In Higher Education: <http://www.nodaweb.org/>

*NACADA The Global Community for Academic Advising <https://www.nacada.ksu.edu/>

These are just a few of the professional organizations that are open for membership to student affairs professionals. As members there are many benefits such as networking opportunities, professional development activities on the regional and national level, publications, and financial opportunities to assist in your development.

Community College Leadership & Teaching Certificate (CCLT) *Begins Fall 2017

Purpose

The Community College Leadership & Teaching Certificate (CCLT) is a graduate credential:

- Designed to provide current and aspiring community college leaders and faculty with the knowledge, skills, and experiences to be effective leaders and instructors in the diverse and complex community college context;
- Designed to develop leaders and faculty as social justice advocates who can effectively design and implement policies, practices, and learning experiences that promote equitable learning experiences and outcomes.

Benefits

The CCLT Program:

- Supports professional development and career advancement
- Accommodates working professionals through evening coursework
- Integrates applied learning experiences through the coursework and practicum
- Aligns with national community college leadership and teaching competencies
- Integrates collaborative learning experiences and networking opportunities
- Supports attendance and engagement at national conferences such as the Council for the Study of Community Colleges
- Aligns with ELP graduate programs for stackable credentials
- Engages with leaders and faculty at SLCC and community colleges around the country

Curriculum (Course Descriptions on Back of Flyer)

Core Requirements for Leadership and Teaching Strand	Additional Courses for Leadership Strand	Additional Courses for Teaching Strand
ELP 7630 - The American Community College	ELP 7590 - Higher Education Finance, Budget, and Planning	CLTE 6000: Teaching in Higher Education
ELP 7480 - Leadership, Diversity & Social Justice in K-12 & Higher Education	ELP 7545 - Introduction to Higher Education Administration	ELP 7960: Community College Pedagogy
ELP 7670 - Practicum Experience (3 credits)		

Admissions Options – Select the one that is right for you

1. Non-degree seeking student (No access to financial aid)
 - <http://admissions.utah.edu/apply/nondegree/index.php>
2. Second Bachelor's degree student (Access to financial aid)
 - <http://admissions.utah.edu/apply/undergraduate/second-bachelors.php>
3. Current ELP Graduate Student seeking graduate degree

- No application necessary; enroll in appropriate CCLT courses
4. Interested in future ELP graduate degree - Visit ELP websites to learn about admissions process

****Admissions is open for Fall, Spring, and Summer to this Certificate Program.**

Courses for Certificate (*Core)

ELP 7630 – American Community College*

This course provides an overview of how various types of two-year postsecondary institutions, primarily comprehensive community colleges, have evolved and how they function in the United States. Themes running through the course address policies, trends, issues and innovations influencing the evolution and current operation of community colleges from the 20th century to the present. Beginning with a brief history of community colleges, the course offers content dealing with foundations, governance and administration, curriculum, finance, faculty, students, and student outcomes. The course also offers a critical examination of community colleges that considers their position within the American secondary and postsecondary education systems. 7630 students will be held to higher standard

ELP 7480 – Leadership, Diversity & Social Justice in K-12 & Higher Education*

Social Justice is an awareness of structural or historical barriers that have precluded particular social identity groups from achieving in United States society. This course examines the role that K-12 and higher education has played in both providing and denying social justice to various groups and how leadership needs to address this for meaningful change.

CTLE 6000 – Teaching in Higher Education

Discussion and practice of fundamental teaching methods. This class prepares individuals with the foundational pedagogical knowledge and skills to fulfill their teaching mission in an institution of higher education.

ELP 7590 – Community College Pedagogy

This course will focus primarily on strategies and techniques for community college teaching.

ELP 7545 - Introduction to Higher Education Administration

Leaders in administrative positions in U.S. colleges and universities engage concepts and models from organizational theory, campus culture, and public policy to meet societal expectations for higher education. The purpose of this course is to explore theoretical concepts across these four areas (organizational theory, culture, policy, and leadership) to understand meaning and application for patterns, processes and problems in the 21st century higher education organization. Through engagement with case studies and leaders in higher education, students will focus on the connections between theory and practice within the governance of an institution.

ELP 7590 - Higher Education Finance, Budget, and Planning

The financing of higher education in the United States is a longstanding public policy issue that invokes questions such as: Who should pay for higher education and how much? How equitable is higher education funding? and How do finance and budgeting policies influence students' access to and success in college? The purpose of this course is to examine the landscape of higher education finance, finance policy, and budgeting and planning. The course will explore the following topics: higher education finance history and trends; the origins of finance challenges; institutional, state, and federal finance policies; the impacts of finance on educational quality, equity, accountability, and sustainability; state and institutional budgeting models; and strategic planning and budgeting. Some specific topics include: higher education price and cost structures; economic theories; state and federal financial aid; student loan and debt; free college proposals; sector-specific finance; performance-based funding and budgeting models; responsibility-centered management; and institutional financial planning.

ELP 7670 - Higher Education Administration Practicum Seminar *

This course supports an applied field experience in a college or university setting for deeper understanding of issues and topics in higher education administration. Through this on-site experience, students are experience supervision and interaction with leaders and administrators to enhance learning and explore the importance of scholarship to practice. The practicum provides students with an opportunity to network with administrators in their chosen field, enhances the transition from practitioner to leader, and facilitates the application of theory to the world of practice and leadership in higher education. The course serves as an opportunity to reflect on the experience, apply academic literature for key topics, and support students involved in negotiating a practicum experience.

**Contact for more Info: Dr. Jason Taylor (jason.taylor@utah.edu)
Educational Leadership & Policy Department: 801/581-6714**

Community College Leadership & Teaching Certificate

Acceptable Substitutions for Current ELP Students (Sept. 10, 2017)

ELP students currently enrolled in a degree program can elect to add the CCLT Certificate to their degree. If a student makes this choice, the table below explains which CCLT Certificate courses can be substituted for courses in the degrees of M.Ed. Student Affairs, Ed.D. Higher Education Administration, and Ph.D.

Course in CCLT Certificate	M.Ed. Student Affairs Substitution	Ed.D. Higher Education Administration Substitutions	Ph.D. Substitutions
ELP 7630 - The American Community College	No Substitution	No Substitution	No Substitution
ELP 7480 - Leadership, Diversity & Social Justice in K-12 & Higher Education	ELP 6520 – Leadership for Social Justice in U.S. Higher Education	Required in degree	Required in degree
ELP 7670 - Practicum Experience (3 credits)	ELP 6711 if the internship focuses on community college work and complete an additional 75 hrs. at the internship site that will be recorded through ELP 7950 – Independent Study (1 credit)	Required in degree but must be community college based	*Student should consult with Chair of Dissertation Committee and Advisor for CCLT Certificate for direction.
ELP 7545 –Intro to Higher Education Administration	ELP 6550 – Student Affairs Administration	Required in degree	
ELP 7590 - Higher Education Finance, Budget, and Planning	ELP 6570 – Higher Ed Finance	Required in degree	
ELP 7960 – Community College Pedagogy			
CLTE 6000: Teaching in Higher Education			

**Doctorate of Philosophy (PhD)
(Emphasis in either K12 or Higher Education)**

Director of Graduate Studies: Dr. María Ledesma
maria.ledesma@utah.edu

Introduction to Program

Doctor of Philosophy (Ph.D.) students are expected to develop expertise in theory and research related to educational leadership and/or policy. This program is designed especially for those who seek careers as high-level administrators, university professors, researchers, or research and policy analysts in educational agencies.

Students complete course work in: educational leadership, policy, and organizations; content specialization in students in K12 or higher education, educational leadership/organizations, educational policy, or critical studies in education; research methods and apprenticeship; and independent research in the form of a dissertation.

Faculty

Participating faculty in the Ph.D. program are highly skilled academicians who guide students to achieve their academic goals. The ELP department has many excellent faculty members in both K-12 and higher education. Profiles of the faculty, along with copies of their curriculum vitae are available on the department website. Dr. María Ledesma, the Director of Graduate Studies, can provide additional information about the program for interested individuals (maria.ledesma@utah.edu).

Initial Advisor

Upon enrollment in the program, students are assigned an advisor who works with them for the first two years of their program. During the second or third year of study, students identify a supervisory committee chair and committee members who will approve the student's planned *program of study* which must be submitted to the Graduate School. Students are allowed to individually tailor the selection of courses to meet their individual interests and career goals. Typically, a Ph.D. student's program of study will include 68 semester hours or more of total credit.

