



EDUCATIONAL LEADERSHIP AND POLICY

COLLEGE OF EDUCATION | THE UNIVERSITY OF UTAH



Student Handbook

2024-2025



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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,

Dr. Larry Parker, Ph.D.

Professor and Chair

Department Contact Information

Office Location: 2220 Beverley Taylor Sorenson Arts and Education Complex (SAEC)

Main Department Phone Number: 801-581-6714

Graduate Student Coordinator: Lenora Monge
lenora.monge@utah.edu
801-581-4817
Office: 2220 SAEC

Director of Graduate Studies: Dr. Paula Smith
Paula.Smith.yoon@utah.edu
801-581-6017
Office: 2222 SAEC

HEd Program Director: Dr. Peggy Kong
peggy.kong@utah.edu
-
Office: 2248 SAEC

K12 EdD Program Director: Dr. Madeline Hafner
Madeline.harfner@utah.edu
801-587-1742
Office: 2246 SAEC

K12 M.ED and
School Leadership Licensure
Program Director: Dr. Shari Fraser
shari.fraser@utah.edu
801-585-0173
Office: 2250 SAEC



Graduate Student Advisory Committee

Student Advisory Committee Representative for ELP (SAC):

Mackenzie Ahanonu: Mackenzie.ahanonu@utah.edu

Cinnamin Morton: U1378179@utah.edu

Student Advisory Committees (SACs) are student groups established within departments to promote communication and interaction among students, faculty, staff, and administrators. The SACs were created to provide students more opportunities to provide input at the department level. Involvement in the RPT (Retention, Promotion, and Tenure) and CAV (Career-Line, Adjunct, & Visiting Faculty) processes affords students the opportunity to have a voice in the retention and promotion of faculty within their department. SACs are both a social and an academic organization within their department and as such they advance involvement opportunities, encourage participation in departmental activities, and work together with others to build campus community.

General Department and University Information

The Department of Educational Leadership at the University of Utah offers eight graduate degree programs, serving a variety of student needs. With a commitment to equity and social justice, the program faculty provides guidance to students through coursework, practical leadership opportunities, and group and individual research projects. This handbook is designed to serve as a guide for students in the various programs, providing additional clarity for policies and practices. University policy through graduate school supersedes all department policy. If you have questions or notice any conflicts, please contact a member of the ELP staff or faculty.

Faculty are here to support students admitted into the ELP graduate programs through completion of their degrees. We want to see you be successful and will work with you to help you make the most of your experience. We look forward to working with you over the next few (or several!) years as you earn your degree and become a deeper thinker and actor in educational leadership.

In addition to the ELP faculty and staff, there are a number of resources that may be helpful to you as you encounter questions about processes throughout your time in the graduate program. We encourage you to seek answers on your own *and* work with your advisor as you work toward completion of your program.

Important Deadlines

The University of Utah accepts graduate applications for the spring semester, summer term and fall semester. However, not all ELP programs have open enrollment for each term and deadlines shift based on each academic year.

Check individual ELP Programs for upcoming deadlines.

Prospective graduate students apply for admission through the University of Utah SLATE Application system: <https://futureu.admissions.utah.edu/apply/>

Resources

The University of Utah has several resource offices established to assist students in Graduate School. Below is a categorized list of some of the resources available to help you navigate graduate school and to find further information that will be useful in your academic and career pursuits.

Financial Support

The following links will provide you with further information about tuition, benefits, residency requirements, and tuition benefit policies and expectations.

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>

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

Subsidized Health Insurance: <https://gradschool.utah.edu/tbp/insurance-information/>

Tuition Benefit Program Guidelines: <https://gradschool.utah.edu/tbp/tuition-benefit-program-guidelines/>

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

Student Awards/Fellowships/Travel

The following links will provide you with further information about traveling for university-related conferences and activities, fellowships, and some scholarship opportunities.

ELP Fellowships: <https://elp.utah.edu/scholarship-info.php>

Fulbright Scholarships: <https://fulbright.utah.edu/>

Graduate School Fellowships: <https://gradschool.utah.edu/tbp/graduate-fellowship-opportunities/>

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

Wellness and Identity Resources

The following links will provide you with additional resources available to all University of Utah students involving student health and wellness.

