



UNIVERSITY OF
NORTHERN COLORADO

College of Education and Behavioral Sciences

Educational Leadership and Policy Studies

Educational Leadership Doctoral Student Handbook

August, 2021

Getting Started

Welcome to the Educational Leadership and Policies Studies (ELPS) educational doctorate program (Ed.D.) at the University of Northern Colorado

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

Program Coordinator

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This Handbook

The purpose of this handbook is to support you, the doctoral learner, in completing your degree in a timely manner. You are responsible for ascertaining and meeting all Graduate School and UNC requirements and for initiating all steps in this handbook. More detailed information is contained on the Graduate School and University of Northern Colorado websites. This document is designed to assist the you and does not replace the UNC Catalog in effect when the doctoral learner first enrolls in the doctoral program. Graduate School deadlines for various steps in the doctoral program also apply to the Ed.D. program in Educational Leadership.

Educational Leadership Website

The ELPS website contains information and forms that you will need throughout your program. If you are pursuing a principal or administrator license as part of your degree, you will find those forms there. You will also find the most up-to-date information on procedures and policies for your program.

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

Graduate School Resources and Website

The Graduate School website contains information and forms that you will need throughout your program. It also contains the most up-to-date forms, UNC policies, and deadlines.

Graduate School Handbook: <https://www.unco.edu/graduate-school/pdf/Graduate-Student-Handbook-082018.pdf>

For current students: <https://www.unco.edu/graduate-school/student-resources/current-students/>

For forms: <https://www.unco.edu/graduate-school/student-resources/current-students/graduate-school-forms.aspx>

For graduating students: <https://www.unco.edu/graduate-school/student-resources/preparing-for-graduation/>

Program Advisor

Upon admission, you will be assigned a program advisor. You will work with your program advisor and the program coordinator for the first few years of your program. Together, you will create a Plan of Study which outlines the courses that you will take to fulfill your program goals and the degree requirements.

Research/Dissertation Advisor or Chairperson

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

Research/Dissertation Committee

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

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

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

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

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

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

Mission and Beliefs of the ELPS Program

Mission

The mission of the ELPS program is to train aspiring educational leaders to successfully lead organizations in the 21st Century to positively impact student achievement.

Beliefs

To fulfill this mission, the degree and licensure programs are exemplified by the following beliefs:

- Human growth and development are lifelong pursuits.
- Organizations exist in a larger societal context.
- Learning, teaching, and collegiality are fundamental activities of organizations.
- Diversity strengthens organizations.
- Organizations and leaders are accountable to stakeholders.
- Leadership encompasses a learned set of knowledge, skills, attitudes, and practices.
- Validated knowledge and active inquiry form the basis of practice.
- Morals and ethics drive leadership behavior.
- Leaders develop positive interpersonal relationships.
- Leadership in organizations depends on individual and team efforts.
- Leaders' behaviors and actions model their beliefs and values.
- Leaders effect positive change in individuals and organizations.

Overview of the Degree Requirements

Students in the ELPS doctoral program must complete at least 64 credits past their master's degree. Students take courses in five areas: educational leadership core, leadership area of concentration, research, field experience, and dissertation. Students may take courses that allow them to be eligible for a principal license, administrator or superintendent's license, and/or a research minor depending on their goals.

I. Educational Leadership Core (Minimum of 21 Semester Hours)

Required Courses

ELPS 608	Issues in Educational Leadership (3 credits)
ELPS 666	Planning & Change (3 credits)
ELPS 667	Leadership at District Level (3 credits)
ELPS 751	Doctoral Core I (6 credits)
ELPS 752	Doctoral Core II (6 credits)

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

III. Research Core (Minimum of 12 Semester Hours)

Required Courses

SRM 602	Statistical Methods I (3 credits)
ELPS 754	Research in Educational Leadership (3 credits)

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

V. Dissertation (Minimum of 16 Semester Hours)

ELPS 797	Doctoral Proposal Research (4 credits)
ELPS 799	Doctoral Dissertation (12 credits)

Students will work with the program coordinator and their program advisor to develop a plan of study. The Plan of Study template is located on the ELPS forms website at <https://www.unco.edu/cebs/leadership-policy-development-higher-education-p12-education/educational-leadership-policy-development/current-students/forms.aspx>

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

Year-by-year Expectations

First Year

- Take ELPS 751 (6 credits) and ELPS 752 (6 credits) with your cohort
- Design a Plan of Study in cooperation with your program advisor and program coordinator
- Take other required courses
- Work on academic writing and review the *APA Manual*
- Complete CITI Responsible Conduct of Research training <https://www.unco.edu/research/research-integrity-and-compliance/institutional-review-board/irb-training-resources.aspx>
- Submit first progress report to your program advisor

Second Year

- Continue to take courses per Plan of Study *Note your timeline may be different if you take extra classes and/or transfer EdS credits into the program.