Coursework

Residency Requirement. At least one year (i.e., two consecutive semesters) of the doctoral program must be spent in full-time academic work at the University of Utah. When a student proceeds directly from a master's degree to a Ph.D. degree with no break in the program of study (except for authorized leaves of absence), the residency requirement may be fulfilled at any time during the course of study. A full load is nine credit hours. Three hours of Thesis Research: Ph.D. (course number 7970) is also considered a full load after the residency requirement is fulfilled. The Graduate Council

may approve departmental or programmatic exceptions to the minimum residency requirements and proposals for new programs or academic offerings using distance-learning technologies and/or off-campus sites, as provided by Graduate School policy. This does not refer to or fulfill State Residency Requirements

A. ELP Core: 12 credits of required coursework to be taken during the first year or two of a student's program:

Leadership Theory, ELP 7220

Organizational Theory, ELP 7240

Leadership, Diversity, and Social Justice in Education, ELP 7480

Education Policy, ELP 7440

B. Content Specialization: 15 credits (6 of which must be taken outside of the department or college) in one of the following areas:

Students in K12 or higher education

Educational leadership/organizations

Educational policy

Critical studies in education

C. Research Course Work: 21 credits in two parts:

(1) Required (12 credit hours):

Introduction to Inquiry, ELP 7960

Qualitative Methods I, ELP 7060

Quantitative Methods I, ELP 7040

Dissertation Proposal Writing Seminar, ELP 7600

(2) Specialization Sequence (9 semester hours or more, in qualitative, quantitative, or mixed methods)

D. Research Apprenticeship: 6 credit hours (as of Fall 2015)

E. Independent Research: 14 semester hours minimum with Supervisory Committee Chair.

Research Apprenticeship Courses (Approved by ELP Faculty at September 10, 2014 Faculty Meeting.)

The purpose of the Research Apprenticeship Course (RAC) is to increase student/faculty and student/student collaboration on a research project that will provide the intensive mentoring and immersion experience in the research process. This experience could be in the form of a team of students working with a faculty member on a particular project that is large and on-going with respect to literature review, data collection and analysis related to the end goals of the study; or a group of students providing editorial review work and learning about the publication process for an ELP faculty member who is an editor of a journal. One result of the RAC could be in the form of a conference presentation for the student or a publishable research paper with the RAC faculty as an example. Ideally, the RAC should be taken toward the end of the student's course work and before the qualifying exams. Students will be allowed to take 6 course credit hours (instead of the current 9) to fulfill this requirement (to become effective for PhD students admitted for Fall of 2015).

Supervisory Committee

Students should choose a supervisory committee chair and committee members no later than the end of their second year. PhD supervisory committees consist of five faculty members, the majority of whom must be tenure-line faculty in the student's major department. One member of the supervisory committee must be from another department. The process of forming a supervisory committee is completed by filing a Request for Supervisory Committee form with the major department (see forms section).

The supervisory committee is responsible for approving the student's academic program, preparing and judging the qualifying examinations subject to departmental policy, approving the thesis or dissertation subject, reading and approving the thesis or dissertation, and administering and judging the final oral examination (thesis or dissertation defense). The chair of the supervisory committee directs the student's research and writing of the thesis or dissertation. The final oral examination may be chaired by any member of the supervisory committee consistent with departmental policy. If a graduate student's preliminary work is deficient, the supervisory committee may require supplementary undergraduate courses for which no graduate credit is granted. Decisions concerning program requirements, examinations, and the thesis or dissertation are made by majority vote of the supervisory committee.

All University of Utah faculty members including tenure-line, career-line, adjunct, visiting and emeritus are eligible to serve as supervisory committee members. The faculty member must hold an academic or professional doctorate, the terminal degree in the relevant field, and/or must have demonstrated competence to do research and scholarly or artistic work in the student's general field. Persons not from the University of Utah may also serve as committee members upon approval of the dean of The Graduate School (a vita for the proposed committee members must accompany the request). Committee chairs must be selected from tenure-line faculty. Immediate family members are not eligible to serve on a student's supervisory committee.

Program of Study Meeting

See program of study form in forms section as well as an example.

Qualifying Exam

(presented to ELP faculty as agenda item to discuss on 11/12/14 by L. Parker DGS)

(Revised by faculty subcommittee on 3/4/2015)

(Approved by ELP faculty on 3/11/2015)

(Clarifications made by ELP faculty subcommittee 12/1/16)

What is the Qualifying Exam?

ELP PhD students complete a qualifying exam at the end of their coursework. The qualifying exam is intended to demonstrate students' mastery of research methods and

a subject specific area within the field of educational leadership or policy that reflects the focus of the student's independent research (i.e., educational policy as it relates to access; college student retention; principal leadership and its impact on instructional delivery). The exam also meets the Graduate School requirement of completing a comprehensive exam. Successful passing of the qualifying exam results in students' advancement to doctoral candidacy. Students must complete the qualifying exam within 12 months of completing their coursework. The date of the qualifying exam is set by the student's supervisory committee chair in consultation with the student to ensure that the exam is taken within the time limits.

The final product of the exam demonstrates the student's ability to engage the literature in the reading list, to critically analyze the literature, and to apply their knowledge of research methods to the problems suggested by the literature.

Possible Formats of the Exam Product

The exam must be of publishable quality. The student will have **seven (7)** days to complete the exam no matter which of the following three formats are chosen.

- an empirically grounded study (e.g., pilot study).
- a critical review paper (e.g., similar in style to a *Review of Educational Research* article, including a methods section describing the literature review process) which grapples with methodological issues, the literature surrounding their topic of interest, and how further research related to the topic might be conducted.
- two specific questions related to a) research methods expertise; and b) a specific area of focus related to educational leadership and policy. This format is intended to benefit the student in that both options should cover the methodological and content expertise needed to move forward with independent dissertation research as the student makes progress toward doctoral degree completion.

Process of the Qualifying Exam

a) Designing and Preparing for the Exam

It is the responsibility of the faculty advisor in consultation with the student to present the options and discuss the different formats and the student and the faculty advisor decide and determine which option fits the topic and/or student better in terms of preparation and completion of the exam. The faculty advisor should make their advisees aware of the three options and also work closely with the student to devise a process for preparing for the qualifying exam. **Student should register for 3 credits of faculty consultation (ELP 7980) with their supervisory committee chair during the semester in which they take the qualifying exam. Once they pass the exam, they can then begin registering for dissertation credit hours (ELP 7970) with their chair. Students need a minimum of 14 dissertation credit hours.**

The faculty advisor of the student crafts a question (or questions) reflecting the student's chosen area of focus. The chair, in conjunction with the student, should develop a reading list which focuses the student's preparation for the exam. Both the exam question and the reading list are circulated among the student's qualifying exam readers for feedback and additions.

There will be a total of at least **three (3)** faculty readers of the qualifying exam. The faculty advisor in consultation with the student will invite the other two readers to evaluate the exam once it is turned in. The faculty chosen could be all from the ELP Department, or in certain cases it would be allowable for another faculty member in another Department here at the University of Utah, or an expert at another institution to serve as a reader if it is determined by the advisor that this person would serve well in this capacity given their expertise in the specific area that relates to the qualifying exam question.

Once the question and reading list are finalized, the chair provides the reading list to the student, and provides the exam question to the department Academic Coordinator, who will then email the question to the student on the morning of the first day of the exam.

The student and chair should engage in a semester- to year-long process to prepare for the exam. When the student is prepared for the exam, the student and chair will select an exam date. On the exam date, the student receives their question from the department Academic Coordinator. The student then has **seven (7)** days to complete the exam, utilizing the materials from the reading list, coursework, and other pertinent material. The student should submit the completed exam by the due date and time to the department Academic Coordinator.

b) Evaluating the Exam

When the student has completed and turned in their exam, it is read and evaluated by the selected faculty readers. This process will be completed within **three (3) weeks** of the exam's completion date. Faculty may evaluate the exam as: pass, revise and resubmit, or fail.

Students who pass the exam are advanced to doctoral candidacy. Students who fail the exam or who must revise and resubmit are responsible for working with their committees to determine what revisions are necessary to pass the exam. The revision or retake must take place by the end of the semester following the one in which the student takes the exam for the first time. Students will be allowed to retake or revise their exam one time, consistent with departmental and University policy as found on the Graduate School's website (<http://gradschool.utah.edu/graduate-catalog/degree-requirements/>)—*An examination or parts of an examination may be repeated only once*

and only at the discretion of the student's supervisory committee). Students who fail to pass the exam revision or retake will not be advanced to doctoral candidacy.

Proposal--Culminates in a Formal Proposal Defense Meeting

PhD Dissertation Proposal Guidelines. For most studies, the following information should be set forth clearly and succinctly in separate sections of the proposal document.