Basic Needs Collective: <https://basicneeds.utah.edu/>

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

Center for Campus Wellness: <https://wellness.utah.edu/>

Center for Cultural & Community Engagement: <http://diversity.utah.edu/cesb/>

Center for First-Generation Success: <https://firstgen.utah.edu/>

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

Dean of Students: <https://deanofstudents.utah.edu/>

Dept of Public (Campus) Safety: <https://publicsafety.utah.edu/>

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

Dream Center: <https://dream.utah.edu/>

Equal Opportunity and Affirmative Action: <https://oeo.utah.edu/>

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

Student Immunization Office: <https://studenthealth.utah.edu/services/immunizations/>

Title IX: <https://sexualassault.utah.edu/reporting/title-ix-on-campus-reporting>

Victim-Survivor Advocacy: <https://wellness.utah.edu/victim-survivor-advocacy/index.php>

Graduate School Resources

The following links will provide you with specific resources for graduate students.

Directors of Graduate Studies: <https://gradschool.utah.edu/faculty-and-staff/directors-of-graduate-studies/index.php>

Graduate Council: <https://gradschool.utah.edu/faculty-and-staff/graduate-council/index.php>

Graduate Forms: <https://gradschool.utah.edu/navigating-grad-school/forms.php>

Graduate School/Dean: <https://gradschool.utah.edu/about/contact-us.php>

Graduate School Diversity Office: <https://diversity.gradschool.utah.edu/index.php>

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

Graduate Student Advisory Council: <https://gradschool.utah.edu/graduate-council/>

Utah Education Policy Center: <https://uepc.utah.edu/>

Additional Resources

The following links will provide you with additional, logistical resources for students.

Campus Information System (CIS): <https://portal.app.utah.edu/>

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

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

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

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

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

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

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

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

Graduate Writing Center: <https://writingcenter.utah.edu/grad-student-services.php>

As of 2023-2024

Master of Education (M.Ed.) In Teacher Instructional Leadership
Program Director: Dr. Shari Fraser
Shari.fraser@utah.edu

Introduction to the Program

The Teacher Leadership M.Ed. program is a four semester (30 credit hours) degree-seeking program. The program is designed as a flex-based cohort with students starting the program of study each semester. Upon successful completion of the program, candidates earn a master's degree (M.Ed.) in Educational Leadership and Policy. All courses are offered in the evening, to accommodate working professionals.

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 student's third semester in the program.

Program Coursework Requirements

Students in the M.Ed. Teacher Leadership program must complete thirty (30) credit hours of coursework within the Department of Educational Leadership and Policy. The following ELP courses are required for completion:

ELP 6250 (3)	Leadership for School improvement
ELP 6511 (3)	Leadership for Equity and Social Change
ELP 6310 (3)	Leadership in Instructional Design and Assessment
ELP 6320 (3)	Instructional Coaching
ELP 6130 (3)	Professional Learning Communities
ELP 6010 (3)	Evidence Based Decision Making
ELP 6411 (3)	Special Education Law & Policy
ELP 6060 (3)	Adult Learning Theory for Educators
ELP 6710 (6)	Fieldwork Practicum - total of six credit hours

K-12 School Leadership License Option

Candidates who have successfully completed the Teacher Instructional Leadership M.Ed. program and have a valid Utah Professional Educator License might also wish to earn a K-12 school leadership license. If, within a 3-year period of completing the Master's Degree, these students wish to earn a K-12 school leadership license, they have the **option to reapply** to the department and **if accepted**:

- Enroll in and complete the remaining 18 hours of the required school leadership licensure coursework.
- Complete a sequential series of three (3) Fieldwork Practicums for a total of 9 credit hours.
- Complete the USBE required practicum competencies in K-12 schools
- Pass a required School Leadership Licensure test (Praxis/SLLA); and
- Complete eligibility for recommendation to the Utah State Board of Education for Utah School Leadership Licensure.

