



School of Education
& Human Development
UNIVERSITY OF COLORADO **DENVER**

Doctor of Education (EdD) Leadership for Educational Equity

Student Handbook

Summer 2026

DISCLAIMER: This handbook applies to the admitted doctoral cohort starting the program in the Summer 2026 term. Program structures, policies, and procedures may differ from previous and subsequent cohorts. All content is subject to change and may be superseded by governing authorities, including but not limited to the university, UC System, state, or federal governments. All embedded electronic links are subject to change due to alterations in websites and online electronic resources. The personnel named in the handbook are also subject to change.

Contents

PREAMBLE	4
NONDISCRIMINATION AND TITLE IX	4
I. WELCOME	5
II. THE DOCTOR OF EDUCATION DEGREE PROGRAM (EDD).....	5
ABOUT THE EDD PROGRAM	5
LEARNER OUTCOMES	6
CONCENTRATION AREAS.....	6
<i>Early Childhood Education (ECE)</i>	6
<i>Executive Leadership (LEO)</i>	6
<i>Higher Education</i>	7
<i>Justice, Equity and Diverse Identities (JEDI)</i>	7
<i>Learning Design (LD)</i>	7
<i>STEM Education</i>	7
III. PROGRAM REQUIREMENTS: COURSEWORK.....	8
CURRICULUM DESCRIPTION AND COURSEWORK	8
STUDENT ASSESSMENT	9
<i>Grade Requirements</i>	10
<i>Academic Probation and Remediation Supports</i>	10
<i>Grade Appeals Process</i>	11
IV. THE DOCTORAL RESEARCH PROJECT (DRP).....	11
THE DOCTORAL RESEARCH PROJECT COMMITTEE	12
DOCTORAL RESEARCH PROJECT STAGES AND PROCEDURES.....	12
<i>DRP Credit and Registration Requirements</i>	13
<i>Developing the DRP Proposal</i>	14
<i>Conducting the DRP Study</i>	15
<i>Final Doctoral Research Project Defense</i>	15
<i>Submission Procedures</i>	16
V. STUDENT SUPPORT	17
ADVISING	17
FINANCIAL AID AND SCHOLARSHIPS	18
WRITING RESOURCES.....	18
DISABILITY RESOURCES AND MEDICAL ISSUES	18
VI. UNIVERSITY GRADUATE PROGRAM RULES & PROCEDURES	19
GRADUATION REQUIREMENTS	19
TIME LIMIT TO DEGREE	19
LEAVE OF ABSENCE.....	19
TRANSFER OF CREDITS.....	20
STUDENT ACADEMIC HONOR AND CONDUCT CODE, MISCONDUCT AND APPEALS.....	20
PROGRAM DISCONTINUANCE.....	21
REVIEW, EVALUATION, AND ACCREDITATION OF THE EDD PROGRAM	21
<i>Faculty Course Questionnaires</i>	21
<i>Student Exit and Follow-up Surveys</i>	21

APPENDIX A - PROGRAM OF STUDY: LEO	22
APPENDIX B - PROGRAM OF STUDY: STEM AND LEARNING DESIGN	23
CONCENTRATION COURSES FOR STEM AND LEARNING DESIGN:	24
APPENDIX C - PROGRAM OF STUDY: JEDI.....	25
APPENDIX D - PROGRAM OF STUDY: ECE	26
APPENDIX E - PROGRAM OF STUDY: HIGHER EDUCATION	27
APPENDIX F - ADMINISTRATOR LICENSE	28
APPENDIX G – CONTACT INFORMATION.....	29

Preamble

Your successful experience in the School of Education and Human Development (SEHD) is important to us. This Handbook is a tool to assist you in maintaining academic progress according to SEHD and University of Colorado Denver (UC-Denver) policies and procedures.

It is helpful to thoroughly review this document and refer to the SEHD website for additional information about school policies related to the Doctor of Education (EdD) program. If you have any questions about the information contained in this Handbook, you may contact your assigned faculty mentor, primary advisor, or the Associate Dean for Research and Academic Affairs.

Students assume responsibility for meeting all basic requirements for the graduate degree as well as the specific requirements outlined by the program.

Please be aware that the University of Colorado Denver and the School of Education and Human Development reserve the right to make changes to the policies, rules, curriculum, and procedures. For updates refer to the [SEHD Doctoral Student Resources page](#).

The University of Colorado Denver is accredited by the Higher Learning Commission (HLC). University of Colorado Denver's School of Education & Human Development is approved and accredited by the Colorado Department of Education, the Colorado Department of Higher Education, the Council for Accreditation of Counseling and Related Educational Programs and the National Association of School Psychologists.

Nondiscrimination and Title IX

CU Denver is committed to maintaining a positive learning, working, and living environment. University policy and Title IX prohibit discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities.

University policy prohibits sexual misconduct, including harassment, domestic and dating violence, sexual assault, stalking, or related retaliation. If you have experienced some sort of sexual misconduct or discrimination, please visit the Office of Equity to learn more about the resources available or contact the Director of Equity/Title IX Coordinator at 303-315-2567. See [here](#) for additional information.

I. Welcome

Welcome to the Doctor of Education (EdD) program in Leadership for Educational Equity. Your success in the School of Education and Human Development (SEHD) is important to us, and this Handbook is intended to provide you with important details about the doctoral program, which are aligned with the rules of the University of Colorado Denver (UC-Denver), including:

- Overview of the EdD program
- Program requirements and expectations
- Guidelines for the Doctoral Research Project (DRP)
- Student support and resources
- University Graduate Program requirements and rules
- Program of Studies

It is helpful to review this Handbook thoroughly and retain it for your convenience as you complete the program.

II. The Doctor of Education Degree Program (EdD)

About the EdD Program

Students completing this program earn a Doctor of Education (EdD) degree focusing on Leadership for Educational Equity. Within this degree, students pursue a Concentration Area of specialization.

The EdD program is a practice-based, doctoral-level program for professional leadership in birth-20 and community-based educational contexts. The EdD prepares leaders to address complex educational challenges, effectively translate research into practice, influence policy, use data in decision-making, and organize individuals and groups to address challenges collaboratively and successfully.

EdD faculty prepare educational leaders to critically examine the ways in which socio-cultural and political histories of individuals and systems interact to grant privilege to some and marginalize others, resulting in disparate educational opportunities and outcomes for students. The EdD program equips educational leaders to recognize, identify, and eliminate those systems that create disparities, and improve policy, structures, and practices to ensure opportunities and participation for all individuals.