1. **Problem Statement and Research Questions:** What is the problem to be investigated? In other words, what is the purpose of the study? What are the specific research questions the study will seek to answer?
2. **Conceptual Framework and Related Literature:** What theories, concepts, and research provide the best framework to explain or study the problem? Offer conceptual definitions of study variables where appropriate. (
3. **Significance:** Why is the problem important? How will the proposed study fill an important need for knowledge or chart a new area for investigation?)
4. **Methods:** Include methodological considerations such as:
 - (a) sample or data sources
 - (b) data collection procedures
 - (c) instrumentation or measurement tools and issues, including operational definitions of variables where appropriate
 - (d) study design (including checks on possible bias or threats to study validity)
 - (e) data analysis
5. **Assumptions and Limitations:** What are the assumptions and expected limitations of the study?
6. **Implications:** What might be the implications of this study for future scholarship and for educational practice?
7. **How have your doctoral course work, assistantship and/or internship, and previous experience prepared you to do this scholarly work?**
8. **Timeline:** What is the expected timeline for completing your study?

Dissertation--Culminates in a Formal Dissertation Defense Meeting

Multiple Article Dissertation Format (Adopted April, 2016). Students may opt to complete a dissertation in a multiple-article format in consultation with their dissertation advisor and dissertation committee. While it is not required for articles included within the dissertation to be accepted for publication and/or published, there is an expectation with this format that students will submit their work for publication in

appropriate scholarly journals. Therefore, the articles or papers (at least three) included in the dissertation must be of publishable quality; they must conform to the publishing guidelines of the journals to which they will be/have been submitted for publication. However, the dissertation committee will have final determination of whether individual articles meet the content and submission standards for publication as well as the department's dissertation requirements.

Students must consult with their dissertation committee about whether the multiple-article format is appropriate for them. Determining the dissertation format must be completed prior to the submission of the dissertation proposal. The dissertation proposal for the multiple-article format must include the following elements:

- 1) An introduction in which the overall theme and purpose of the dissertation are outlined
- 2) Copies of any completed articles to be included in the dissertation, whether submitted/accepted for publication or published
- 3) An outline of other articles to be included in the dissertation, including proposed research design and method for executing dissertation manuscripts
- 4) A list of journals in which the dissertation articles could be published
- 5) A timeline for completion of the dissertation.

The dissertation proposal defense will parallel the defense of a traditional dissertation proposal.

Students may be the sole or lead author on the articles included in the dissertation. However, for each article, they are also responsible for the following:

- 1) Development and articulation of the research ideas
- 2) Development of the proposal for research
- 3) Developing of the research design
- 4) Conducting the research, analysis, and interpretation
- 5) Writing of the manuscript.

A maximum of one article published or accepted for publication prior to the proposal defense may be included in the dissertation. This article must represent work completed by the student during their enrollment in the ELP PhD program, and must be approved by the dissertation committee at the time of the dissertation proposal defense. The article must be connected to the theme or overall purpose of the dissertation, and part of the original research design.

The multiple-article dissertation must include four elements:

- 1) A general abstract that covers all components of the dissertation.
- 2) A fully-developed introduction with the following components:
 - a. Discussion of the theme that ties the articles together
 - b. Definition or statement of the research problem
 - c. Statement of the problem's significance
 - d. The theoretical foundation(s) supporting the problem/issue

- e. Overview of important literature (this is an overview, because each article will have its own specific literature base)
 - f. The research questions addressing the problem
 - g. The methodology(ies) used to answer the questions.
- 3) The articles/papers (at least three)
 - 4) A fully-developed conclusion with the following components:
 - a. Summary of the dissertation's findings, contribution to the field, limitations, and recommendations
 - b. A discussion of the linkages between the separate papers included in the dissertation that presents the dissertation as a coherent body of work
 - c. An explication of knowledge gaps and implications for future research based on the body of work as a whole.

In this format, each publication is treated as a separate chapter of the dissertation. The Graduate School of the University of Utah indicates that a multiple-article dissertation must include the same components and be formatted in the same way as a traditional dissertation. Students are responsible for ensuring that their multiple-article dissertation meets the formatting requirements of the Graduate School and should consult the Thesis and Dissertation Handbook for detailed guidelines regarding formatting.

The articles included in the dissertation must be of publishable quality. Articles may have been submitted for publication or published before the dissertation defense, in which case students are responsible for obtaining permission from the publishing journal to include the article in the dissertation. Students must notify the publishing journal that the dissertation will be made available online.

The majority of the articles included in the dissertation must be based on data analyzed by the student. The remaining article may be conceptual in nature, or a synthesis of the literature as long as it contributes to the overall theme and purpose of the dissertation without creating significant redundancy with the other articles. The dissertation committee will determine whether there are concerns about redundancy. However, a certain amount of redundancy is acceptable. For instance, elements of the literature review or conceptual framework may appear across the articles because they are relevant to the overall theme of the research.

There are advantages and limitations to this format for students, and these are outlined below.

Advantages

The multiple-article dissertation format:

- 1) allows students interested in academic careers to fully develop a line of research, and a pipeline of potential publications from their PhD experience.
- 2) provides a forum for wide dissemination of the students' knowledge and findings.
- 3) facilitates the use of multiple methodologies and conceptual models.

- 4) exposes students to the manuscript publication process early in their research career.

Disadvantages

The multiple-article dissertation format:

- 1) may be unfamiliar to committees or committee members.
- 2) can provide challenges to creating a coherent dissertation that addresses a clear research problem.
- 3) may require more time to complete due to the requirements of three unique articles and supporting chapters that provide cohesion for the entire project. requires the student to condense a comprehensive review of literature in such a way that it is appropriate for publication.

Thesis Editor

Information regarding this requirement can be found on the following website:

<http://gradschool.utah.edu/thesis/>

Awarding of Degree

Degrees are awarded when students have completed the Graduate School Thesis Editor's requirements for release to the Registrar.

PhD Review Points

Ph.D. students are reviewed at the following points of their program:

- A. Formative Review:** Conducted by the Director of Graduate Studies with the assistance of the entire faculty this review is held at the end of the first year of study.
- B. Qualifying Exam:** At or near the end of course-work, Ph.D. students must take a qualifying exam (which is evaluated by the student's supervisory committee) to assess if the student is eligible for *advancement to doctoral candidacy*.
- C. Dissertation Proposal Defense:** Following advancement to candidacy, a student must successfully defend the dissertation research proposal to his/her supervisory committee to proceed with his/her independent research.
- D. Dissertation Defense:** At the completion of the dissertation research and writing, a student must successfully defend the dissertation study to his/her supervisory committee. The final oral defense must be passed at least one month before graduation, following the submission of a student's dissertation to the supervisory committee. ***Once a student has successfully passed their final dissertation defense, they are not required to register for classes or pay tuition in any future semesters, even if they are still working with the thesis office.***

Doctoral Dissertation Awards--create list for both K12 and H.Ed. (I need help with this)

ACPA Marylu McEwan Dissertation of the Year Award

AERA Division J Dissertation of the Year Award

ASHE Bobby Wright Dissertation of the Year Award

NASPA Melvene D. Hardee Dissertation of the Year Award

Forms

Request for Supervisory Committee, PhD and EdD (see below)

Program of Study, PhD (see below)

Leave of Absence

http://registrar.utah.edu/_pdf/graduate-leave-absence.pdf

Student Travel Assistance, All

<http://gradschool.utah.edu/current-students/graduate-student-travel-assistance-award/>

Graduation Application, All

http://registrar.utah.edu/_pdf/Graduate-Student-Graduation-Application.pdf

REQUEST FOR SUPERVISORY COMMITTEE

Educational Leadership and Policy University of Utah

Student's Name _____

Please print names and have member sign next to it.

PhD supervisory committees consist of five faculty members, at least 3 of whom must be tenure-track faculty in the student's major department. One member of the supervisory committee must be from another department.

EdD supervisory committees consist of three faculty members, the majority of whom must be tenure-line faculty in the student's major department.

Return completed form to Academic Coordinator for ELP in Room 2220 SAEC.
Questions can be directed to Marilyn Howard at 801-581-6714 or
marilynn.howard@utah.edu.

Committee chair: _____
Signature

Member: _____
Signature

Member: _____
Signature

Member: _____
Signature

Member: _____
Signature

Revised 11/15/16

PhD PROGRAM OF STUDY

A. ELP Core 12 Credits (should be taken in year one or two)

Course	Instructor	Credits	Term	Grade
ELP 7220 Leadership Theory		3		
ELP 7240 Organizational Theory		3		
ELP 7440 Education Policy		3		
ELP 7480 L'ship, Diversity, & Social Justice in Education		3		

B. Content Specialization 15 Credits (6 credits must be taken outside of ELP/COE)

Course	Instructor	Credits	Term	Grade
Outside ELP/COE				

C. Research Course Work 21 Credits

Course	Instructor	Credits	Term	Grade
ELP 7030 Intro to Inquiry		3		
ELP 7040 Quant Methods I		3		
ELP 7060 Qual Methods I		3		

ELP 7600 Diss Proposal Writing Seminar		3		
SPECIALIZATION SEQUENCE				

D. Research Apprenticeship – 6 Credit Hours

Course	Instructor	Credits	Term	Grade
ELP 7660		3		
ELP 7660		3		

E. Faculty Consultation Hours with Dissertation Chair (*Preparation for Qualifying Exam*)
– 3 Credit Hours

Course	Instructor	Credits	Term	Grade
ELP 7980*		3		

F. Dissertation/Independent Research – 14 Credit Hours

Course	Instructor	Credits	Term	Grade
ELP 7970				
ELP 7970				
ELP 7970				

* Program/degree requirement, does not count toward your program of study.