As of 2023-2024

Master of Education (M.Ed.) in K12 School Leadership with Licensure
Program Director: Dr. Shari Fraser
shari.fraser@utah.edu

Introduction to the Program

The M.Ed. in K-12 School Leadership with Licensure program is a four-semester degree-seeking professional program (36 credit hours).

School Leadership candidates are required to complete 24 credit hours of core leadership coursework and 12 hours of field-based Practicum Seminar. In order to qualify for the K-12 school leadership license, a student must also 1) complete a master's degree in educational leadership, 2) hold a valid Utah Professional Educator license, and 3) complete required fieldwork practicum in K12 schools, 4) Pass the Praxis 5412 with a score of 146 or higher.

The school leadership program is designed as a flex cohort program, with students enrolling each semester and engaging in coursework and field-based practicum throughout the program. The program of coursework begins in summer or fall semesters, with program completion in four semesters. Students enroll in two content courses and a practicum each semester. All courses are offered in the evening to accommodate working educators.

Upon successful completion of the program, candidates earn a master's degree (M.Ed.) in Educational Leadership and Policy and are recommended to the Utah State Board of Education for approved licensure in the area of K-12 School Leadership.

Supervisory Committee

The master's supervisory committee is determined 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 in the third semester of the program.

Program Coursework Requirements

ELP 6250 (3)	Leadership for School Improvement
ELP 6511 (3)	Leadership for Equity and Social Change
ELP 6120 (3)	Evidence Informed Learning for Leadership
ELP 6021 (3)	Systems Thinking and Student Support
ELP 6350 (3)	Leadership for Teaching and Learning
ELP 6412 (3)	Designing and Leading Professional Learning
ELP 6230 (3)	Ethics, Law and Policy
ELP 6420 (3)	Leveraging Educational Resources
ELP 6710 (12)	K12 Practicum – each semester (total of 12 credit hours)

Leadership Practicum

Approved K12 school site practicums complying with departmental standards and the Utah State Board of Education competencies are required of students wishing to earn K-12 school leadership licensure. The state-required learning competencies for school leadership include both elementary and secondary school fieldwork experience. Licensed administrators in school settings supervise interns, and the practicum experiences are facilitated by the Program Supervisor of the K-12 Master's Program.

Intern progress and mastery of professional standards is monitored and evaluated by site principals, the program supervisor, course instructors, and by students themselves. These practicum experiences will provide candidates with the opportunity to apply the theories and research of school leadership theory to practice in school and educational settings.

School Leaders Licensure Assessment

The Department of Educational Leadership and Policy requires the School Leaders Licensure Assessment (PRAXIS 5412) for students seeking the Master of Education in K-12 School Leadership with Licensure. This praxis test 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.

USBE Licensure Requirements

For a complete description of administrative internship requirement for licensure per the USBE, please visit the website at www.rules.utah.gov/publicat/code/r277/r277-305.htm.

As of 2023-2024

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

Program Director: Dr. Paul Rubin

paul.rubin@utah.edu

Introduction to the Program

The M.Ed. with an Emphasis in Student Affairs is a graduate program for individuals interested in careers that support students in navigating higher education. It is available as a full-time four semester degree-seeking professional program or as a part-time six semester experience (36 credit hours).

The M.Ed. with an emphasis in student affairs provides a broad base on which students may build and advance their careers within student affairs and higher education. The program focuses on developing scholar-practitioners that value and utilize scholarship within their practice, and leaders who emphasize and acknowledge the significance of social justice and inclusion for direction and change in higher education.

Informed by the Council for the Advancement of Standards in Higher Education ([CAS Standards](#)), ACPA/NASPA [Professional Competencies](#), and the ACPA [Strategic Imperative for Racial Justice and Decolonization](#), the curriculum is focused on the following learning outcomes:

Social Justice

Upon successful completion of this program, students will be able to:

- 1) Describe an understanding of themselves, including their social identities and their relationship to power and privilege;
- 2) Identify issues of institutional and structural inequities in higher education and beyond and enact strategies to address.

Scholar Practitioner

Upon successful completion of this program, students will be able to:

- 3) Explain the importance of being a “scholar-practitioner” to a non-student affairs colleague.
- 4) Apply a selected theory to their graduate assistantship, work experience, capstone, and/or internship.