Learner Outcomes

The following five learner outcomes developed by the EdD faculty represent the expectations of the EdD program. Students completing the EdD program will:

- Analyze and critically evaluate educational theories, policies, research, and practices intended to improve equity and social justice.
- Collaborate with others to set direction, design, and enact improvements as a leader in education, work, or community settings.
- Apply principles of individual and organizational learning to effect positive change.
- Design and conduct research and inquiry to improve practice and promote equity.
- Communicate effectively to scholarly and practitioner audiences.

Concentration Areas

Students apply and are admitted to a Concentration Area from one of the options described below. Students work with faculty mentors/advisors with expertise in their Concentration Area throughout the program and are assigned an initial faculty mentor identified in the admissions process. It is expected that most students will focus their culminating Doctoral Research Project (DRP) on research impacting practices aligned with their Concentration Area. Students select a faculty member to serve as their Primary Advisor for their DRP advisory committee who may or may not be the mentor assigned to them in Year 1.

Early Childhood Education (ECE)

The Early Childhood Education concentration is designed to prepare professionals to become leaders and advocates in early childhood and early childhood special education in inclusive, culturally, and linguistically diverse early childhood contexts. Graduates are prepared to work in leadership positions in national, state and local government, in personnel preparation, and to lead early childhood direct service organizations.

Executive Leadership (LEO)

The Executive Leadership Concentration Area is designed for experienced professionals in educational, community, and nonprofit organizations who seek to deepen their expertise in organizational leadership. This concentration provides opportunities to develop advanced knowledge and practical skills in key areas such as personnel management, financial stewardship, accountability systems, program evaluation, community engagement, policy development, and applied research. This Concentration Area supports learning activities for practicing professional who hold or seek to move into senior leadership positions within school districts, community colleges, education policy organizations, and community-based education organizations. Leadership roles may include those of director, deputy, superintendent, or executive officer.

If you are interested in pursuing an Administrator License, please see Appendix F.

Higher Education

In this concentration, students are empowered to join leadership discussions at the highest level in colleges and universities. Students in this concentration have a strong passion for educational access, equity, and social justice. They want to be empowered with tools for positive change to impact outcomes for students, faculty, staff, and higher education communities. Graduates of CU Denver's Doctor of Education (EdD) concentration in higher education will be effective leaders who are passionate about educational access, equity, and social justice in colleges and universities worldwide. *The Higher Education Concentration Area uniquely includes a summer residential intensive class for each of the three years students are enrolled in the program.*

Justice, Equity and Diverse Identities (JEDI)

The JEDI Concentration Area focuses on education for justice, equity, and diverse identities (e.g., Latiné, Black, AANAPI, LGBTQIA+, and dis/ability) and allows students to pursue research of interest that is adjacent to or within these populations using critical theories and frameworks to conduct their study. The Concentration Area is designed to equip educators with the knowledge and resources to see opportunities in the range of complex challenges facing the education system and ground their approach in transdisciplinary and critical frameworks to advocate for educational equity and transformative, liberatory education. This concentration includes synchronous and asynchronous coursework.

Learning Design (LD)

The Learning Design Concentration Area engages doctoral students in the creation, implementation, and study of learning design, learner-centered design approaches, and design-justice practices across academic, corporate, and community settings. Doctoral coursework is grounded in literature about equity-oriented learning; principles of design justice and learner-centered design; the impact of learning design on individuals and communities; and design-based research methods. Students who pursue this concentration are guided to implement doctoral research that centers on the role and value of lived experience and directly influences real-world problems of professional practice.

STEM Education

The STEM Education Concentration Area engages doctoral students in the critical study and design of mathematics and science teaching, learning, and teacher development across K–12 and higher education settings. Coursework is grounded in research on equitable instruction, teacher learning, and the sociocultural dimensions of STEM education, drawing from critical science studies, environmental education, and sociocultural learning theories to examine how STEM education can empower learners and address pressing ecological and social issues. Students examine the impact of professional development, curriculum design, and pedagogical practices on both teacher and student learning, with attention to community knowledge, environmental justice, and culturally responsive approaches across formal and informal settings. Those who pursue this concentration engage in research that attends to real-world challenges in STEM education, emphasizing practice-based inquiry and the transformative role of mathematics and science in society.

III. Program Requirements: Coursework

Curriculum Description and Coursework

The EdD degree in Leadership for Educational Equity program of study requires a minimum of 54 credit hours beyond a masters' degree (or equivalent graduate-level degree). Each concentration follows a program of study which is presented in the Appendix of this Handbook. Note that this EdD program is offered as an online program, with synchronous and asynchronous course work.

The format and content of all EdD courses are continuously revised to reflect program improvements. For the most current descriptions of all EdD courses, refer to the CU Denver Course Catalog each semester which is found [here](#).

The EdD courses and experiences expose students to context-specific promising practices, interdisciplinary connections, and applied research in an environment that emphasizes the application of theory to practice. Course assignments focus on problem-solving experiences.

1. Core Courses:

Core courses address equity and diversity, leadership, organizational performance, and learning theory.

2. Research Methods:

All EdD students take a series of three research methods courses. The research methods courses are designed to provide experiences and skills in inquiry processes and formal research methods to support data-driven decision-making, innovation, and improvement.

3. Concentration Area:

Concentration Area courses are designed to expand expertise in a specialty content area/field of study.

4. Electives:

In some concentrations, students may take additional courses that are selected (in consultation with the faculty mentor/advisor) to provide the student with additional content area knowledge and skills.

5. Doctoral Research Project (DRP):

Students complete fifteen cumulative hours towards their Doctoral Research Project. These 15 hours include 1-credit Doctoral Seminars (DSEP 8990) taken prior to the DRP Proposal and the remaining doctoral dissertation credit hours (DSEP 8991) after successful completion of the DRP defense, during which candidates conduct and complete their doctoral research study.

Please note the following aspects of the EdD courses:

- Many courses are to be taken in a specified sequence. Any changes must be discussed with and approved by the faculty advisor.
- All courses have components that require students to have access to technology and a high level of comfort with online software and interfaces.
- Please consult each course syllabus for participation expectations, assignments, and activities.
- Courses focus on problems of practice in birth-20 and community-based educational contexts and use problem-based activities, discussions, and small-group projects.
- Concentration courses build on and integrate the interdisciplinary knowledge gained from core courses.
- The culminating Doctoral Research Project (DRP) requires students to demonstrate their ability to synthesize content and skills from each of the Core, Concentration Area, and Research Methods courses and use research to address a problem or opportunity of practice.

Student Assessment

All EdD program faculty use formative and summative student assessments within each course and across the entire program. Assessments are designed to provide information at both the student and program levels. Assessments are linked to the EdD student learning outcomes.

Student performance is assessed throughout the program in several ways. Conventional, individual course performance (including grades and student-created artifacts) constitute one form of assessment. In addition, there are two key milestone assessments.