Example Program of Study Document

(This is just one possible example of a program of study document. Students should work closely with their supervisory committee chair when preparing for their program of study meeting and follow their chair's advice regarding documentation.)

**PhD Program of Study
Department of Educational Leadership and Policy
University of Utah**

Liliana Castrellón

A program of study submitted for the fulfillment of course work for the Ph.D. degree in Educational Leadership and Policy to the advisory committee:

Dr. María Ledesma, Chair
Dr. Gerardo López
Dr. Irene Yoon

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Academic Profile

As a critical race and Chicana Feminist researcher my lived experiences, epistemology, and ontology highly influence how and why I conduct research. My current research topic on immigration policies that effect undocumented communities and education policies stem from issues I saw happening around me as a youth and organizations I was involved in as an undergraduate student at California State University, Monterey Bay (CSUMB). As a graduate student, this topic has developed into a possible dissertation topic: to examine how the interpretation of the policy H.B. 144 influences institutional policy practice and to see if what the policy intends to offer is aligned with what students experience in administrators' daily practices. Thus, I seek to consider how policy actors interpret the policy, how it is implemented in everyday practice, and further, how students experience the policy practice. Growing up in a predominately Latinx/Chicanx¹ community with families of multiple immigration statuses and backgrounds, we were hyper-vigilant during immigration policy changes. Although my family was lucky enough to have citizenship many extended family members, my

¹ Latinx/Chicanx is a gender neutral term for Latina/Chicana and Latino/Chicano individuals used to be inclusive of all individuals including but not limited to, gender nonbinary, transgender, gender queer, etc.

friends and their families had mixed statuses. This was especially pertinent when we were in high school and my peers and I had different pathways to college.

As a first year college student, I joined a Chicana student organization, Movimiento Estudiantil Chicanas/os de Aztlán (M.E.Ch.A), at the time the DREAM Act was entering national discussions on immigration reform; for us MEChistas the DREAM Act was a topic that we showed our support for through hosting multiple workshops and actions. As a second year student H.R. 4437² was introduced to legislation and made its way into national discourse, H.R. 4437 was seen as a direct attack on undocumented communities and allies. As a young activist and ally I took part in organizing many movements and informational sessions. These sessions were intended to support undocumented students and communities and to collectively organize strategies to fight back against such legislations. Years later, while working on my senior capstone, I was able to work with an organization of local high school students that were organizing themselves to make changes for undocumented students. In a community with a large population of migrant farmworkers and undocumented families, the students successfully passed a resolution at the school board for all teachers in the school district to receive professional development on policies that impacted undocumented students.

I choose to reference my background because it highly informs why I would like to center my dissertation on the need for policy change and practice for this population of students. For me, this topic connects to my activism throughout college, students who I have worked with in the past and currently work with, as well as my community. The *why* I conduct research is essentially to push and provide implications for social and educational justice.

My current research inquiry will explore the following questions:

- How do previous and current Utah senators, public higher education administrators, and current Utah undergraduate undocumented/DACAmented students interpret Utah's H.B. 144³?
- How do Latinx Utah undergraduate undocumented/DACAmented students at a research one public institution experience H.B. 144?

I came to these questions while thinking critically about experiences I was hearing from students in relation to the practices of this policy at the same institution but with different administrators. Answers to these questions will contribute to the existing field on research on experiences of undocumented students by looking through the lens of

² Also known as the “Border Protection, Anti-Terrorism, and Illegal Immigration Control Act of 2005” passed the US House of Representatives in December 2005 and sparked national protests in 2006 leading to it not passing the U.S Senate. Among other factors, the Bill would have called for 700 miles of double-layered fence along the U.S./Mexican border, reimbursed states for aiding in immigration enforcement, and would have criminalized (through federal charges) anyone who knowingly aided and undocumented person to remain in the United States.

³ A policy in Utah that allows for students who are undocumented/DACAmented and meet certain qualifications to receive in-state tuition

policy interpretation and practice; this work aims to whether what students are experiencing is aligned (or not) with what administrators perceive their institutional practices to foster.

This study will contribute to knowledge on how policy interpretation effects institutional practices towards historically marginalized students. Deconstructing how policy is interpreted and the ways in which these interpretations lie within a sociopolitical and sociohistorical context is essential for determining the ways in which historically marginalized students experience policies through a complex and messy political environment. I conduct my research with the intent of creating institutional change through equitable policy practices for historically marginalized students, including students who are undocumented/DACAmented.

Areas of Proficiency and Proposed Timeline

Areas of Proficiency:

1. Critical Qualitative Research Methods
2. Sociohistorical Context and Framing of Immigration and Education Policies

Developing Area of Proficiency:

3. State and National Policy Interpretation and Analysis

Proposed Timeline:

- | | |
|----------------------------------|-------------|
| 1. Program of Study | Fall 2016 |
| 2. Completion of Coursework | Spring 2017 |
| 3. Comprehensive Exams | Spring 2017 |
| 4. Dissertation Proposal Defense | Summer 2017 |
| 5. Dissertation Defense | Spring 2018 |

Proficiency Area 1: Critical Qualitative Research Methods

Relevant Coursework:

ECS 6950: Testimonios in Education, Dr. Dolores Delgado Bernal, Fall 2012
 ECS 6625: CRT, LatCrit, CRF, Dr. Dolores Delgado Bernal, Spring, 2013
 ECS 7950: Borderlands in Education, Dr. Dolores Delgado Bernal, Fall 2015
 ELP 7060: Qualitative Research Methods I, Dr. María Ledesma, Spring 2015
 ELP 7062: Qualitative Research Methods II, Dr. Irene Yoon, Spring 2016
 ECS 7670: Issues in Qualitative Research, Dr. Wanda Pillow, Fall 2016
 ELP 7960: Discourse Analysis, Dr. Irene Yoon, Spring, 2017

Throughout my training as a qualitative researcher, I have identified myself as a critical qualitative research who utilizes CRT, LatCrit, and Chicana Feminist methodological tools to collect and analyze data. Stemming from a critical/feminist research paradigm, I conduct research with the intent of social change and use research methods that honor the voices and experiences of the participants. The courses that I have taken have begun to teach me how to ethically collect research through interview processes, data analysis, and the writing process. This is essential to

my dissertation as the research I will be conducting includes a very vulnerable population: undocumented/DACAmented students. The research I conduct is heavily guided by my epistemological framework as a first-generation Chicana college student, and is undergirded by notions of constant researcher negotiations, reflexivity (Villenas, 1996; Pillow, 2003), member checking (Merriam & Tisdell, 2016), and being in communication with oneself, participants, data, and literature.

Throughout the various courses I have taken in qualitative methods I have been able to explore a multitude of research tools and data collection strategies. In the ECS courses I have taken with Dr. Dolores Delgado Bernal, I have thoroughly studied, learned, and practiced different forms of interview strategies such as *testimonios*, and counterstorytelling. Additionally, in these courses I have been able to fluidly understand how to utilize my own experiential knowledge when partaking in the research process. In *Qualitative Research Methods I* with Dr. María Ledesma, I was able to learn basic information about qualitative research. More so, this course helped to validate that I could use a Chicana Feminist Epistemology in the field of educational leadership and policy. Prior to this course, I had been struggling with trying to write and conduct research a certain way from having switched from ECS to ELP. In ECS it was easy to be subjective, and include my voice and thoughts in a scholarly manner but not always necessarily for a scholarly audience. When I switched to ELP I was focused on trying to learn to write for an academic audience and felt I was losing my voice as a Chicana Feminist. This course helped to validate that I could bring my framework to this field and contribute to scholarship. *Qualitative Research Methods II* really helped to shape my research questions and where I should continue to head with my topic. Writing a mini proposal for this course helped me to have a solid idea for my dissertation and a skeleton of how I could begin to frame the research. This course also helped me to understand that if I were to continue moving forward with the topic of analyzing policy interpretations and the effects of in-state tuition policies on students who identify as undocumented, there are some areas I need further coursework in, such as Critical Discourse Analysis and Critical Policy Analysis.