Third Year

- Complete required coursework
- Begin dissertation process (more information on this process is located on pages 13-15 of this handbook)

- Review procedures for written and oral comprehensive exam
<https://www.unco.edu/cebs/leadership-policy-development-higher-education-p12-education/educational-leadership-policy-development/pdf/doctor/EdD-Written-Comprehensive-Exam-Policies.pdf>
- Submit second progress report and comprehensive exam permit to your program advisor
- Choose dissertation advisor and committee (see sample working commitment for research advisor and graduate student on pages 10-12 of this handbook)
- Write comprehensive exam and then complete oral comprehensive exam

Fourth and Fifth Years (students may have up to 8 years to complete their program)

- Work with advisor to write dissertation proposal (Chapters 1, 2, and 3)
- Once your proposal is approved by your advisor, send proposal to dissertation committee and schedule proposal meeting
- Prepare IRB documents
- AFTER proposal and IRB are approved, begin dissertation research
- Collect and analyze data according to proposal and IRB
- Work with advisor to write Chapters 4 and 5
- Submit application for graduation
- Submit complete, final draft of dissertation to committee (see Graduate School website for specific deadlines)
- Schedule dissertation defense with advisor and Graduate School
- Defend dissertation
- Make any revisions to dissertation
- Submit dissertation to the Graduate School by deadline
- Graduate

Continuous Enrollment

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

Progress Reports

First Progress Review and Report

The student initiates the process with the advisor following completion of Doctoral Core II (ELPS 752). The student prepares a statement discussing the following points and submitting it to the advisor: (1) professional and program goals (2) strengths (3) areas for growth. The advisor then brings the statement from the student to the Educational Leadership and Policy Studies program faculty, and then, based on the student's input and ELPS faculty discussion, the advisor prepares a progress report responding to the student's statement and faculty observations of strengths and areas for growth as the student moves into the second year of the doctoral program. Where changes or improvements are expected in performance or professional conduct, well defined time-frames and deadlines will be included. This

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

Second Progress Review and Report

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

Supports for Academic Writing

For Style Guidance

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

- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- APA Style
 - <https://apastyle.apa.org/>
- University of Northern Colorado APA Library Guide
 - <https://libguides.unco.edu/apa/home>
- Online Writing Lab (OWL) at Purdue University
 - https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

For General Writing Support

Grammarly provides an online automated grammar checker with add-ins for Microsoft or Chrome. You can use the free version or the premium version. www.grammarly.com

University of Northern Colorado Writing Center

The UNC Writing Center provides one-on-one sessions for students at any level to improve specific projects and become better all-around writers by providing email, virtual, face-to-face consulting. The site has links to additional writing support also. <https://www.unco.edu/writing-center/#services>

ELPS Program Writing Tips (also found on ELPS website)