1. Doctoral Research Project Proposal Defense
 - a. Each doctoral student must successfully complete and present a Doctoral Research Project (DRP) Proposal prior to implementing the DRP research study. For the EdD, this milestone is considered a comprehensive exam and must be passed satisfactorily.
2. Doctoral Research Project Final Defense
 - a. The culminating, summative assessment for the program is the presentation and defense of the final Doctoral Research Project.

Grade Requirements

To maintain satisfactory academic progress, advance to candidacy, and earn the EdD degree, **students are required to maintain a minimum cumulative GPA of “B” (3.00)**. Failure to maintain a 3.00 cumulative GPA will result in students being placed on academic probation, as defined below.

A course in which a grade below a “B-” (2.7) is received, cannot be applied toward fulfillment of the requirements for the EdD. Consequently, the course must be retaken with the goal of achieving a B- or better grade. Students can retake a course only once and must receive a B- or better to remain in the program.

All grades received, including repeated courses, will appear on the student’s transcript and will be included in the cumulative GPA calculation, but only one course enrollment will be counted towards graduation credits.

An in-progress (IP) grade is given for Doctoral Research Project (DSEP 8991) credits until the final approved DRP document is submitted to SEHD. Once the DRP is completed, passed, and submitted, a grade of A will be assigned, replacing all IPs. For all other courses and the 1-credit DRP seminars (DSEP 8990), the instructor will assign a letter grade when the course is completed.

In rare cases, an Incomplete (I) grade may be assigned when a student has completed a *minimum* of 60% of the coursework and had a medical (or similar) emergency, not allowing the student to complete the course requirements. Please be aware that a grade of “I” is automatically changed to an “F” after one (1) calendar year, unless a grade change is completed by the course instructor. The form can be found [here](#). No other grade changes are allowed by the university. In other words, students are not allowed to perform additional work for a completed course to improve their grades.

NOTE: Grades of I, W, NC, and F do NOT satisfy financial aid requirements for a minimal number of course credit hours.

Academic Probation and Remediation Supports

A student whose cumulative GPA falls below 3.00 at any time will be placed on academic probation, with a formal plan for academic support and expectations for academic improvement. As noted earlier, students must retake courses in which they receive a grade of “B-” or lower.

The EdD faculty’s goal is the successful completion of the degree by all students who are accepted to the program. Students are most successful when they proactively leverage the advice, support, and guidance provided by the EdD program administrators, faculty, and staff.

To this end, advisors and mentors regularly meet to discuss EdD students’ progress. Before reaching a point of extreme challenge (e.g., a student’s cumulative GPA falling below 3.00), students should reach out to their faculty advisor who will counsel the student to consider additional academic and university services support. This may include time management and planning activities, an academic support plan, consultation with tutoring and writing center professionals, and additional research methods workshops and tutorials.

Grade Appeals Process

The two required steps of the EdD program's grade appeals process are as follows. For additional information, refer [here](#).

1. The student appeals to the individual faculty member who was the course instructor and assigned the course grade.
2. If the student is not satisfied with the instructor's decision, the student can follow the appeals process through the Student Academic Appeals Committee in SEHD.

We always value your input. If you have any concerns about a particular course, we recommend you discuss it with the instructor first and use the student evaluations as a means for constructive feedback to improve the course for future cohorts as appropriate. If the issue is not resolved, reach out to your advisor and/or program leader for your concentration. Programmatic or other concerns would go to the concentration's lead first. If issues persist, feel free to reach out to the Associate Dean for Research and Academic Affairs. Please see Appendix G for personnel contact information.

IV. The Doctoral Research Project (DRP)

The culminating experience for the EdD program is the design and completion of a Doctoral Research Project (DRP). With the successful completion and reporting of the DRP research study, students demonstrate their ability to identify an educational challenge or problem of practice and complete research inquiry to gather and interpret empirical evidence to inform that challenge/problem.

The DRP process is designed to demonstrate students' ability to integrate theories and research methods learned throughout the EdD program to enhance understanding of problems encountered within schools and educational settings.

The DRP requires students to leverage knowledge and experiences within birth-20 and community-based institutions in designing, implementing, and evaluating education programs and policy. These institutions include governmental (i.e., international, national, state, or local education departments and agencies) or private (i.e., foundations, community-based organizations, or professional associations) that support education for diverse birth-20 learner populations.

Quality improvement research is typically not considered "research" under federal guidelines because it is not intended to be generalizable beyond the partner site. For quality improvement projects, students and their advisors must submit the project for review to the SEHD Quality Improvement review committee for approval to conduct research with human subjects.

Additionally, partner sites often have their own review processes that require the research first be reviewed at the university. University and partner site approvals are required prior to data collection. DRPs that are intended to be generalizable typically must be reviewed by the Colorado Multi-Institution Review Board (COMIRB) for approval to conduct research with human subjects.

The Doctoral Research Project Committee

The Doctoral Research Project (DRP) committee consists of (a) the faculty advisor who is a CU Denver SEHD faculty member and who serves as the student's primary advisor, and (b) two additional committee members who may include other CU Denver SEHD faculty members and/or members who are an approved professional with a terminal degree. The student and the DRP faculty advisor collaboratively identify the members of the committee.

The faculty advisor and student must ensure that all members of the DRP committee hold a graduate faculty appointment. This is a critical step. A non-approved committee member will delay the proposal defense, final defense, or graduation! For a committee member to request a special GFA, they will need to submit the SEHD GFA form found [here](#) and include their CV. These two documents must be submitted to the SEHD Doctoral Programs Coordinator at least 2 weeks before the proposal defense.

A typical DRP committee consists of the following members:

- The faculty advisor (chair) – a SEHD permanent graduate faculty member usually from the student's Concentration Area.
- A second regular graduate faculty member from SEHD who has expertise in the topic or methodology of the DRP research study. The university allows second committee members to be external or from a partner site; and
- A third member who may be another CU Denver graduate faculty member or a person with a terminal degree from the partner site involved in the DRP research study. A person from the partner site with **a master's level degree** and unique expertise, knowledge, and skills who plays a critical role in the partner site may be approved to serve on a DRP committee.

Doctoral Research Project Stages and Procedures

Students work with a variety of supports to design, conduct, and defend their Doctoral Research Project (DRP). In the EdD program, students begin learning about the DRP proposal development process in the research methods course sequence and the 1-credit DSEP 8990 seminars. The seminars provide foundational doctoral level research and writing skills to be applied in the development of the DRP proposals.

The faculty member selected by the student as their advisor serves as the primary member (chair) of the DRP committee and provides ongoing feedback and support during the DRP proposal development and research study implementation.