Leadership

Upon successful completion of this program, students will be able to:

- 5) Evaluate power, privilege, politics, and participation utilized in leadership in higher education.
- 6) Initiate change to influence inequitable policy, process, and practice.

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 Coursework Requirements

Higher Education Core (12 Credits):

ELP 6500 (3)	Foundations of US HEd
ELP 6570 (3)	Higher Education Finance
ELP 6640 (3)	Contemporary Issues in Diversity in Higher Ed.
ELP 6520 (3)	Leadership for Social Justice in U.S. Higher Education

Student Affairs Core (15 credits)

ELP 6550 (3)	Student Affairs Admin.
ELP 6560 (3)	College Student Retention Theory
ELP 6610 (3)	Introduction to Student Affairs Assessment
ELP 6620 (3)	College Student Development Theory
ELP 6470 (3)	Individual and Group Intervention in Higher Ed.

Specialization (3 credits)

Elective Course (3) Within or beyond the department. Check with program director prior to enrolling

Scholar-Practitioner Experience (6 credits)

ELP 6711 (3)	Internship and Internship Seminar
ELP 6720 (3)	Capstone Seminar (ideally completed in final semester)

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 can be completed on the University of Utah campus, at other local, national, and international campuses, and through higher education adjacent philanthropies, policy organizations, non-profits, etc. A comprehensive Internship Guide will be provided to you by your program director at a mentoring meeting the semester prior to your planned Internship.

Capstones

In addition to serving students and improving educational conditions on and off 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 practitioner (practice-centered interventions) or scholarly researcher (knowledge or framework-centered interventions). The Seminar provides an opportunity for students to receive close mentorship from a faculty member and peer reviewers. Capstone-writers will also be assigned a "capstone advisor" who is a second

member of the faculty who will provide feedback throughout the drafting process and ultimately determine the success of the project. Students receive both a grade for the Capstone Seminar course from the instructor, and a pass/fail on the Capstone project from their capstone advisor (with opportunities for revision and resubmission if a first attempt is not successful).

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 the first term of the 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
- Education Philanthropy
- State Systems of Higher Education

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.

Graduate assistantships at the University of Utah include a tuition waiver (in and out-of-state) and a stipend. Students expressing interest in an assistantship will be provided information about how to participate in the interview and matching process in their admission letters. GA offers are typically extended in mid-March for the coming academic year and involve a two-year commitment.

As of 2023-2024

K-12 Doctorate of Education (EdD)
Program Director: Dr. Madeline Hafner
Madeline.hafner@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 or educators 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>

Supervisory Committee Meetings, i.e., program of study, proposal defense, final defense (doctoral students only): EdD supervisory committees consist of three faculty members, the majority of whom must be full-time (Career line or tenure line) faculty in the student's major department. ***Students should choose a supervisory committee chair and committee members no later than the middle of the second year in the program.*** Students will complete a capstone seminar course that supports a capstone proposal draft and future proposal defense. Students will work with their selected chair and committee to design a capstone research study over the final three semesters of the 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).

As of 2023-2024

K-12 Doctorate of Education with School Leadership Licensure

Program Director: Dr. Shari Fraser

shari.fraser@utah.edu

Introduction to the EdD Program

The Doctor of Education (Ed.D) Program is designed to provide advanced preparation to individuals with experience working as administrators or educators 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.

School Leadership Program Information

The school leadership licensure components within the Ed.D. Program are designed to provide school level leadership preparation to individuals with masters' level completion and extensive experience working as educators in K12 public schools, charter schools, or other educational organizations. In addition to Ed.D. program requirements, students will complete a series of leadership preparation coursework and fieldwork experiences leading to recommendation to the Utah State Board of Education for licensure in the area of school leadership.

Program Coursework Requirements

The EdD with Licensure Program includes four major dimensions:

- a) research and inquiry coursework,
- b) the ELP core required coursework,
- c) *leadership preparation coursework and fieldwork experiences*, and
- d) field-based capstone project.

Throughout the program students will progress through a series of courses in school leadership preparation and doctoral specific studies aimed at developing knowledge and skills needed to analyze and solve problems encountered by educational leaders.