Additionally, aside from teaching me to be an ethical researcher, these courses along with research experience I learned at the Utah Education Policy Center (UEPC), have taught me to conduct research projects, analyze data, and write analysis. Several courses that I have taken have allowed for me to cultivate my research skills by either culminating with a mini research project or a mini research proposal. Furthermore, throughout summers I have worked closely with professors on research projects. For example, this past summer I was a graduate fellow at Duquesne University where I also conducted research, analyzed interview transcripts. I am currently in the process of writing findings with the projects principal investigators, Drs. Amy Olsen and Gretchen Generett. Although I will be learning more about research throughout the dissertation process, I have had adequate practice to learn multiple qualitative research techniques, programs (i.e. HyperResearch and Atlas.Ti), and writing strategies.

Proficiency Area 2: Sociohistorical Context and Framing of Immigration and Education Policies

Relevant Coursework:

ECS 6950: Immigration and Education, Dr. Leticia Alvarez, Spring 2013
ECS 6960: Immigrant and Refugee Student Experiences, Dr. Leticia Alvarez, Spring 2014
ELP 6960 Contemp. Issues in Higher Ed Pol, Dr. María Ledesma, Spring 2014
ELP 7960: K12 and College Leavers, Dr. Larry Parker, Spring 2015
ECS 7832: Refugee Education, Dr. Karen Johnson, Fall 2015
ELP 7440: Education Policy, Dr. Yongmei Ni, Spring 2016

This proficiency area has really been fostered through many courses I have taken. For example, although *K12 & College Leavers* did not focus solely on students with immigrant backgrounds, my final paper centered on the experiences of undocumented/DACAmented students that stopped out of college due to institutional policy practices. In the course *Immigration and Education* we delved into literature that framed the ways in which students with immigrant backgrounds have been treated in public schools, how communities have responded to policy changes, and how national discourse on immigration impacts students throughout their schooling. One thing that stuck out to me from this course is the way in which policies that target families with immigrant backgrounds indirectly effects children in schools, even when it is not an education policy (Filindra, Blanding, Garcia Coll, 2011). Filindra et. al (2011) explain that policy matters in multiple ways such as, in states that are more inclined to be inclusive of families with immigrant backgrounds, there are higher graduation rates for children of immigrants. Multiple studies have similar results to Filindra et al (2011), however, this was the first reading that put into perspective for me how policy whether it directly impacts education or not effects the educational trajectories of students with immigrant backgrounds. I enjoyed this course so much that I wanted to dig deeper into the topic and took an independent study course with Dr. Alvarez the following year.

In an independent study course with Dr. Alvarez we focused on both experiences of students with immigrant and refugee backgrounds. We co-constructed a syllabus and I was able to hone in on literature that expressed the differences between students with immigrant backgrounds and students with refugee backgrounds. What is important about this, is that many researchers try to lump these populations of students together resulting in varied implications for policy and practice that may or may not be beneficial for each population of students as they both have very different needs (McBrien, 2005). In the course *Refugee Education* with Dr. Johnson, we focused in on the topic of students with refugee backgrounds in the United States and how their varied experiences in refugee camps and access or lack of access to education affects their schooling experiences in the United States. Further we focused on experiences of communities with refugee backgrounds from all over the world, including the then recent topic of unaccompanied Central América youth and the debate as to whether these children should be given a refugee status. This shed light on the sociopolitical context of who (from which countries, etc.) gets to be granted refugee status and who does not. For example, it is much more difficult for families from México or Central América to be given this status despite them often meeting the requirements of what it takes to be granted status of political asylum or refugee.

Developing Proficiency Area 3: State and National Policy Interpretation and Analysis

Relevant Coursework:

ELP 7440: Education Policy, Dr. Yongmei Ni, Spring 2016

ELP 7650: Education Policy Center Practicum, Fall 2016

In *Education Policy*, we learned how policies are constructed and how they are implemented. We focused on understanding what influences policies, policy change, and how our implementation within the State of Utah. My final in this course was a policy issue paper, where I focused on financial aid policies for undocumented students. I did a small literature review on policies that exist in different parts of the country. I focused the paper on my area of research for my own learning and understanding of sociohistorical context of state-level and institutional policies that currently exist for undocumented/DACAmented students.

In the *Education Policy Center Practicum* with Dr. Rorrer I will be working with her on a book prospectus about policy change frameworks. Specifically we will be focusing on punctuated equilibrium (Jones & Baumgartner, 2012) to thinking about policy change. Throughout the semester I will be synthesizing literature while also accompanying Dr. Rorrer to meetings that may allow me to see some of policy changes in action and to understand the discourse that is used to argue for policy change and the process of it.

These courses reflect a developing proficiency area. I believe there is still much I have to learn about critical policy analysis and policy interpretation. My plan is to continue developing this proficiency area by taking a Research Apprentice Course (RAC) with Dr. María Ledesma in spring 2017 with a focus on policy interpretation.

Summary of Completed Coursework

Masters Level Courses	Grade	Term	Professor
ECS 6600 Intro Crit\Cult Stud Ed		Fall 2012	Dr. Roderick Land
ECS 6636 Literacy Culture Pract		Fall 2012	Dr. Verónica Valdez
ECS 6950 Testimonios in Education		Fall 2012	Dr. Dolores Delgado Bernal
ECS 6625 CRT, CRF & LATCRIT		Spring 2013	Dr. Dolores Delgado Bernal
ECS 6950 Pol Econ & Neolib. in Ed K-16		Spring 2013	Drs. Larry Parker & Frank Margonis
ECS 6950 Immigration and Education		Spring 2013	Dr. Leticia Álvarez
ECS 6627 Race, Culture		Fall 2013	Dr. Karen Johnson
ECS 6639 Language and Community		Fall 2013	Dr. Verónica Valdez
ECS 6720 College Teaching & Social Justice		Fall 2013	Dr. Audrey Thompson
ECS 6960 Immigrant and Refugee student exp.		Spring 2014	Dr. Leticia Alvarez

ECS 6961 Comprehensive Exams		Spring 2014	Dr. Wanda Pillow
ELP 6960 Contemp. Issues in Higher Ed Pol		Spring 2014	Dr. María Ledesma

Doctoral Level Courses	Grade	Term	Professor
ELP 7220 Leadership Theory		Fall 2014	Dr. Paula Smith
ELP 7480 Ldrshp Div & SJ in K-16		Fall 2014	Dr. Larry Parker
ELP 7960 Introduction to Inquiry		Fall 2014	Dr. Amy Bergerson
ELP 7060 Qual Research Meth I		Spring 2015	Dr. María Ledesma
ELP 7240 Organizational Theory		Spring 2015	Dr. Paula Smith
ELP 7960 K12 & College Leavers		Spring 2015	Dr. Larry Parker
ECS 7832 Refugee Education		Fall 2015	Dr. Karen Johnson
ECS 7950 Borderlands		Fall 2015	Dr. Dolores Delgado Bernal
ELP 7040 Quant Research Meth		Fall 2015	Dr. Jason Taylor
ELP 7960 RAC		Fall 2015	Dr. Octavio Villalpando
ELP 7062 Qual Research Meth II		Spring 2016	Dr. Irene Yoon
ELP 7440 Educational Policy		Spring 2016	Dr. Yongmei Ni
ELP 7660 Research Practicum		Spring 2016	Dr. Octavio Villalpando
ECS 7670 Iss in Qual Res		Fall 2016	Dr. Wanda Pillow
ELP 7600 Proposal Writing Seminar		Fall 2016	Dr. María Ledesma
ELP 7650 Ed Pol Center Practicum		Fall 2016	Dr. Andrea Rorrer
ELP 7960 Higher Ed Administration		Fall 2016	Dr. Octavio Villalpando

PhD PROGRAM OF STUDY

A. ELP Core 12 Credits (should be taken in year one or two)

Course	Instructor	Credits	Term	Grade
ELP 7220 Leadership Theory		3		
ELP 7240 Organizational Theory		3		
ELP 7440 Education Policy		3		
ELP 7480 L'ship, Diversity, & Social Justice in Education		3		

B. Content Specialization 15 Credits (6 credits must be taken outside of ELP/COE)

Course	Instructor	Credits	Term	Grade
Outside ELP/COE				

C. Research Course Work 21 Credits

Course	Instructor	Credits	Term	Grade
ELP 7030 Intro to Inquiry		3		
ELP 7040 Quant Methods I		3		
ELP 7060 Qual Methods I		3		
ELP 7600 Diss Proposal Writing Seminar		3		
SPECIALIZATION SEQUENCE				

D. Research Apprenticeship – 6 Credit Hours

Course	Instructor	Credits	Term	Grade
ELP 7660		3		
ELP 7660		3		

E. Faculty Consultation Hours with Dissertation Chair (*Preparation for Qualifying Exam*) – 3 Credit Hours

Course	Instructor	Credits	Term	Grade
ELP 7980*		3		

F. Dissertation/Independent Research – 14 Credit Hours

Course	Instructor	Credits	Term	Grade
ELP 7970				
ELP 7970				
ELP 7970				

* Program/degree requirement, does not count toward your program of study.