As part of the research methods and DSEP 8990 seminars, and in collaboration with their DRP committee members, each EdD student completes the following steps. All forms can be found [here](#).

- Designs the DRP proposal (i.e., Chapters 1-3 of the DRP document) in collaboration with DRP faculty advisor, DRP committee, and research partner site(s).
- Completes and submits all required university and SEHD forms and processes for the DRP proposal defense (i.e., Exam Request and any applications for Special Graduate Faculty appointment for committee members not already members of the Graduate Faculty).

- Defends the DRP proposal and receives approval from the committee to proceed to next steps after completion of any changes/modifications to the proposal.
- Obtains all required university and SEHD QI/IRB approvals (through either COMIRB or the SEHD Quality Improvement Research Review).
- Obtains all required external research review board study permissions from partner site/organization.
- Begins implementation of DRP recruitment and research activities; collects, manages, and analyzes all data sets in accordance with the approved research plan and human subjects review board requirements and commitments.
- Creates all report(s) and deliverable(s) agreed upon by the DRP committee and partner site/organization as part of the DRP proposal document and defense.
- Applies for graduation (required) and commencement ceremony (optional) in the semester they plan to defend their final, along with abiding by university deadlines.
- Completes and submits all required university and SEHD forms and processes for the DRP final defense (i.e., Graduate Exam Request).
- Defends the final DRP document with a presentation during a defense meeting with the full DRP Committee. *The final DRP defense presentation is technically open to the public.
- Prepares and submits all revisions to the final DRP document to the primary advisor and/or committee.
- Submits the final DRP to the faculty advisor and to the Doctoral Programs Coordinator.

DRP Credit and Registration Requirements

Following the successful completion of the DRP proposal, students are considered Doctoral Candidates. If the student is actively working on their DRP and/or if the student plans to defend, they must be registered for at least 1 credit (this includes summer) in DSEP8991.

Students must register for a minimum number of DSEP8991 credits such that their total DSEP8990 and DSEP8991 credits total at least 15. To register for DSEP 8991, students will use the [Special Processing Form](#). The completed form should be signed by the Primary Advisor and sent to the SEHD Doctoral Programs Coordinator.

Once a student has reached the 15-credit hour minimum requirement of DSEP 8990/1, if the student has not completed the DRP, the student should continue to register for one (1) DRP advising credit (DSEP 8991) each semester through graduation.

Students must be registered during the semester in which they defend and graduate. For example, if a student passes the defense in spring semester but does not turn in the final Doctoral Research Project and presentation products until the summer semester, the student must register for one credit of DSEP 8991 during the summer semester and pay all tuition/fees.

Developing the DRP Proposal

After the completion of all EdD coursework, students are required by the program to present and defend their DRP proposal either during or following the term in which that coursework will be finished. The DRP proposal is intended to demonstrate the student's ability to:

- Identify, analyze, and synthesize relevant literature; create conceptual models; and develop focused research questions as part of a coherent, well-written research proposal; and
- Create and implement a research design that addresses a significant problem of educational practice identified by partner organization and/or within academic field of study.

The DRP proposal is intended to be a formative assessment that enables each student to describe the research project contemplated and to receive feedback and suggestions for improvement before embarking on the study. The DRP proposal is a working contract between the student and the DRP committee. It provides assurance to the faculty members of the quality of conceptualization of the student's research design. It provides the student with assurance that the proposed research activities are considered acceptable by the faculty members.

Please note that a student may **not** begin any DRP research activity before successfully defending the DRP proposal and can begin only after QI/COMIRB and District Research permissions have subsequently been obtained. That is, committee approval (i.e., successfully passing the proposal defense) of the Doctoral Research Project proposal as well as QI and District research permission are required **prior** to any data collection.

DRP proposals are expected to be written in standard APA style for organization, format, and citations, using the **most current** APA style manual. DRP proposals follow a standard academic design for research proposals:

1. An introduction to the topic/area of research and justification of need for the proposed research project.
2. A focused review of relevant literature that grounds the proposed research project in the academic research in the field and identifies the conceptual framework that guides the research design.
3. A thorough description of data collection and analysis procedures (methods), including justification for the use of the proposed methods in relationship to the conceptual framework. The methods section includes, but is not limited to, a description of the data sources, populations/samples and recruiting of participants, participant consent and protection of human subjects' processes, data security procedures, proposed research instruments/tools, data collection timeline and milestones, and data analysis procedures.
4. A description of the resulting reports and other deliverables to be provided to DRP partner site/organization. The format and content of DRP final products is expected to be responsive to the interests and needs of the partner audiences. The design and timeline for reports/deliverables are negotiated with both the partner site/organization and the DRP committee at the proposal stage.

All students must submit a Graduate Exam Request form **at least two weeks prior to the PROPOSAL defense and members of the students' review committee should be provided with a copy of the**

proposal a minimum of two weeks prior to the defense meeting. If you have committee members that need a special graduate faculty appointment, please submit all their paperwork preferably before you submit your proposal defense request. All these forms are to be submitted to the SEHD Doctoral Programs Coordinator.

Conducting the DRP Study

As part of the EdD research methods course series, each student completes the online CITI training required by the university for any researcher working with human subjects or data about human subjects.

Each student meets with the faculty advisor and other committee members to identify the required partner site/organization for external research study permissions and SEHD QI/IRB approvals needed for the DRP study.

In some cases—for those students conducting Quality Improvement studies with a partner site/organization—the permissions process will also include a Memorandum of Understanding among the student, SEHD, and the site(s) of the research project. For others, a formal COMIRB review, and partner research study approval will be needed.

Once all required QI/IRB and partner approvals are in place, a student may begin the processes of collecting and analyzing data and developing the DRP report(s) of findings and other deliverables, following the study design from the approved DRP proposal.

Occasionally, DRP research studies need modification from the original approved plans. The modifications may be due to unforeseen circumstances at the partner site/organization including, but not limited to, changes in leadership and research sponsors; altered timelines for access to participants and data sources; shifting priorities and timelines for use of findings; and other events that impact the collection, analysis, and reporting of findings from the DRP study.

Except for the most minor changes, prior approval is generally required for changes to the research. If modifications are required, the student consults with the DRP advisor in advance of any substantive changes. In collaboration with the DRP advisor, the student will work with the full DRP committee, QI or IRB committees, and relevant contacts at the partner site/organization to revise the proposed research study.

Final Doctoral Research Project Defense

The defense of the final DRP document provides the student with the opportunity to demonstrate understanding of the substantive and methodological issues in the Doctoral Research Project and the relevance and utility of the study's findings.