Research and Inquiry—to be taken in 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 in 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

School Leadership Preparation Specializations—to be as scheduled in years 1 & 2)

The following six content courses and series of three practicum courses are required:

ELP 7120 (3) Evidence Informed Leadership for Learning
ELP 7021 (3) Systems Thinking and Student Support
ELP 7350 (3) Leadership for Teaching and Learning
ELP 7412 (3) Leading and Designing Professional Learning
ELP 7230 (3) Ethics, Law and Policy
ELP 7420 (3) Leveraging Educational Resources
ELP 7710 (9) Leadership Practicum – series of three semesters

Leadership Practicum

Approved K12 school site practicums complying with departmental standards and the Utah State Board of Education competencies are required of students wishing to earn K-12 school leadership licensure. The state-required learning competencies for school leadership include both elementary and secondary school fieldwork experience. Licensed administrators in school settings supervise interns, and the practicum experiences are facilitated by the Program Supervisor of the K-12 Master's Program.

Intern progress and mastery of professional standards is monitored and evaluated by site principals, the program supervisor, course instructors, and by students themselves. These practicum experiences will provide candidates with the opportunity to apply the theories and research of school leadership theory to practice in school and educational settings.

School Leaders Licensure Assessment

The Department of Educational Leadership and Policy requires the School Leaders Licensure Assessment (PRAXIS 5412) for students seeking the Master of Education in K-12 School Leadership with Licensure. This praxis test 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.

USBE Licensure Requirements

For a complete description of administrative internship requirement for licensure per the USBE, please visit the website at

www.rules.utah.gov/publicat/code/r277/r277-305.htm.

Ed.D 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>

Supervisory Committee Meetings, i.e., program of study, proposal defense, final defense EdD supervisory committees consist of three faculty members, the majority of whom must be full-time (Career line or tenure line) faculty in the student's major department. ***Students should choose a supervisory committee chair and committee members no later than the middle of the second year in the program.*** Students will complete a capstone seminar course that supports a capstone proposal draft and future proposal defense. Students will work with their selected chair and committee to design a capstone research study over the final three semesters of the 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).

As of 2024-2025

Doctorate of Education (EdD) in Higher Education Administration (Real-remote)

Advisor: Dr. Peggy Kong

Peggy.kong@utah.edu

The Department of Educational Leadership and Policy at the University of Utah will offer an EdD in Higher Education Leadership. Rooted in principles of equity and justice and grounded in higher education administration, this degree will prepare students to engage in systems change in higher education.

Program Objectives:

- Students will explore strategies for effective leadership and innovation, with coursework focused on human resource management, strategic planning, budgeting and finance, and systems change management.
- Students will develop an understanding of organizational strategies, social change theories, and political contexts to address issues of equity through innovation and systemic change in higher education.
- Students will develop strategies for engaging in reflexive, mindful practice to sustain themselves as leaders in higher education.
- Students will engage in a theory-to-practice capstone project, providing them the skills and practical experience to implement a new program, policy, or practice addressing equity in a higher education context.

Capstone:

The capstone project is an opportunity for students to spend intentional time and energy focused on addressing a problem of practice in higher education as it relates to equity and systems change. The capstone is NOT a modified dissertation – instead, the capstone consists of three parts: 1) a capstone launch meeting in which the student and their committee discuss their ideas and collaborate on designing next steps for their process, 2) a research paper examining the problem, theory, literature, and context in which the problem exists and 3) a formal proposal addressed to an administrative body who makes decisions about funding and supporting new programs or projects. Part 2 will closely mimic a grant proposal. A student's committee will consist of two faculty members and one senior-level administrator (Dean or higher).

Part 1: Toward the end of the first year of course work, students will identify their committee members and schedule a meeting with them to discuss their capstone idea and to collectively generate the next steps of their capstone process. They will share with their committee a broad overview of the problem they seek to address, followed by

the areas of scholarship they intend to examine to better understand this problem. The students and their committee will engage in discussion about additional areas of scholarship to examine and a timeline for completing the process.

