



University of Colorado
Denver

School of Education & Human Development

Doctor of Education (EdD) Leadership for Educational Equity

Student Handbook

Summer 2024

DISCLAIMER: This handbook applies to the admitted doctoral cohort starting the program in the Summer 2024 term. Program structures, policies, and procedures may differ from previous and subsequent student 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 All content is subject to change and may be superseded by governing authorities, including but not limited to the university, UC System, state, or federal governments.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. Personnel named in the handbook are also subject to change.

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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 Education (EdD) program. If you have any questions about the information contained in this *Handbook*, you may contact your assigned faculty mentor, primary advisor, and Scott Bauer, Professor and Associate Dean, Advanced Education and Doctoral Programs.

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 without advance notice. For updates refer to the SEHD website at:

<http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Pages/home.aspx>

Verbal modifications to the policies, procedures, and/or requirements described in this *Handbook* are not recognized and will not be binding; modifications, if they occur, will be made in writing upon approval by the SEHD.

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

The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. The university takes action to increase ethnic, cultural, and gender diversity; to employ qualified disabled individuals; and to provide equal opportunity to all students and employees.

Qualification for the position and institutional need shall be the sole bases for hiring employees, and the criteria for retaining employees shall be related to performance evaluation, assessment of

institutional need, fiscal constraints, and/or, in the case of exempt professionals, the rational exercise of administrative prerogative.

All students shall have the same fundamental rights to equal respect, due process, and judgment of them based solely on factors demonstrably related to performance and expectations as students. All students equally share the obligations to perform their duties and exercise judgments of others in accordance with the basic standards of fairness, equity, and inquiry that should always guide education. *History: Amended November 8, 2001; September 17, 2013.*

Title IX Notice of Non-Discrimination

The University of Colorado Denver | Anschutz Medical Campus (“the University”) is committed to maintaining a positive learning, working, and living environment. The University prohibits 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.

The University prohibition against any act of sexual misconduct or related retaliation applies to all students, faculty, staff, contractors, patients, volunteers, affiliated entities, and other third parties and applies to conduct that occurs on campus and off-campus conduct, including on-line or electronic conduct as noted in the University policy. Violations may be subject to disciplinary action. The University will consider what appropriate potential actions should be taken.

The University employs trained staff members who have responsibility for Title IX compliance. The Title IX Coordinator oversees the development, implementation, and evaluation of Title IX policies, procedures, and training efforts and will refer all reports to a trained Title IX Investigator.

For further information about Title IX, please contact the University Title IX Coordinator or Deputy Coordinator.

Lawrence Street Center, 1380 Lawrence Street, 12th floor, Denver, CO 80217, Campus Box 187

Phone: [303-315-2567](tel:303-315-2567) Email: equity@ucdenver.edu

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),
- Timelines and calendars,
- Student supports and resources, and
- University Graduate Program requirements and rules.

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

II. The Education Doctorate (EdD)

About the EdD program

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

The EdD program is a practice-based, doctoral-level program for professional leadership in PK-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.

Through our focus on equity, 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's equity focus 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...

1. Analyze and critically evaluate educational theories, policies, research, and practices intended to improve **equity and social justice**.
2. **Collaborate with others** to set direction, design, and enact improvements as a **leader** in education, work, or community settings.
3. Apply principles of **individual and organizational learning** to effect positive change.
4. Design and conduct **research and inquiry** to improve practice and promote equity.
5. **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 at admission.

“Campus based” concentrations admit students to a heterogenous cohort including several concentration areas and offer classes online, hybrid, and face-to-face over the course of the program. “Fully online” concentrations admit students to homogeneous cohorts including only students studying in the concentration and offer all classes fully online.

Designing for Professional Learning (campus based)

Designed for those who are passionate about supporting the learning and professional development needs of K - 12 district-level teacher trainers, post-secondary educators, and workplace trainers using online and technology-based pedagogies.

Early Childhood Education (campus based)

The Early Childhood Education Concentration Area is designed for educational professionals interested in issues and practices in early childhood special education and early childhood education to improve outcomes for children with disabilities across early childhood settings. The program supports administrators in districts, agencies, and programs to effectively improve outcomes of all children, including children with disabilities.

Mathematics Education (campus based)

The Mathematics Education Concentration Area provides learning opportunities for education professionals focused on teacher learning and professional development experiences.

Faculty and students investigate how interventions used in professional development for mathematics teachers impact their content knowledge and pedagogical practices in their classrooms.

The coursework is framed by a situated perspective of learning and incorporates mixed methods to address research questions about interventions that support teacher and student learning.

Science Education (campus based)

The Science Education Concentration Area prepares educators to explore, understand, and think critically about the nature of science and science education from a research-oriented perspective.

Students may elect to focus on environmental science education as an area of specialization within this Concentration Area through electives and discipline-specific research agendas.

Executive Leadership (fully online)

The Executive Leadership Concentration Area is designed for professionals in leadership positions in educational, community, and non-profit organizations who wish to acquire learning and experiences related to personnel management, finance, accountability systems, evaluation, community relations, policy development, analysis, and research. This Concentration Area supports learning activities for individuals 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.

Higher Education Leadership (fully online)

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 student success. 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.

Justice, Equity and Diverse Identities (fully online)

This EdD concentration focuses on education for justice, equity, and diverse identities (e.g., Latané, Black, AANAPI, LGBTQIA+, and dis/ability) and allows students to pursue research of interest that is adjacent to or within one of the above areas. 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.