Prior to the scheduling of the defense, the student works with the DRP advisor and committee to review and provide feedback on the draft DRP document. The student should solicit specific feedback from the committee and incorporate their edits and suggestions into the DRP document. As needed, the student should schedule meetings with the DRP advisor and committee members to review their feedback.

Students should discuss with the DRP faculty advisor the expectations for the defense, including the scope of the questions the committee members are likely to ask and the structure and length of the defense meeting.

During the defense, the student provides an overview of the substantive and methodological issues related to the research project. Members of the DRP committee typically ask the student to connect the learnings from the DRP study to the Concentration Area.

To schedule the DRP defense meeting, the student works with the DRP advisor, committee, and partner site/organization to find an appropriate time and venue.

To schedule the defense, the student submits the **Graduate Exam Request form at least two weeks prior to the FINAL defense** to the SEHD Doctoral Programs Coordinator.

Students must follow university deadlines. Failure to follow these deadlines may result in postponement of graduation.

The student's approved DRP committee conducts the defense. The presentation part of the DRP defense meeting is open to members of the SEHD and university communities including cohort members, families, etc., however only the student and examination committee may participate in the meeting.

A majority vote of the members of the DRP committee is required for the student to pass the DRP defense. A majority of the examination committee must vote for one of the following outcomes: a) Pass; b) Conditional Pass; or c) Fail. All members of the committee must sign the exam report form to document their individual vote and the form, with original signatures, must be returned to the SEHD Doctoral Programs Coordinator.

If a student receives a Conditional Pass, the examining committee must clearly define the requirements for the student to receive an unconditional passing grade, and these requirements must be completed to the satisfaction of the examination committee by the last day to defend deadline for that term's graduation. Under extenuating circumstances, the faculty advisor may petition the Associate Dean for additional time. However, this will result in the student not graduating in their original term and will have to register for one credit of DSEP 8991. If a student fails the examination, they may not continue in the program unless a time extension is supported by the program in writing.

Passing the defense does **NOT** indicate that the DRP is complete and has final approval. DRP defenses result in revisions, and in some cases, students are required to reanalyze data and significantly revise findings. Typically, the faculty advisor oversees the process, with assistance from other committee members as appropriate, though another committee member can also supervise.

Students should plan for adequate time to complete required revisions PRIOR to all university and SEHD graduation deadlines. University deadlines can be found [here](#) and SEHD deadlines will be communicated each semester.

Submission Procedures

All EdD students are **required to provide an electronic copy** of their final DRP document (with all appendices and other deliverables) to the SEHD Doctoral Programs Coordinator.

V. Student Support

There are a variety of offices and systems designed to support students throughout the process of completing the EdD degree. Students are strongly encouraged to be proactive in making the most out of these supports and to communicate regularly with their faculty advisors and course instructors about their needs and interests.

Advising

Upon acceptance into the EdD program each student is assigned a faculty mentor within their Concentration Area. Though practices across concentrations differ, the main job of the faculty mentor is to get to know students' interests and objectives well enough to suggest who among the faculty might serve as their primary advisor (i.e., chair for the DRP advisory committee).

Students may begin the process of identifying their primary advisor (a.k.a., chair) by the spring semester of their first year in the program.

The main roles of the primary advisor are as follows:

- Serving as a sounding board, informant, critical friend, and teacher for the student in relation to all facets of the DRP (including, but not limited to, framing the study; identifying partners and/or research sites; designing a sound and trustworthy study; writing, defending and revising the proposal; gaining human subjects approval; enacting the study; working productively and ethically with partner sites; writing and defending the DRP);
- Serving as the arbiter and enforcer of standards of ethical conduct and quality on behalf of the Concentration Area faculty and SEHD.
- Working with the student to assemble and work productively with the DRP committee.
- Following all administrative and procedural program and research requirements, including but not limited to annual reviews, requests for defense meetings, and graduation forms.
- Helping candidates access the myriad supports available to them, as needed, including but not limited to assistance with writing, methodology, and research;
- Providing advice and guidance related to life after the doctoral program.

Selection of the primary advisor is first and foremost a decision each student makes, within university guidelines, and subject to the agreement of the faculty member who is asked to serve as primary advisor.

Even though the student and faculty member agree that their advisor/advisee relationship is a good fit, the primary advisor serves at the discretion of the student. That being said, the student can elect to change advisors. From a program perspective, we encourage students and faculty to understand and appreciate that such changes need to be made thoughtfully, after much conversation, and with foreseeable consequences in mind. Changes end up costing both student and advisor time and energy, and while the student is "in charge" of this decision, faculty and administration will require explanation to ensure that the change is educationally appropriate.

Financial Aid and Scholarships

Doctoral students may be eligible for federal financial aid. For information, contact the [Office of Financial Aid](#) about the procedures for submitting FAFSA Documentation.

Select graduate scholarships are available within the School of Education & Human Development. For more information, review the following [SEHD webpage](#).

Writing Resources

Scholarly academic writing is the genre of writing used in all academic fields. For EdD students who do not routinely use scholarly writing, the genre can feel unfamiliar and intimidating.

EdD students gain skills in academic writing by becoming immersed in scholarly literature and completing writing activities across the EdD courses. Throughout the EdD doctoral studies, students read, discuss, and produce scholarly writing from course-based discussion posts through to the final Doctoral Research Project. All EdD students complete intensive academic writing in core, concentration, and research courses.

For the EdD program, students are required to follow the guidelines of the Publication Manual of the American Psychological Association (typically referred to as the APA manual). The [Writing Lab at CU Denver](#) provides a variety of resources on scholarly writing. EdD scholarly writing always includes proper citation of sources, and the use of an APA formatted bibliography or reference list. Scholarly writing is informed by and shows engagement with the larger body of literature on the topic, and all assertions are supported by research evidence from appropriate academic sources. Guides on plagiarism, rules of grammar and syntax, and other foundational writing skills are available on the Writing Lab's website.

Disability Resources and Medical Issues

Students with a disability or a serious medical issue should consult with the [Disability Resources and Services \(DRS\) office](#). This office encourages each student to self-identify any known needs to DRS and SEHD course instructors at the beginning of **EACH** academic semester.

NOTE: It is the student's responsibility to seek services from the DRS office to ensure that the university is aware of any necessary accommodations. Documentation must be provided to the DRS office **BEFORE** any accommodations made by SEHD and the EdD Program administrators and faculty.

VI. University Graduate Program Rules & Procedures

All the processes and procedures within the EdD program follow the guidelines and requirements of the University of Colorado Denver. The SEHD Doctoral Student Resources page is [here](#).