Part 2: This paper should be modeled off a conceptual paper in a higher education journal – in fact, the student is encouraged to submit the paper to a journal upon completion. The sections should include the following:

- **Introduction + Statement of the Problem:** Explain the problem, including the implications of the problem. Explain the history of the issue. How did it evolve?
- **Context in which the problem exists:** Describe the institution or organization in which this problem or challenge exists. What are the guiding principles, both explicit and implicit, that guide this institution? What are the political contexts in which this institution exists?
- **Synthesis of Literature Related to the Problem:** Examine previous scholarship about this problem or issue: what have others done to attempt to address this issue? Include scholarship that may be tangential to addressing the problem as well.
- **Theories or Frameworks:** What theories or frameworks are relevant in addressing this challenge or problem?
- **BRIEF recommendations for addressing the problem:** Very briefly, describe your initial ideas for a program, policy, practice, or procedure you would like to develop to address this problem.

Discussion of the Paper: The student will share the paper with their committee members and schedule a meeting to discuss the paper with their committee. The committee should provide feedback and insight from their perspectives about additional scholarship to consider. The student should discuss their idea for developing a solution to the problem. This should be a launching off point for the development of Part 2 of the Capstone.

Part 3: Program Proposal

If the student would like to identify a specific funding source and write their capstone project using those guidelines, they should consult with their faculty advisor to do so. Otherwise, the student should follow these recommended sections of a proposal. The proposal is designed for extremely busy administrators who do not have time to read an academic paper, so the student should keep it clear, concise, and brief. Students should be creative and thoughtful about how they present this information (did I say not a paper yet?!?!?). Use graphs, charts, graphics, and creative layouts to ensure the proposal is readable and accessible across varying academic and administrative roles. The sections should include:

Introduction + Context (2500 words):

- Statement of the Problem
- Context in which the problem exists
- Brief summary of the literature you reviewed to better understand the problem
- Theories or frameworks that inform your thinking about the problem

Proposed solutions to the problem (3000 words)

- Description of the program, policy, practice, or procedure recommended
- 3-year budget and budget justification (based on grant you are considering, if applicable)
- 3-year assessment plan
- Description of key stakeholders/collaborators required for implementing project
- Timeline for the project, including proposed steps for implementing

Discussion of Proposal: You will then present this proposal to your committee as if they are a decision-making body. They will provide feedback and insight – this is your capstone “defense”.

Coursework

YEAR 1:

Semester 1:

<u>Course</u>	<u>Objectives</u>	<u>Assignment to Prepare for Capstone:</u>
History and Foundations of Higher Education	Expose students to the history and philosophy guiding higher education as a public or private good	• Reading, reflecting, and synthesizing history • Researching history of a particular issue or problem in higher education
College Students + Campus Environments	Engage students in understanding college students, their environments, and their relationships to each other, including access and retention	• Practice communication to a non-academic audience

Semester 2:

<u>Course</u>	<u>Objectives</u>	<u>Assignment to Prepare for Capstone:</u>
Governance, Policy, and Political Contexts for Equity-minded Leadership		
Addressing Inequality in Higher Education	This course is designed to engage students in thinking across higher education to understand issues of equity and oppression – moving beyond individual issues to understanding interlocking systems of oppression, and will focus on theoretical frameworks and perspectives related to EDI	• Assignment applying EDI theory to a problem • Initial literature reviewing re: problem in higher education

Summer 1:

<u>Course</u>	<u>Objectives</u>	<u>Assignment to Prepare for Capstone:</u>
Theory-to-Practice in Higher Education	Teach students to use scholarship in practice in higher education – this is to START the lit review process for their capstone projects	Continued development of literature review on topic – PLEASE no annotated bibliographies – this teaches students to summarize rather than synthesize literature and is really hard to “unteach” later!
Reflexive Practice for Equity-Minded Leaders	This is a modified practicum where students will engage in intentional reflexivity related to their CURRENT work, rather than seeking a new opportunity	

YEAR 2:

Semester 1:

<u>Course</u>	<u>Objectives</u>	<u>Assignment to Prepare for Capstone:</u>
Evidence-Based Systems Change		• Conduct an assessment of a current practice or program in higher education
Budgeting & Finance for Equity-Minded Leaders		• Write a budget + budget justification for a higher ed program or practice