References:

- Filindra, A., Blanding, D. & Garcia Coll, C. (2011). The power of context: state-level policies and politics and the educational performance of the children of immigrants in the United States. *Harvard Education Review*, 81(3), 407-437.
- Jones, B.D., & Baumgartner, F.R. (2012). From there to here: punctuated equilibrium to the general punctuation thesis to a theory of government information processing. *Policy Studies Journal*, 40(1), 1-19
- McBrien, J.L. (2005) Educational needs and barriers for refugee students in the United States: A review of the literature. *American Educational Research Association*, 75(3), 36.
- Merriam, S.B., & Tisdell, E.J. (2016). *Qualitative Research: A Guide to Designing and Implementation, Fourth Edition*. San Francisco, CA: Jossey-Bass.
- Pillow, W. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. *International Journal of Qualitative Studies in Education*, 16(2), 175-196.
- Villenas, S (1996). The colonizer/ colonized Chicana ethnographer: Identity, marginalization, and co-optation in the field. *Harvard Education Review*, 66(4), 711-731.

Policies

**Roles and Responsibilities Chart for Doctoral Students
(Approved by ELP faculty 2/13/2018)**

✓ = Primary Responsibilities + = Back-up

	Coordinator	DGS	Faculty Advisor	Faculty Chair
Recruitment	✓	+	+	+
Admissions	+	✓		
Orientation	✓	✓		
Review of Doctoral Students		✓	+	+
Program of Study for Graduation	+	✓	+	+
Advising		+	✓	
Qualifying Exam (PhD)				✓
Program of Study Formal Review (PhD)				✓
Proposal Defense (PhD/EdD)				✓
Dissertation Defense (PhD/EdD)				✓

Off-Cycle Admissions and Changing Degrees Policy (Approved May 1, 2017)

The Department of Educational Leadership and Policy does not consider off-cycle admission cases except for the following reasons:

- **Students who are discontinued by the University because they forgot to register for a semester or take a leave of absence.** These students are allowed to reapply upon the approval of their supervisory committee chair and the director of graduate studies. They will not be required to submit new written essays or letters of recommendation.
- **Transfer students from another department within the College of Education or University of Utah and transfer students from another university that are relocating to Salt Lake City.** For these situations, the admissions committee (for that year) and the director of graduate studies will discuss the case and make a decision on whether to allow the transfer student to apply off-cycle or not. If the students are allowed to apply off-cycle, the application will be reviewed by the current admissions committee and the director of graduate studies, and they will then make a recommendation to the entire faculty and the department chair will make the final decision on whether to admit or not.
- **Students who decide at any point that they want to change degree programs** will have to formally re-apply to the Department and the specific program. It is the responsibility of the student seeking to change programs to discuss the details of the process (such as reviewing the personal statement or if new letters of recommendation are needed or making copies of the previous application file, application fees if warranted, etc) with their faculty advisor, the Director of Graduate Studies and the administrative staff person in charge of processing applications. The admissions committee will review the student application along with all other applicants for the official fall-cycle admissions only. If accepted to the alternate degree program, they will be subject to the requirements for the new degree program. In addition, the student making the change must provide a letter of support from their faculty advisor and the student must be in good academic standing with course work, GPA, and completed assignments.

Student Progress Review and Dismissal Policy

Approved by ELP Faculty as of 3/08/2017
Approved by Graduate School 3/25/2017

The following ELP dismissal policies are in concert with the University of Utah policies regarding student dismissal. For further information regarding university policies, please see the following: <http://regulations.utah.edu/academics/6-400.php>

- I. The ELP department will conduct annual academic progress reviews of all graduate students enrolled in degree-seeking programs. A written copy of the review will be given to the student and placed in the student's academic file. The progress review will include: a) a student self-report and assessment of academic progress; b) a review prepared by the advisor and at least one other faculty member to focus on an assessment of degree progress and student strengths and weaknesses--a copy of this written review is given to the student; and c) an opportunity for the student to discuss this review in person.

II. MASTERS PROGRAMS

A. Academic Expectations

1. M.Ed. in Student Affairs

The ELP Faculty – Higher Education have established the following standards and expectations for successful progress in this degree program:

- No grade below a C- will be accepted for completion of the degree.
- The student may repeat the course two times if course is available within a 4-year time frame for program completion.
- The minimum cumulative grade point average of a 3.0 is required for completion of the degree.
- Students must make acceptable progress toward the degree as determined by the program director in consultation with the Director of Graduate Studies.
- The degree requirements must be completed in 4 years.
- The culminating experience is the Capstone course (ELP 6720) that is an in-person experience during the last semester of enrollment. In this course, students write either a research-scholar or research-practitioner paper that is reviewed for pass by 2 ELP Higher Education Program faculty members. The Capstone paper must receive a pass for successful completion of the course and degree program.

Students are required to check-in with the Program Director every term on progress towards successful completion. Students receive feedback after the first year of matriculated enrollment on progress from the Program Director. If the above standards and expectations are not being met, the Program Director will establish a written plan to meet these standards.

2. M.Ed Students in K12

The ELP Department has established the following standards and expectations for successful progress in the K12 M.Ed. degree programs (Teacher Instructional Leadership and K12 School Administration):

- A grade below C- is not accepted for credit toward a graduate degree. Students may repeat a course two times if the course is available within the 4-year time frame for program completion.
- Candidates for graduate degrees are required to maintain a 3.0 or higher GPA in course work counted toward the degree. Students who fall below a 3.0 cumulative GPA will be placed on academic probation. Students will be granted two consecutive semesters to bring GPA to 3.0 or higher.
- Students who receive more than one incomplete in a given semester will not be allowed to register for subsequent classes the next term until the previous incompletes are cleared.
- Reports of 'credit/no credit' and 'audit' are not acceptable for a course to count toward student's program of study.
- Incomplete grades may be given when special circumstances intervene to prevent the timely completion of coursework. The work should be completed as expeditiously as possible, but no later than one year after the course was taken. Failure to complete will result in a grade of 'E'.
- Incomplete grades will be reviewed by the Director of Graduate Studies and the Program Director on a case-by-case basis to determine student status toward degree completion.
- Students must make acceptable progress toward the degree as determined by the program director in consultation with the Director of Graduate Studies.

B. Capstone Requirement

All graduate students enrolled in masters degree programs must complete the capstone requirement specific to the program in which enrolled.

1. Capstone Requirement for K12 School Administration

A student will need to complete an ePortfolio Capstone project as outlined in the Administrative Internship Handbook. The ePortfolio Capstone will be evaluated (rubric) by an instructor within the cohort program of study. Students must receive a passing score of satisfactory or higher in each section. Students that receive a score of emerging in any section will have the opportunity to revise (one time) for a passing score. Completion of the capstone with a passing score must be completed prior to graduation.

Students should meet with his/her program advisor a minimum of one time each academic year while enrolled in the program to discuss progress towards successful degree completion.

A student will receive written feedback on academic progress after the first year of matriculated enrollment on progress from the program director. The purpose of the review is to assess the overall program of each student in the program, to identify any areas of deficiency, and to identify means by which the faculty can assist each student to achieve success in the program.

C. Time Limit

Academic requirements for each M.Ed. degree must be completed within four consecutive academic years.

A student who fails to complete his/her degree within the required time period may petition his/her program advisor for a one-time extension or leave of absence. Petitions are evaluated by the Director of Graduate Studies and if approved, forwarded to the Dean of the Graduate School. Petitions must contain: 1) a rationale for the time extension; 2) an explanation of what requirements need to be completed; 3) a descriptive timeline and final date for completion of all degree requirements. Extensions and/or leaves of absence are granted in rare cases and may only be granted for a total of one academic year (fall/spring).

D. Leave of Absence

A student who wishes to discontinue enrollment for one or more semesters (other than summer term) must timely file a request for leave of absence form with the Director of Graduate Studies. Before being forwarded to the Graduate Records Office for approval by the Dean of the Graduate School, the form must be approved by the program advisor and/or the department chair. The form must be submitted before the last day of classes prior to the semester a leave of absence is requested. A leave of absence can only be requested for a total of one academic year (fall/spring). The student must be

in good academic standing and it will not be counted against the student's time limit for program completion. Students cannot file a retroactive request for leave of absence. The leave of absence has to be approved by the Director of Graduate Studies and the Program Director.

E. Dismissal

Students in the M.Ed programs must meet all of the academic expectations set forth above and make sufficient progress towards successful degree completion. If the above standards and expectations are not being met, students will be informed in writing of their academic deficiencies. If those deficiencies are not corrected, the Director of Graduate Studies may recommend dismissal from the program. Students may also be dismissed for behavioral and/or academic misconduct. Dismissals, including appeals, shall be processed according to procedures outlined in the "Code of Student Rights and Responsibilities." (<http://regulations.utah.edu/academics/6-400.php>).