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

1. Assume your reader knows nothing and everything needs to be explained at least once. You cannot use an acronym unless it is first written out and you identify the acronym in the text. For example, look at item number one. Another example would be No Child Left Behind (NCLB). Once you identify the acronym, you are free to use it to your heart's content throughout the rest of the text.
2. Never forget what your 7th-grade English teacher taught you concerning writing. Every paper must have an introduction and a conclusion. I would also guess that this same teacher talked to you about transitions between paragraphs so that one thought connects to another.
3. In scholarly writing one should not (as opposed to shouldn't) use contractions. Other examples would include not abbreviating; I can't stand encountering abbreviations in scholarly writing; I wouldn't abbreviate in a paper for this course; etc. Hopefully you get the idea.
4. "A quote without a citation will always have the period inside the quotation marks."
5. "A quote with a citation will always have the citation after the quote" (Raven, 1999, p. 3).
6. "A quote in the middle of the sentence will always have the comma inside the quotation marks," "then another quote," and "the final quote." If each quote had a citation, then refer to number seven.
7. Always refer to a published work in the past tense.
8. When listing three or more items, always include a comma after each item: The three professional teams I hate the most are the Los Angeles Dodgers, the Los Angeles Lakers, and the New York Yankees (notice the comma after the Lakers).
9. Keep an APA journal article close to your computer along with the *Publication Manual* as easy reference guides. When in doubt, look it up. A wonderful website that will answer many APA questions is <http://owl.english.purdue.edu/owl/>
10. Get in the habit of writing in the plural to avoid having to assign gender and to mitigate agreement issues. For example, "The principal should always do what he or she thinks best" versus "Principals should always do what they think best."
11. If you are not familiar with the short book on the use of commas entitled *Eats, Shoots, and Leaves*, and you have questions about the proper use of a comma, then take time to peruse this book. Suffice it to say, depending upon how you use the comma, the following phrase has a different meaning:

"The panda eats shoots and leaves" (a phrase from a nature show)

“The panda eats, shoots, and leaves” (call CSI)

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

Helpful Books and Websites

Dissertation Writing

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

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

Research

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

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

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

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

Writing

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

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

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

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



UNIVERSITY OF
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College of Education and Behavioral Sciences

Leadership, Policy, and Development

Research Advisor/Chairperson and Doctoral Student/Advisee

Commitments

Name of Student _____

Name of Research Advisor/Co-advisor _____

Name of Co-Research Advisor _____

Earning a doctorate is a significant undertaking. Unlike with the coursework, the final stages of the doctoral program are significantly different from most other educational experiences with which students are likely familiar. It is faculty-guided but student-driven.

When a doctoral student is nearly done with coursework, they must seek out and ask a member of the ELPS faculty to serve as their research advisor or chair (the terms are interchangeable). Once a faculty member agrees to serve as a research advisor, they work closely with the student to help them be successful in the three final stages of the program: Written and Oral Comprehensive Examinations, Doctoral Proposal, and the Dissertation. By agreeing to serve as your research advisor, they are making a significant commitment of time, often two years or more, and labor to the student and process.

The Graduate School at the University of Northern Colorado provides oversight for many matters related to these final stages of doctoral education and the support of graduate students. Please refer to the Graduate School website Handbook for the most-up-to-date policies (<https://www.unco.edu/graduate-school/>). While the research advisor can help interpret Graduate School policies, each student is responsible for knowing these policies and working within them.

Effective advising and mentoring are critical elements of these final stages of doctoral study and require a research advisor to dedicate time to enhance the student's potential for personal and professional development. Good advising requires a relationship with the student that is characterized by mutual respect and understanding. Attributes of a good mentor include being approachable, available, and willing to share their knowledge, listening effectively, providing encouragement and constructive criticism, and offering expertise and guidance.

Commitments of Doctoral Student

- Holds the primary responsibility for the successful completion of their degree; maintains a high level of professionalism, self-motivation, engagement, curiosity, and ethical standards throughout the process; and strives to meet the established deadlines.

- Is knowledgeable of the policies and requirements of the ELPS program, UNC Graduate School, and UNC.
- Checks UNC email (Bear Mail) regularly for important communications from the UNC Graduate School and other university offices.
- Consults with research advisor prior to asking other potential members to join their committee.
- Works with research advisor to develop a suitable topic for their comprehensive exam.
- Understands that the written comprehensive exam requires that they work independently.
- Understands that this next stage of the doctoral process is iterative requiring work on multiple drafts, edits, and revisions.
- Provides regular updates to their research advisor (at least twice per semester).
- Attempts to resolve any conflicts with the research advisor at the lowest level beginning with the research advisor and then progressing to the program coordinator, department chairperson, and then appropriate dean.
- Is responsive to the advice and constructive criticism from their research advisor and committee.
- Seeks outside support and mentoring, including peers, for skills that are not related to the content of the program (e.g., writing, organization, editing, APA style, etc.)