Semester 2:

<u>Course</u>	<u>Objectives</u>	<u>Assignment to Prepare for Capstone:</u>
Supervision & Administration for Equity-Minded Leaders		• Develop a staffing plan for a new or current higher ed program • Articulate a philosophy of supervision and leadership
Managing Crisis in Higher Education		

Summer 2:

<u>Course</u>	<u>Objectives</u>	<u>Assignment to Prepare for Capstone:</u>
Equity-centered Mindfulness + Wellness for Leadership in Higher Education	To provide an opportunity for students to reflect on what they need to engage in the long-haul around EDI issues in higher education	Design and execute personal wellness plan
Literature Review for Capstone	To complete the literature review for the capstone project.	Complete a full draft, including at least 25 citations of the literature review for their capstone project – the lit review should come BEFORE the statement of problem is finalized to ensure that the statement of problem is what they want it to be. A lit review should inform the development of a statement of problem.

YEAR 3: CAPSTONE

Semester 1:

CAPSTONE, Part 1 – Exploring the Problem, Literature, and Context (this is a formal, 50-ish page paper for the student to better understand the context and depth of the problem – will be shared with two faculty members for discussion [committee]) (6 credits)

Semester 2:

CAPSTONE, Part 2 – Proposing a Solution to the Problem (developing a proposal modeled after a grant proposal + presentation for a president's cabinet or governing board) (present to committee, which must include 2 faculty members + senior level administrator, preferably from the student's home institution) (6 credits)

As of 2023-2024

Community College Leadership & Teaching Certificate (CCLT)

Coordinator: Dr. Jason Taylor

jason.taylor@utah.edu

Introduction to the Program

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

Program Coursework Requirements

Core Requirements (9 credits)

ELP 7630 (3) The American Community College

ELP 7480 (3) Leadership, Diversity & Social Justice in K-12 & Higher Education

ELP 7670 (3) Practicum Experience

Additional Requirements for Leadership Strand (3 credits)

ELP 7590 (3) Higher Education Finance, Budget, and Planning

Additional Requirements for Teaching Strand (3 credits)

CTLE 6000 (3) Teaching in Higher Education

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

Acceptable Substitutions for Current ELP Students (Jan 23, 2024)

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. Students should consult with their advisor and Dr. Taylor on acceptable substitutions.

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 6520/7520 – 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 6550/7550 – Student Affairs Administration	Required in degree	No Substitution
ELP 7590 - Higher Education Finance, Budget, and Planning	ELP 6570/7570 – Higher Ed Finance	Required in degree	No Substitution
ELP 7960 – Community College Pedagogy	No Substitution	No Substitution	No Substitution
CLTE 6000: Teaching in Higher Education	No Substitution	No Substitution	No Substitution

As of 2023-2024
Doctorate of Philosophy (PhD)
Director of Graduate Studies: Dr. Paula Smith
paula.smith@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.

Students complete several milestones throughout the process of earning a PhD, each of which are described in detail in the following sections. While these milestones are sequential in nature, one does not necessarily need to be completed before the next one (for example, students will choose their supervisory committee and have their programs of study approved before completing coursework). The milestones include:

- Coursework
- Selecting a Chair and Supervisory Committee
- Program of Study Meeting
- Qualifying Exam
- Dissertation Proposal
- Dissertation Defense

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.

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

Program of Study

ELP Core (12 credits) – To be taken in the first year or two of a student's program

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

Content Specialization (15 credits) – 6 from outside of the department or college

TBD	Students in K12 or higher education
TBD	Educational leadership/organizations
TBD	Educational policy
TBD	Critical studies in education

Required Research Course Work (12 credits)

ELP 7960 (3)	Introduction to Inquiry
ELP 7060 (3)	Qualitative Methods I
ELP 7040 (3)	Quantitative Methods I
ELP 7600 (3)	Dissertation Proposal Writing Seminar

Specialization Sequence (9 or more credits)

TBD	Qualitative Methods
TBD	Quantitative Methods
TBD	Mixed Methods

Research Apprenticeship (6 credits)

ELP 7660	Research practicum
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Independent Research (14 credits min) – with Supervisory Committee Chair

ELP 7970	Thesis Research: Doctoral
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Research Apprenticeship Courses

The purpose of the Research Apprenticeship Course (RAC) is to increase student/faculty and student/student collaboration on a research project that will provide 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.