II. Ed.D. PROGRAMS

A. Academic Expectations

- A grade below C- is not accepted for credit toward a graduate degree.
- Candidates for graduate degrees are required to maintain a 3.0 or higher GPA in course work counted toward the degree. Students who fall below a 3.0 cumulative GPA will be placed on academic probation.. Students will be granted two consecutive semesters to bring GPA to 3.0 or higher.
- Reports of 'credit/no credit' and 'audit' are not acceptable for a course to count toward student's program of study.
- Students who receive more than one incomplete in a given semester will not be allowed to register for subsequent classes the next term until the previous incompletes are cleared.
- Reports of 'credit/no credit' and 'audit' are not acceptable for a course to count toward student's program of study.
- Incomplete grades will be reviewed by the Director of Graduate Studies and the Program Director on a case-by-case basis to determine student status toward degree completion.
- Students must make acceptable progress toward the degree as determined by the program director in consultation with the Director of Graduate Studies.
- Incomplete grades may be given when special circumstances intervene to prevent the timely completion of coursework. The work should be completed as required below. Failure to complete course work within one year after the course was taken will result in a grade of 'E'.

- Students must maintain satisfactory progress toward the ELP EdD degree as described below.

B. Graduate Advising and Review

Students should check-in with their assigned advisor or the Graduate Program Director each semester on progress towards successful degree completion.

Students receive written feedback on academic progress after the first year of matriculated enrollment on progress from the Director of Graduate Studies. The purpose of the review is to assess the overall program of each student in the program and to identify means by which the faculty can assist each student to achieve success in the program.

Students are required to have selected a committee chair and committee members for the Capstone prior to summer of year two (excluding leaves of absence).

C. Time Limit

All requirements for the entire program of the Ed.D degree must be completed within seven consecutive years.

A student who fails to complete his/her degree within the required time period may petition his/her program advisor for a one-time extension. Petitions are evaluated by the Director of Graduate Studies and if approved, forwarded to the Dean of the Graduate School. Petitions must contain: 1) a rationale for the time extension; 2) an explanation of what requirements need to be completed; 3) a descriptive timeline and final date for completion of all degree requirements.

An extension can only be granted for a total of one academic year (fall/spring).

D. Leave of Absence

Students must be **continuously enrolled** (meaning Fall/Spring) to remain in good status with the Graduate School. If a student fails to register and does not timely request a leave of absence, the student will have to apply to the graduate school and department for re-admission. Students cannot file a retroactive request for leave of absence.

Students who choose to discontinue their studies for one or more semesters (other than summer term) must timely file a request for leave of absence form with the Director of Graduate Studies. Before being forwarded to the Graduate Records Office for approval by the Dean of the Graduate School, the form must be approved by the supervisory committee chair and/or the department chair. The form must be submitted before the last day of classes prior to the semester you are requesting a leave of absence.

A leave of absence can only be requested for no more than a total of one academic year (fall/spring) or two semesters. Time periods set forth in this policy will be adjusted for the additional extra one year for an approved leave of absence.

E. Dismissal

Students in the Doctoral program must meet all of the academic expectations set forth above and make sufficient progress towards successful degree completion. If the above standards and expectations are not being met, students will be informed in writing of their academic deficiencies and will be referred to the department chair in consultation with his/her advisor for review and consideration. This review will be done on a case by case basis; if it is determined that the student should be given the opportunity to meet the Department and advisor academic requirements toward degree completion, this will be detailed in writing with specific steps and timeline for completion and spelled out in a formal letter of agreement. If the student completes this phase, then they will back in good standing to proceed toward degree. If the requirements are not met by the deadline set in the timeline agreement, the student case will be reviewed again by the Department chair in consultation with the faculty advisor of the student and the DGS. After this review, the student's status in the Department will be a recommendation of dismissal from the doctoral program. A student may reapply for re-admission once they are dismissed, but there is no guarantee of acceptance, and the student would have to re-take all classes and program requirements toward degree completion. These policies in no way supersede or are a substitute for regulations of the Graduate School. Students may also be dismissed for behavioral and/or academic misconduct. Dismissals, including appeals, shall be processed according to procedures outlined in the "Code of Student Rights and Responsibilities." (<http://regulations.utah.edu/academics/6-400.php>).

III. Ph.D. PROGRAM

A. Academic Expectations

In order maintain satisfactory progress toward an ELP Ph.D. degree, students are required to meet the following minimum criteria:

- Complete their degree within 7 years of admission to the program.
- Secure and maintain regular contact with a faculty advisor in the Department who supervises the student's studies in ELP.
- Maintain an over-all grade point average of at least 3.0 in graduate courses completed at the University of Utah for credit toward the degree. If the cumulative GPA falls below a 3.0, the student will be placed on academic probation for the next two consecutive semesters of enrollment and must maintain a 3.00 average during that time. If at the end of this

probationary period the student does not have a cumulative 3.00 GPA in his/her program of study (i.e., courses associated with the completion/fulfillment of the degree), the student will be dismissed from the academic program. Nothing below a C- is accepted for graduate credit.

B. Timely Complete Courses

- An approved incomplete may be given when special circumstances intervene to prevent the timely completion of coursework. The work should be completed as expeditiously as possible, but no later than one year after the course was taken. Failure to complete will result in a grade of 'E'.
- Incomplete grades will be reviewed by the Director of Graduate Studies x on a case-by-case basis to determine student status toward degree completion.
- Students who receive more than one incomplete in a given semester will not be allowed to register the next semester until the previous incompletes are cleared.

C. Timely Fulfillment of Degree Requirements

- Students must make acceptable progress toward the degree as determined by the Director of Graduate Studies.
- Complete an approved plan of study formal hearing by the end of the student's third semester of graduate study.
- Pass the comprehensive Qualifying Examination within the equivalent of three years of full-time study or four years part-time study after admission to the Ph.D. program. Students will have a maximum of two opportunities to pass the Qualifying Examination.
- Pass the dissertation proposal defense examination within 7 years after formal admission to the Ph.D. program. Students will have a maximum of two opportunities to pass their proposal defense examination.

Any student who fails to take either the Qualifying Examination or the final dissertation defense examination within the time limits suggested will, unless granted an extension, be declared "inactive." An inactive student is not eligible for any examination or for the degree until his/her program of studies has been reviewed and approved by the dissertation committee. The purpose of the review is to determine: whether the student should seek re-submission to doctoral study, whether additional course work may be necessary, and/or whether the thesis proposal or thesis remains acceptable.

D. Graduate Advising and Review

Students should check-in with their assigned advisor or the Graduate Program Director each semester on progress towards successful degree completion.

Students receive written feedback on academic progress after the first year of matriculated enrollment on progress from the Director of Graduate Studies. The purpose of the review is to assess the overall program of each student in the program and to identify means by which the faculty can assist each student to achieve success in the program.

Students are required to have selected a committee chair and committee members for the Qualifying Exam no later than fall of Year 2 (excluding leaves of absence).

E. Time Limit

All requirements for the Ph.D. degree must be completed within seven consecutive years.

A student who fails to complete his/her degree within the required time period may petition his/her program advisor for a one-time extension. Petitions are evaluated by the Director of Graduate Studies and if approved, forwarded to the Dean of the Graduate School. Petitions must contain: 1) a rationale for the time extension; 2) an explanation of what requirements need to be completed; 3) a descriptive timeline and final date for completion of all degree requirements.

An extension can only be granted for a total of one academic year (fall/spring).

F. Leave of Absence

Students must be **continuously enrolled** (meaning Fall/Spring) to remain in good status with the Graduate School. If a student fails to register and does not request a leave of absence, the student will have to apply to the graduate school and department for re-admission. Students cannot file a retroactive request for leave of absence.

Students who choose to discontinue their studies for one or more semesters (other than summer term) must file a request for leave of absence form with the Director of Graduate Studies. Before being forwarded to the Graduate Records Office for approval by the Dean of the Graduate School, the form must be approved by the supervisory committee chair and/or the department chair. The form must be submitted before the last day of classes prior to the semester the student is requesting a leave of absence.

A leave of absence can only be requested once during a doctoral program and only for a total of one academic year (fall/spring). Time periods set forth in this policy will be adjusted for the additional extra one year for an approved leave of absence.