Graduation Requirements

To complete the EdD program and graduate from CU Denver, students must within an eight (8) year period:

- Complete all required coursework (a minimum of 54-credit hours as outlined in the EdD program).
- Maintain a 3.0 cumulative grade point average.
- Receive no lower than a B- in all courses.
- Pass the DRP proposal defense after the completion of all coursework and all required program assessments.
- Satisfactorily complete and defend the Doctoral Research Project final dissertation.
- Submit a completed, corrected, and approved copy of the DRP to the program.

Time Limit to Degree

Doctoral students, whether enrolled full time or part time, must complete all degree requirements **within eight years of starting the EdD program**. Students who fail to complete their degree in this eight-year period are subject to termination from the university.

Discontinued enrollment (3 semesters, including summer) without an approved leave of absence (see below) does **NOT** extend the time to degree limit. In the case of a change in doctoral degree programs (e.g., from an EdD to a PhD or vice versa), the time to degree clock will re-start.

Students may apply for a time extension to complete the EdD program requirements. These requests are reviewed by the SEHD Associate Dean and relevant EdD program faculty in the Concentration Area. For a student to continue beyond the eight-year limit, the student and advisor must petition for an extension and provide 1) reasons why the EdD faculty members believe the student should be allowed to continue in the program and 2) an anticipated timeline for completion of the EdD degree.

Leave of Absence

Students who need to leave CU Denver Graduate Programs for a period can petition for a leave of absence of up to one (1) year (i.e., three consecutive semesters). "Time to degree" does not accumulate while on an approved leave of absence.

If a student does not register for **three consecutive semesters (including summer)** and does not apply for and receive a Leave of Absence, they will be discontinued from the program. Students may apply for readmission, and faculty will review the application to determine whether they can provide the necessary support for the student's return. If a student does not enroll in classes for **three**

consecutive years, they will have to start a new application as a new applicant. More information can be found [here](#).

Due to the fixed nature of course offerings and program of study, if a student needs to take a leave of absence or postpone progress in the program, an alternative plan will need to be approved by their advisor and depending, may require them to join a subsequent cohort in a later year.

Transfer of Credits

The EdD program will consider the transfer of a **maximum of 9 graduate-level semester credit hours** from **non-CU System, accredited universities** toward meeting EdD course requirements. The faculty advisor and program lead of the course that is to be replaced by the transferred course must agree that the course is an appropriate transfer.

To be eligible for transfer, courses must:

- Be at the graduate level (5000 or above).
- Have a letter grade of B minus (B-) or higher.
- Be validated by the program leader if the credits were not earned within the last seven (7) years before applying to the degree program;

Graduate level coursework (5000 level or above) completed for a master's degree may be applied toward a doctoral degree with program approval. Credits earned in a Graduate Certificate Program that have not also been applied to a graduate degree program may be applied to a graduate degree program with program faculty consent. After approval has been provided, the student and faculty advisor will need to fill out the Request for Transfer Credit form, which is found [here](#).

Courses taken **within the CU System** are considered residential courses and labeled as substitution courses. Substitution courses must meet all criteria listed above. When substituting courses, please use the transfer of credit form and indicate which courses will be replaced. Transfer credits and residential credits combined may not exceed 40% of the credits taken to complete the program, however Concentration Areas might have more rigorous requirements. Please check with the Concentration Area leader early on if you hope to transfer in credits.

Student Academic Honor and Conduct Code, Misconduct and Appeals

Students are expected to adhere to the highest standards of personal integrity and professional ethics. Students who do not meet these standards of integrity and ethics, or who violate the [Student Honor Code](#), may be placed on disciplinary probation.

Procedures for matters involving academic misconduct use due process, including at a minimum, 1) notification to the student regarding the alleged violation, 2) the opportunity for the student to gather information to respond to the allegation, and 3) an impartial hearing to be conducted by the ACAC.

The CU Denver schools and colleges in which graduate programs are housed, or individual graduate-level programs, may have additional policies and/or requirements for student conduct in addition to those set by the university.

Program Discontinuance

A student will be discontinued from the EdD program if academic requirements are not maintained and for violations of university or school ethical and professional standards of conduct of UC Denver.

Once a student has been given final notice of steps needed for meeting academic requirements and/or addressing violations of codes of conduct with a specified timeline, if the student fails to meet benchmarks, the EdD program faculty will summarily dismiss the student from the program.

Review, Evaluation, and Accreditation of the EdD Program

Data sets from the EdD overall program assessments (e.g., diversity assessment, comprehensive exams, course outcomes, and individual course assessments), as well student recruitment, retention, and career placements, are examined annually through a school wide continuous improvement process as part of the processes of the SEHD and the university's accrediting bodies.

Engaging in this process allows the doctoral faculty to determine if doctoral level courses are addressing the overall goals and outcomes of the program. Ongoing curriculum, instruction and assessment refinements are made using these data sets.

In addition, periodic program reviews are required and conducted by the campus-level office of the Associate Vice Chancellor for Academic Affairs. These assessments of program quality are used to modify curriculum and program delivery. All efforts and rationale for changes are fully documented in SEHD and CU Denver accreditation reports.

Assessment of student learning and academic outcomes is conducted through course and program assessments across student cohorts, individual courses, core and concentration areas, and at the program level to meet the Higher Learning Commission of the North Central Association's ten-year accreditation review.

Finally, input is continuously sought from current students, EdD program graduates, research partners, and the educational community about emergent and continuing issues that should be included in the EdD curriculum and learning activities.

Faculty Course Questionnaires

Faculty Course Questionnaires (FCQs) are administered according to CU Denver rules for each course, each semester. Results of these questionnaires are reviewed by the course instructors, the EdD Program Concentration Area faculty lead, and the Associate Dean for Research and Academic Affairs. The student feedback is used to make EdD courses and program level improvements.

Student Exit and Follow-up Surveys

Program assessment of the EdD curriculum and culminating experiences is also accomplished through SEHD student exit and alumni follow-up surveys. SEHD administrators use a formal system to conduct exit and follow-up surveys of program graduates, thereby allowing the tracking of student placement or advancement in professional jobs following degree completion and documenting the long-term success of graduates.

Appendix A - Program of Study: LEO

The course plan provided serves as the intended guide for your academic progress. While every effort will be made to follow this plan as outlined, it is subject to change based on curriculum updates, course availability, or other academic considerations. Any changes will be communicated in a timely manner.