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

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

The Program of Study meeting provides an opportunity for students to engage with their committee about their trajectory as a PhD student. The Program of Study Meeting takes place once a student has identified a supervisory committee chair (advisor). Students will provide an overview of the courses already taken along with their proposed remaining courses. Additionally, students will provide their committee with a preliminary review of their research interests, allowing committee members to review the student's entire plan and to make recommendations of courses or other opportunities that may enhance the students' ability to engage in meaningful research related to their topic. Materials for an example Program of Study Meeting are included in the appendix of this handbook.

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. Additional information about the qualifying exam format may be found in the PhD Supplement.

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.

Dissertation Process

Students enrolled in the PhD program must complete a dissertation proposal and final dissertation. Each student's experience of the dissertation will vary, depending on their research questions and methodology. Students should work closely with their advisors on the specific processes associated with their dissertation and additional information on suggested guidelines may be found in the PhD Supplement.

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.

Supervisory Committee Meetings, i.e., program of study, proposal defense, final defense: 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 Department Policies

Timelines and Incomplete Policies

By [Graduate School policy](#), all work for master's degrees must be completed within four consecutive academic years and work for doctoral degrees, 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 coursework. No graded work of C- (minus) or lower is acceptable toward a degree or the school leadership 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.

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.

Nonmatriculated Students

Students who do not qualify for admission to The Graduate School or non-degree-seeking students may enroll in graduate-level classes on a nonmatriculated basis. (Some graduate-level courses, however, are restricted because of full enrollment, limited space, prerequisites, etc.) When such students want to be considered for matriculated graduate status, they must apply formally through the Admissions Office. Upon recommendation from the major department and approval by the Graduate Admission Committee, the student may qualify for admission. Grades received during nonmatriculated status do not guarantee admission into a graduate program. International students on visas are not eligible for nonmatriculated status.

Credits earned by nonmatriculated students may or may not apply to a graduate degree program. Graduate programs are designed and approved by faculty committees assigned to supervise each graduate student. Decisions on accepting course credit are made initially by these supervisory committees. Only nine semester hours of nonmatriculated credit, taken no more than three years prior to the date of the request for approval to the Graduate School, can be applied toward a graduate degree. Credit for these hours is granted only if a grade of B or better was earned in the specified courses. Any exception to these requirements must be requested by the department chair or supervisory committee chair and approved by the dean of The Graduate School.

Any requests for exceptions to these general admission policies should be directed in writing to the Graduate Admissions Committee by the respective college or department.

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 the 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 (some exceptions permitted with approval). 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 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.
- 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.

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 must 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 grant 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 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 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 when 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 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>

Professional Associations

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

National Associations:

American Educational Research Association (AERA)

www.aera.net

Association of College and University Housing Officers – International (ACUHO-I)

www.achho-i.org

Association for Orientation*Transition*Retention in Higher Education (NODA)

www.nodaweb.org

Association of Supervision and Curriculum Development (ASCD)

www.ascd.org

College Student Educator International (ACPA)

www.myacpa.org

The Global Community for Academic Advising (NACADA)

www.nacada.ksu.edu

Student Affairs Administrators in Higher Education (NASPA)

www.naspa.org

University Council for Educational Administration (UCEA)

www.ucea.org

Utah Associations:

Utah Association of Elementary School Principals (UAESP)

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

Utah Association for Secondary School Principals (UASSP)

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

Utah Association of Supervision and Curriculum Development (UASCD)

www.ascd.org

Research Policies and Training

ELP follows all University guidelines for IRB submissions and research components and expectations. Please see the IRB website for additional information

IRB: <https://irb.utah.edu/>

Research Education provides free professional development opportunities for all faculty, staff, postdoctoral scholars and members of the University research community.

Research Administration Training (RATS): <https://education.research.utah.edu/>