G. Dismissal

Students in the PhD program must meet all of the academic expectations set forth above and make sufficient progress towards successful degree completion. If the above standards and expectations are not met, students will be informed in writing of their academic deficiencies and will be referred to the department chair in consultation with their advisor for review and consideration. This review will be done on a case by case basis; if it is determined that the student should be given the opportunity to meet the Department and advisor academic requirements toward degree completion, this will be detailed in writing with specific steps and timeline for completion and spelled out in a formal letter of agreement. If the student completes this phase, then they will back in good standing to proceed toward degree. If the requirements are not met by the deadline set in the timeline agreement, the student's case will be reviewed again by the Department chair in consultation with the faculty advisor of the student and the DGS. After this review, the student's status in the Department will be a recommendation of dismissal from the doctoral program. A student may re-apply for re-admission once they are dismissed, but there is no guarantee of acceptance, and the student would have to re-take all classes and program requirements toward degree completion. These policies in no way supersede or are a substitute for regulations of the Graduate School. Students may also be dismissed for behavioral and/or academic misconduct. Dismissals, including appeals, shall be processed according to procedures outlined in the "Code of Student Rights and Responsibilities." (<http://regulations.utah.edu/academics/6-400.php>).

Progress Checklist for Ph.D. Students

First Year	Complete
Coursework Fall <ul style="list-style-type: none"> • ELP XXXX • ELP XXXX • ELP XXXX Coursework Spring <ul style="list-style-type: none"> • ELP XXXX • ELP XXXX • ELPXXXX Select Advisor _____	
Second Year	
Coursework Fall <ul style="list-style-type: none"> • ELP XXXX • ELP XXXX • ELP XXXX Coursework Spring <ul style="list-style-type: none"> • ELP XXXX • ELP XXXX 	

<ul style="list-style-type: none"> • ELPXXXX Research Project w/Faculty Select Committee File Program of Study	
Third Year	
Coursework Fall <ul style="list-style-type: none"> • ELP XXXX • ELP XXXX • ELP XXXX Coursework Spring <ul style="list-style-type: none"> • ELP XXXX • ELP XXXX • ELPXXXX 2. Complete Coursework Review Program of Study with Advisor/Chair Awards and Recognitions – Applications	
Fourth Year	
<ul style="list-style-type: none"> • Comprehensive or Qualifying Exams – Passed • Submit Chap 1 -3 to Chair for Review & Approval • Proposal Defense w/Committee- Passed • Complete Training for IRB (CT Modules) • Open IRB Account • Submit Documents to IRB with Chair approval • Begin Data Collection • Awards and Recognitions – Applications 	
Fifth Year	
<ul style="list-style-type: none"> • Complete Data Collection • Analysis of Data • Writing Chapter 4 with Review from Chair • Submit proposal of paper to ASHE, AERA, UCEA or other conference • Awards and Recognitions – Applications 	
Sixth Year	
<ul style="list-style-type: none"> • Write Chapter 5 with Review from Chair • Defend Dissertation – Pass • Submit accepted manuscript to Thesis Office/Graduate School 	

- | | |
|--|--|
| <ul style="list-style-type: none">• Upon acceptance of manuscript from Thesis Editor, follow-up with copies, fees, and necessary applications | |
|--|--|

Frequently Asked Questions

1. How much does the program cost? Tuition rate schedules can be found at the following link: Resident General Graduate:
<http://fbs.admin.utah.edu/download/income/Graduate/GeneralGraduateRes.pdf>

2. Non-Resident General Graduate:
<http://fbs.admin.utah.edu/download/income/Graduate/GeneralGraduateNRes.pdf>

3. When are classes held and how frequently?

Classes are held Monday through Thursday on the University of Utah's main campus. Individual classes meet once a week for two and a half hours during the Fall and Spring semesters and then twice a week for four and a half hours during the Summer semester. Fall and Spring semesters are 15 weeks long and Summer semester is 8 weeks long. Some programs have weekend schedules in the Summer.

4. What is the application deadline?

It depends on the degree program. It is best to check the web page for the degree you want to apply to for the most current deadline. Below are some guidelines.

H.Ed. MEd with an emphasis in Student Affairs -- Early January

PhD -- February 1st

K12 MEd School Administration -- March 1st

K12 EdD -- March 15th

H.Ed. EdD -- March 31st

*K12 Teacher Instructional Leadership -- rolling admissions, see website:
<http://elp.utah.edu/programs/m-ed/teacher-leadership/admissions.php>*

5. Where do I find information regarding how to apply?

To apply for admission please visit the Educational Leadership & Policy Department homepage at <http://elp.utah.edu/admission-info/index.php>. Prospective graduate students should apply for admissions through the University of Utah Apply Yourself (AY) online application system

https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantLogin.asp?id=utahgrad

6. Tuition payment plans: <http://fbs.admin.utah.edu/income/tuitioninfo/tpo/>

7. Assistantship guidelines and rules for tuition benefit -- insurance:
<http://gradschool.utah.edu/tbp/>

8. Can doctoral students attend part-time? *Yes, all of our classes are held in the evening starting at 4:35 pm.*
9. I have an interest in higher education and K-12. Can I take classes in both areas?
Yes
10. What are the average GRE scores that students are coming into the program with?
Verbal (157), Quantitative (147) and Analytic (4.5)
11. Is there financial aid available? *Yes, we have teaching and research assistantships available for PhD students. These provide a stipend as well as a full tuition waiver. We also have five departmental scholarships that we award each year in the Spring. These are by faculty nomination only. Our Student Affairs MEd program provides graduate assistantships. Completing the FAFSA will help qualify you for student loans. Pell Grants are not available to graduate students.*
12. What is residency for degree purposes? *This only applies to the PhD program. Here is the exact description from the Graduate School: At least one year (i.e., two consecutive semesters) of the doctoral program must be spent in full-time academic work at the University of Utah. When a student proceeds directly from a master's degree to a Ph.D. degree with no break in the program of study (except for authorized leaves of absence), the residency requirement may be fulfilled at any time during the course of study. A full load is nine credit hours. Three hours of Thesis Research: Ph.D. (course number 7970) is also considered a full load after the residency requirement is fulfilled. The Graduate Council may approve departmental or programmatic exceptions to the minimum residency requirements and proposals for new programs or academic offerings using distance-learning technologies and/or off-campus sites, as provided by Graduate School policy. *Does not refer to or fulfill State Residency Requirements.*
13. How many credits can I transfer in from another institution? *Graduate credit may be transferred from other institutions. Credits transferred from another institution may be used for only one degree. Up to six semester hours of transfer credit may be applied toward fulfillment of graduate degree requirements if they are of high letter grade (B or higher; 'credit only' grades are unacceptable), are recommended by the student's supervisory committee, and were taken within four years of semester of admission to the University of Utah for master's students and within seven years of semester of admission to the University of Utah for doctoral students.*
14. What is the average time to degree completion for masters and doctoral students? *Almost all of our master's students complete their degrees in two years, with a few taking three years. The average time for our EdD students is three years and the average time for our PhD students is five years.*

15. Ph.D. or Ed.D.?

Doctoral degrees in education different depending on purpose and intent of study. The University of Utah Department of Education Leadership and Policy offers doctoral degree programs in K-12 and higher education. The Ph.D. in Educational Leadership and Policy is research-oriented, whereas the Ed.D. in Educational Leadership and Policy is directed towards the application of theory and research to a pressing problem of practice.

It is important to note that both programs are equally rigorous but differ in substance. Here is how:

	Ph.D.	Ed.D.
Description	Development of researchers' specialization in an area of study related to leadership and policy in K-12 schooling or higher education; connected to theoretical and methodological expertise.	Development of practitioners' critical thinking, research utilization, organizational transformation, and depth of exploration in an area of policy or practice; connected to leadership roles in organizations and programs.
Program Components	Engage with literature base and conceptual or theoretical frameworks.	Engage with literature base and conceptual or theoretical frameworks.
Curriculum	Core courses taken together. Additional methods and RAC and specialization classes outside ELP.	Core classes taken together. Separate classes in EdD. For K-12 and higher education. Licensure classes option for K-12.
Program Components	Requires passing comprehensive exam before approval to move on to dissertation proposal defense. Problem of research, theory and practice.	K-12 & Higher Ed Ed.D.: Requires practitioner product for dissemination to practitioner audiences and impact on local organizations or policy (in addition to formal capstone report, if capstone is written as a research study).
Advising	PhD & EdD K-12 paired with initial advisor for courses. Then student seeks chair based on research interest. Five committee members (three	Higher ed. EdD 1 st yr. advising by director, then student seeks chair for capstone. EdD capstone committee is

	within ELP and one outside member).	composed of three faculty (can have one from outside ELP).
Post-Graduation Career Paths	Seeking primarily a faculty career or an area of practice which demands research expertise (think tank, policy and research centers, program evaluation, state or federal grants, etc.); non-profit leadership; and more.	Working in the field primarily as a practitioner (school, system, state leader; technical assistance; coaching and consulting; non-profit leadership; etc.); and more.

Approved by ELP Faculty and Revised January 19, 2018