Commitments of Research Advisor(s)

- Commits to ongoing advising of the doctoral student, their education, and training as a future member of the academic community.
- Helps to plan and direct the doctoral student's project, set reasonable and attainable goals, and establish a timeline for completion of the project.
- Commits to meeting one-on-one (online) with the student on a regular basis.
- Provides timely feedback and responses to questions.
- Guides the doctoral student through the requirements and deadlines of their program and the institution.
- Assists the doctoral student with the process of selecting Committee members.

Working Agreements

Acknowledging that each student has different timelines and needs and that each advisor has different working styles and workloads, students and advisors should discuss the following topics.

- ✓ What shall be our primary mode of communication (face-to-face, virtual meeting, phone calls, email, etc.)?
- ✓ What will be the frequency of the meetings? (Regularly, every two weeks, every semester, at the student's request, at the advisor's request)?
- ✓ What is the proposed timeline for comprehensive exam, proposal, data collection, and dissertation defense?
- ✓ What will be the timeline for feedback on outlines, drafts, and chapters?
- ✓ How will we handle issues and disagreements that arise?
- ✓ What will be the role of committee members and how will they be involved in the process?
- ✓ What other needs do you have to make this relationship productive?

**Research Advisor-Doctoral Student
Dissertation Conversation Template**

Student: _____ **Research Advisor(s):** _____

Today's Date: _____

Topic:

Research Question:

Rationale for study:

Relation to leadership or policy studies:

Methodology:

Population/Participants:

Participants:

Criteria for site(s)/participants:

Methodology/methods (phenomenology, case study, etc.):

Epistemology:

For future research:

Stage of Dissertation Notes

Preparing for Comprehensive Exam

Comprehensive Exam

Proposal

IRB

Dissertation

Student Program Timeline Notes (year when student started; projected year of completion; transfer credits; discuss petition for exception for extended timeline when needed)

Update Comp, Proposal, and Defense Timelines (semesters and tasks):

EdD Checklist-From Comprehensive Exam to Completion

Information Regarding the Comprehensive Exam

Be sure to read all information regarding the ELPS Comprehensive Exam on the ELPS website at this link: <https://www.unco.edu/cebs/leadership-policy-development-higher-education-p12-education/educational-leadership-policy-development/pdf/doctor/EdD-Written-Comprehensive-Exam-Policies.pdf>

Prior to Taking the Comprehensive Exam for the Ed.D. in Educational Leadership, a student must have:

- Been granted regular admission to the program
- Filed an approved plan of study (check DegreeWorks for this)
- Completed at least 36 hours (including ELPS Doctoral Core Seminars, all required ELPS hours), 60 hours if baccalaureate only student, of work applicable toward the degree, and at least 24 credit hours at UNC.
- Maintained a grade average of at least 3.0 in their degree program
- Received a progress letter (Progress Letter #1) after a minimum of 10 credit hours (which must include ELPS Doctoral Core Seminar One). Student should initiate the process by writing statement of goals and progress as outlined in document called, *Educational Leadership and Policy Studies Program Progress Review for Ed.D. Students*. Advisor will complete letter.
- Received a second progress letter (Progress Letter #2) from the program advisor after a minimum of 20 semester hours (which must include completion of ELPS Doctoral Core I and II). Student should initiate the process by writing statement of goals and progress as outlined in document called *Educational Leadership and Policy Studies Program Progress Review for Ed.D. Students*. Advisor will complete letter.
- Organized a doctoral committee. Selected research chair and/or co-chairs. Worked with chair(s) to select and secure a committee. Completed a form from the Graduate School titled, *Request to Appoint a Doctoral Committee*.
- Worked with chair(s) on an outline for comprehensive exam before submitting permit (ELPS form) and declaring writing period (usually four to six weeks).
- Obtained written approval from their program advisor. Submitted *Permit to Take Written Comprehensive Examination* to program advisor at least two weeks before the exams are scheduled to begin.

Next Steps to Earning the Degree

- Work closely with your Research Advisor/Dissertation Chair(s)
- Register for appropriate credits of ELPS 797 and 799 fall and spring semesters

Comprehensive Exam

- Write comprehensive exam following all procedures and guidelines in the document, *Educational Leadership and Policy Studies Comprehensive Examination Policy and Procedure Statement Ed.D.*
- Submit written comprehensive exam to chairperson and/or committee following agreed timelines.
- Pass written comprehensive exam.
- Work with Research Advisor and Committee to schedule oral comprehensive exam. The advisor or student will schedule this exam with the Graduate School by forwarding a completed *Request to Schedule Doctoral Examinations* form. Note that oral exam must be scheduled with the Graduate School **at least two weeks** before exam.
- Pass oral comprehensive exam.