Summer 1 = 6 credits	Fall 1 = 7 credits	Spring 1 = 7 credits
EDUC 7100: Leadership in Education EDFN 7410: Power & Privilege: The Social Construction of Difference	RSEM 7001: Applied Research I DSEP 8990 DRP Design #1 (1 credit seminar) CONCENTRATION COURSE #1: EDUC 7500 Strategic Human Capital	RSEM 7002: Applied Research II DSEP 8990 DRP Design #2 (1 credit seminar) CONCENTRATION COURSE #2: EDUC 7510 Strategic Organizational Management
Summer 2 = 7 credits	Fall 2 = 7 credits	Spring 2 = 7 credits
DSEP 8990 DRP Design #3 (1 credit seminar) LDFS 7712: Learning and Human Development Elective	RSEM 7003: Applied Research III DSEP 8990: DRP Design #4 (1 credit seminar) CONCENTRATION COURSE #3: EDUC 7520 Strategic Systems Improvement	EDUC 7230: Organizational Performance in Educational Contexts DSEP 8990 DRP Design #5 (1 credit seminar) CONCENTRATION COURSE #4: EDUC 7530 Executive Leadership Development
Summer 3 = 3 credits + DRP credits	Fall 3 = DRP credits	Spring 3 = DRP credits
Elective AND *DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)	*DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP) *In the final semesters of the EdD, the student distributes the remaining DSEP 8991 credits (10 credits or more) in conjunction with completing the DRP proposal (and defense), research study, and final DRP document (and defense).	

Appendix B - Program of Study: STEM and Learning Design

The course plan provided serves as the intended guide for your academic progress. While every effort will be made to follow this plan as outlined, it is subject to change based on curriculum updates, course availability, or other academic considerations. Any changes will be communicated in a timely manner.

Summer 1 = 4 credits	Fall 1 = 7 credits	Spring 1 = 7 credits
DSEP 8990 DRP Design #1 (1 credit seminar) EDFN 7410 Power & Privilege: The Social Construction of Difference (CORE 1 of 3)	DSEP 8990 DRP Design #2 (1 credit seminar) RSEM 7001 Applied Research I (RESEARCH 1 of 3) CONCENTRATION COURSE #1* (1 of 4)	DSEP 8990 DRP Design #3 (1 credit seminar) RSEM 7002 Applied Research II (RESEARCH 2 of 3) CONCENTRATION COURSE #2* (2 of 4)
Summer 2 = 4 credits	Fall 2 = 7 credits	Spring 2 = 7 credits
DSEP 8990 DRP Design #4 (1 credit seminar) INTE 7100 Designing Professional Learning (CORE 2 of 3)	DSEP 8990 DRP Design #5 (1 credit seminar) RSEM 7003 Applied Research III (RESEARCH 3 of 3) CONCENTRATION COURSE #3* (3 of 4)	DSEP 8990 DRP Design #6 (1 credit seminar) CONCENTRATION COURSE #4* (4 of 4) STME 7020 Power of Data (ELECTIVE recommended, 1 of 3)**
Summer 3 = 6 credits	Fall 3 = 3 credits + DRP credits	Spring 3 = DRP credits
EDUC 7100: Leadership in Education (CORE 3 of 3) ELECTIVE (Confer with your faculty mentor, 2 of 3)	INTE 7750 AI-Enhanced Pedagogy (ELECTIVE recommended, 3 of 3)** ***DSEP 8991 DRP (Prep for proposal defense, 1 credit hour or more as determined in consultation with faculty advisor on DRP)	***DSEP 8991 DRP (Proposal defense, 1 credit hour or more as determined in consultation with faculty advisor on DRP)
Summer 4 = DRP credits	Fall 4 = DRP credits	Spring 4 = DRP credits
***DSEP 8991 DRP (DRP defense in Spring 4; 1 credit hour or more as determined in consultation with faculty advisor on DRP)		

* Concentration Course List on the next page.

** You are welcome to take any CORE or RSEM course not previously completed instead. Work with your faculty advisor to determine the best elective selection given your professional focus and interests.

*** In the final terms of the program, students allocate **nine DSEP 8991 credits**.

Concentration Courses for STEM and Learning Design:

STEM Education		
Semester	Concentration Course	Course
Fall 2026	Concentration Course #1	SCED 5/7500: Nature of Science OR MTED 7050 Critique of Math Ed Research
Spring 2027	Concentration Course #2	SCED 5340 Equity and Culture OR MTED 7070 (Re)Humanizing Math Teaching and Learning
Fall 2027	Concentration Course #3	STME 7110 Science and Math Curriculum Study
Spring 2028	Concentration Course #4	MTED 7030 Theories of Mathematics Learning OR SCED 5350 Issues and Trends in Science Education

Learning Design (LD)		
Semester	Concentration Course	Course
Fall 2026	Concentration Course #1	INTE 6750 Trends & Issues in Learning Design and Technology
Spring 2027	Concentration Course #2	INTE 7140 Transforming Learning Design: Integrating Design Justice Principles
Fall 2027	Concentration Course #3	INTE 7110 Learning Design, Mentoring, and Coaching
Spring 2028	Concentration Course #4	INTE 7360 Critical Digital Pedagogy

Appendix C - Program of Study: JEDI

The course plan provided serves as the intended guide for your academic progress. While every effort will be made to follow this plan as outlined, it is subject to change based on curriculum updates, course availability, or other academic considerations. Any changes will be communicated in a timely manner.

Summer 1= 4 credits	Fall 1 = 7 credits	Spring 1 = 7 credits
EDFN 7410: Power & Privilege: The Social Construction of Difference DSEP 8990 DRP Design #1 (1 credit seminar)	LDFS 7712: Learning and Human Development EDFN 7500: Critical Race Theory for JEDI DSEP 8990 DRP Design #2 (1 credit seminar)	EDUC 7100: Leadership in Education EDFN 7420: Foundations of Education in Urban and Diverse Communities DSEP 8990 DRP Design #3 (1 credit seminar)
Summer 2 = 7 credits	Fall 2 = 7 credits	Spring 2 = 7 credits
Elective (can be taken outside of CU Denver, however, please seek approval from advisor first) EDFN 7520: Flipping the Script DSEP 8990 DRP Design #4 (1 credit seminar)	RSEM 7001 Applied Research I DSEP 8990: DRP Design #5 (1 credit seminar) <i>Pick ONE:</i> Option 1: RSEM 7002 Applied Research Methods II Option 2: RSEM 7110 Intermediate Statistics (recommended but need permission from advisor)	RSEM 7003 Applied Research Methods III STME 7020: Power of Data DSEP 8990 DRP Design #6 (1 credit seminar)
Summer 3 = 3 credits	Fall 3 = 3 credits + DRP credits	Spring 3 = DRP credits
EDFN 7530: Advanced Thesis Writing	EDFN 7540: DRP Proposal Preparation and Defense *DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)	*DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)
Summer 4 = DRP credits	Fall 4 = DRP credits	Spring 4 = DRP credits
*DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)		
*In the final semesters of the EdD, the student distributes the remaining DSEP 8991 credits (nine credits or more) in conjunction with completing the DRP proposal (and defense), research study, and final DRP document (and defense).		

Appendix D - Program of Study: ECE

The course plan provided serves as the intended guide for your academic progress. While every effort will be made to follow this plan as outlined, it is subject to change based on curriculum updates, course availability, or other academic considerations. Any changes will be communicated in a timely manner.

Summer 1 = 4 credits	Fall 1 = 7 credits	Spring 1 = 7 credits
EDFN 7410: Power & Privilege: The Social Construction of Difference DSEP 8990 DRP Design #1 (1 credit seminar)	LDFS 7712: Learning and Human Development RSEM 7001 Applied Research I DSEP 8990 DRP Design #2 (1 credit seminar)	ECED 7200: Advancing Equity and Inclusion in Early Childhood Education ECED 7000: Early Childhood Education and Care Today: Practices, policies, and Key Issues DSEP 8990 DRP Design #3 (1 credit seminar)
Summer 2 = 3 credits	Fall 2 = 7 credits	Spring 2 = 7 credits
EDUC 7100: Leadership in Education	RSEM 7003 Applied Research Methods III ECED 7070: Social Competence and Classroom Supports DSEP 8990: DRP Design #4 (1 credit seminar)	STME 7020: Power of Data ECED TBD: Advancing Equity in Early Literacy Education DSEP 8990 DRP Design #5 (1 credit seminar)
Summer 3 = 4 credits	Fall 3 = 6 credits	Spring 3 = DSEP 8991 hours
ECED TBD: Scholarship of Teaching DSEP 8990 DRP Design #6 (1 credit)	EDUC Elective: Scholarship Writing for the EdD RSEM 7002 Applied Research Methods II	*DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)
Summer 4 = DRP credits	Fall 4 = DRP credits	Spring 4 = DRP credits
*DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)		
*In the final semesters of the EdD, the student distributes the remaining DSEP 8991 credits (nine credits or more) in conjunction with completing the DRP proposal (and defense), research study, and final DRP document (and defense).		

Appendix E - Program of Study: Higher Education

The course plan provided serves as the intended guide for your academic progress. While every effort will be made to follow this plan as outlined, it is subject to change based on curriculum updates, course availability, or other academic considerations. Any changes will be communicated in a timely manner.

Summer 1 = 4 credits	Fall 1 = 7 credits	Spring 1 = 7 credits
EDUC 7620 – Contemporary Issues in HE* (3) DSEP 8990 – DRP Design #1 (1 credit seminar)	EDUC 7600 – Higher Ed Policy & Governance (3) EDUC 7640 – HE Finance & Strat. Resource Allocation (3) DSEP 8990 –DRP Design #2 (1 credit seminar)	RSEM 7001 – Applied Research Methods 1 (3) EDFN 7410 – Power and Privilege (3) DSEP 8990 – DRP Design #3 (1 credit seminar)
Summer 2 = 6 credits	Fall 2 = 7 credits	Spring 2 = 10 credits
EDUC 7630 – Decision Making, Conflict, & Equity in HE* (3) EDUC 7100 – Leadership in Education (3)	EDUC 7610 – Strategic Enrollment Management (3) RSEM 7002 – Applied Research Methods 2 (3) DSEP 8990 – DRP Design #4 (1 credit seminar)	EDUC 7650 – Data-Informed Decision Making in HE (3) RSEM 7003 – Applied Research Methods 3 (3) DSEP 8990 – DRP Design #5 (1 credit seminar)
Summer 3 = 3 credits	Fall 3 = 5 credits	Spring 3 = 5 credits
EDUC 5070 – Law & Ethics* (3) EDUC 7230 – Organizational Performance in Ed Contexts (3)	*DSEP 8991: DRP *In the final semesters of the EdD, the student distributes the remaining DSEP 8991 credits (10 credits or more) in conjunction with completing the DRP proposal (and defense), research study, and final DRP document (and defense).	

* Intensive Course

Appendix F - Administrator License

Admission into the EdD program does NOT automatically include admission into the administrator license. For those seeking an administrator license, there is a brief application to complete. Once you're admitted into the administrator license, you'll be able to see the licensure admission as a separate admission from the EdD via UCDAccess (to see this in UCDAccess once you've been admitted into the license, click academics and then "my academics".)

To be fully admitted into administrator license, your next step is to complete the abbreviated admissions application for the license. Completion of the licensure application is required. Once you've been recommended for admission into the license, you'll receive an email from SEHD Admissions with the link to click to "reply to the offer of admission". Make sure you reply to the offer so that the admission can be officially processed.

If you are interested in this, please speak to your faculty advisor and the SEHD academic advisor about this. More information about the readmission application will be provided then.

The readmission application is being used for EdD administrator licensure admissions. Although you are not technically applying for readmission, the "readmission" application is being used to waive the \$50 application fee. This application will NOT require letters of recommendation or new copies of official transcripts. Instead, this application is a brief application that will allow the faculty to officially approve your admission into the license and will allow the admission to appear in UCDAccess as a separate admission from the EdD program.

Licensure completion process:

After you're admitted into the administrator license, you will apply for licensure completion through UCDAccess at the beginning of your final semester of the license (instead of waiting to apply for licensure completion at the time you apply for EdD graduation.) Applying for licensure completion through UCDAccess will result in the completed administrator license being transcribed on your CU Denver record.

Here are the [Colorado Department of Education's requirements](#) for an initial administrator licensure. Please note the Praxis requirement.

Finally, once you have passing grades posted in UCDAccess for all licensure courses (B- or higher) and you've passed the Praxis, you can move forward with applying for your license through the Colorado Department of Education following the instructions [here](#). You can send your CDE "approved program verification" form to the SEHD academic advisor for the license for Certification Officer signature.

Appendix G – Contact Information

Please note that all personnel and titles are subject to change. Refer [here](#) for up-to-date contacts.

Concentration Program Leaders:

Early Childhood Education:

Dr. Cristina Gillanders cristina.gillanders@ucdenver.edu

Executive Leadership:

Dr. Scott Bauer scott.bauer@ucdenver.edu

Higher Education:

Dr. Nina Buchanan nina.buchanan@ucdenver.edu

JEDI:

Dr. Robin Brandehoff robin.brandehoff@ucdenver.edu

Learning Design and STEM Education:

Dr. Dennis DeBay dennis.debay@ucdenver.edu

Associate Dean for Research and Academic Affairs:

Dr. Ester de Jong ester.dejong@ucdenver.edu

Assistant Dean for Student Success & Enrollment Management:

Dr. Sandy Mondragon sandy.mondragon@ucdenver.edu

SEHD Doctoral Programs Coordinator:

Carol Wahby carol.wahby@ucdenver.edu