Information Regarding the Dissertation

Be sure to read all information regarding the ELPS Dissertation located on the ELPS website at this link: <https://www.unco.edu/cebs/leadership-policy-development-higher-education-p12-education/educational-leadership-policy-development/pdf/doctor/edd-dissertation-policies-procedures.pdf>

Proposal

- Review all policies and procedures regarding dissertations in a document called *Educational Leadership and Policy Studies Dissertation Policies and Procedures*.
- Work with chair(s) to write Dissertation Proposal
 - This is chapters 1 (Introduction), 2 (Literature Review), and 3 (Methods) with proposal written in future tense.
 - Usually student will write one chapter at a time and receive feedback.
- When all three chapters are ready as per advisor, schedule time for proposal meeting with dissertation committee. The proposal meeting must be scheduled with at least two weeks' prior notice and a copy of the completed proposal must be given to each committee member at least two weeks prior to the meeting date.
- Although the proposal does not get scheduled through the Graduate School, student should prepare and bring Dissertation Proposal Signature page to proposal meeting (found on Graduate School Website).
- Pass the written and oral proposal.
- Revise the proposal based on the feedback from the committee members. Submit revised proposal to research advisor for approval.
- Once revisions are approved by research advisor, file the proposal with the Graduate School (see below).

IRB and Conducting Your Study

- Submit IRB protocol through Streamlyne and wait for approval.
<https://www.unco.edu/research/research-integrity-and-compliance/institutional-review-board/streamlyne-for-unc-users.aspx>
- File your approved proposal, IRB approval, and other required documents/forms with the Graduate School in accordance with the instructions and policies posted on the Graduate School's website. This will advance you to candidacy.
- Follow the procedures outlined in the IRB. Work with chair(s) to make adjustments in proposal and submit modifications to IRB if necessary.
- Collect your data using the procedures in your approved IRB. Do NOT collect any data without IRB approval.

Completing Your Dissertation

- Analyze data and write Chapter 4 (Findings) and Chapter 5 (Implications, Discussion, and Conclusion).
- Work with chair(s) to get Dissertation ready for written and oral Dissertation Defense with Committee.
- Dissertation should be in form specified by ELPS program (Use *APA 7th Edition* beginning Fall, 2020) and following the UNC Graduate School guidelines. See Graduate School manual called *Doctoral Dissertation and Doctoral Scholarly Project* for instructions. <https://www.unco.edu/graduate-school/student-resources/current-students/thesis-capstone-dissertation-resources.aspx>
- Revise Chapters 1, 2, and 3 of Proposal based on what was done, findings, updated literature, etc. Change to past tense.
- Provide a copy of the complete Dissertation to all Committee members at least two weeks before the oral exam.
- Note that in order to graduate in a given semester, the student must defend their dissertation and file their final dissertation and other required documents by the deadlines published on the Graduate School's website. The student must also file permission to graduate in a doctoral program with the Graduate School at the beginning of the semester of intended graduation. See the Graduate School website for graduation schedule of deadlines and checklist.
- Schedule the dissertation defense with Committee and Graduate School at least two weeks before the defense by submitting a document called *Request to Schedule Doctoral Examination* to the Graduate

School.

- Prepare and bring six (6) copies of Dissertation Signature page to the defense.
- Pass Dissertation Defense.
- Make any revisions following Committee recommendations, guidelines, and timelines found in *Educational Leadership and Policy Studies Dissertation Policies and Procedures* document.
- Follow guidelines using the document titled *Filing Your Dissertation* found on the Graduate School's website. Usually, student files one approved copy electronically with signature page to the Graduate School.

Graduating with Your Doctorate

- Check Degree Works often and resolve any outstanding requirements.
- The semester before you plan to defend your Dissertation, file an application for graduation form found on the Graduate School website.
- Watch your Bearmail for announcements about ordering your cap and gown, graduation ceremony, etc.
- Participate in graduation and be hooded.
- CELEBRATE, DR.!