JEDI is a four-year, cohort-based concentration. Each cohort will have two faculty mentors who will teach their seminar classes; support students in establishing relationships with SEHD faculty to

secure a DRP chair and additional committee members; aid in initiating research relationships with partner sites for DRP work and begin the DRP writing process together. Due to the nuanced coursework and specific timeline and alignment of our classes, we are not accepting courses/credit hours transferred from outside institutions except in place of the elective course for year two as long as it supports your research trajectory toward your DRP and/or you have met with your mentors and/or your chair and have received their permission to transfer in courses/credit hours. This decision must be noted in your annual review.

III. Program Requirements: Coursework

Curriculum Description and Coursework

Students in the EdD program complete coursework in strands. Campus-based concentrations complete core and research classes in heterogeneous groups, whereas online cohorts follow a fixed program of study specified for their concentration and, generally, open only to students in that concentration. **The curriculum for your fully online, cohort-based program, if that applies to you, is presented in the Appendix to this Handbook.**

- I. Core Courses:
All EdD students take a series of required core courses that address equity and diversity, leadership, organizational performance, and learning theory.
- II. 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.
- III. Concentration Area:
Each EdD student takes a series of four Concentration Area courses designed to expand expertise in a specialty content area/field of study.
- IV. Elective Cognate:
Each student takes two courses that are selected (in consultation with the faculty mentor/advisor) to provide the student with additional content area knowledge and skills.

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.

Campus based concentrations involve courses that are in-person with required attendance/activities; online with required attendance/activities; and hybrid (a combination of in-person and online course meetings) with required attendance/activities. Fully online, cohort based concentrations involve fully online classes (Higher Education uniquely includes a summer residential intensive class each of three years).

Please note the following aspects of the EdD courses:

- Courses are taken in a specified sequence following a 3, 4, or 5-year Plan of Study. For online, cohort-based concentrations, the program is fixed upon admission; for campus-based concentrations, a program of study should be worked out with the faculty mentor during the first year and reviewed with an advisor at least annually.
- All courses have components that require students to have access to technology and a high level of comfort with online software and interfaces.
- All courses may have required attendance/activities regardless of the format: in-person, online, and hybrid. Please consult each course syllabus for attendance expectations.
- Courses focus on problems of practice in PK-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.

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).

The **campus based concentrations** include 54 credits as follows; fully online concentrations each have a program of study that is modeled based on this scheme but offer unique and fixed programs that are designed to best fit the concentration (see Appendix):

- **Twelve** hours in Required Core Courses.
 - Three hours equity core (EDFN 7410 Power & Privilege)
 - Three hours leadership core (EDUC 7100 Leadership in Education)
 - Three hours – chosen from one of the following:
 - EDUC 7230 Organizational Performance in Educational Contexts OR
 - STME 7020 Power of Data
 - Three hours – chosen from one of the following:
 - EDHD 7712: Learning Theory and Learners OR
 - INTE 7100: Professional Learning & Technology.
- **Nine** hours Research Methods Courses (RSEM 7001, RSEM 7002, and RSEM 7003).
- **Twelve** hours in Concentration Area Courses (four 3-credit hour courses).
- **Six** Hours in Elective Courses (two 3-credit hour courses).
 - Courses are chosen from the following:
 - EDFN 7250 School & Society;
 - LDFS 7712 Learning and Human Development (if not already taken as required core course);
 - INTE 7100 Professional Learning & Technology (if not already taken as required core course); or

- Other doctoral-level three credit courses (offerings vary each year).
- **Fifteen** hours in completion of a culminating Doctoral Research Project. These 15 hours include five 1-credit Doctoral Seminars (DSEP 8990) taken prior to the DRP Proposal and a minimum of ten credit hours (DSEP 8991) during which candidates conduct and complete their doctoral research study.

The EdD program 3-year Plan of Study, provided in *Section V: Timelines & Calendars*, illustrates a model program for students in campus based concentrations who intend to finish coursework in seven semesters followed by their doctoral research project (generally 1 to 1 ½ years). For students in fully online cohorts, consult the fixed program of study provided by the concentration.

For campus-based concentration students, with approval of their advisor students may construct a program of study that spans 5 years. Once constructed, the student and advisor should submit this plan to Carol Wahby for our files. A general outline of the EdD 5-year track plan of study calendar is provided in Appendix A of this document.

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 measures (including grades and student-created artifacts) constitute one form of assessment.

Each doctoral student must successfully complete and present a Doctoral Research Project (DRP) Proposal prior to implementing the DRP research study. The culminating, summative assessment for the program is presentation and defense of the 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 “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 the final 10 credit hours of the Doctoral Research Project until the final approved DRP document is submitted to the School of Education and Human

Development. Once the DRP is completed, passed, and submitted a grade of A will be assigned, replacing all IPs.

For all other courses and the five 1-credit DRP seminars, the instructor will assign a letter grade.

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.

No other grade changes are allowed by the university. In other words, students are not allowed to perform additional work for a completed course have their grades improved.

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 received a grade of B- or lower.

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

1. The student appeals to the individual faculty member who served as the instructor of record for the course and who 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.

For additional information, refer to the following webpage:

<http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx>

Incomplete Grade Policy

Students requesting a grade of Incomplete (I) must refer to the SEHD Application for Incomplete Grade policy and form available on the following webpage:

<http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx>

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

IV: Program Requirements: The Doctoral Research Project

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 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 Doctoral Research Project requires students to leverage knowledge and experiences within PK-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 PK-20 learner populations.

Doctoral Research Projects fall into three general types of design:

1. A Quality Improvement (QI) project conducted with an organization *where the student is currently employed or has significant professional connections*. In a QI project the research is designed *with and primarily for* a practitioner site that is working to innovate or improve ongoing programs and processes.
2. A QI project conducted with a *practice-site partner where the student is not an employee and/or does not have a significant professional role*. These types of QI projects are often managed in collaboration with faculty in SEHD and other research institutions in the state. SEHD administrators and staff may facilitate new partnerships with practice sites that share SEHD faculty members' and doctoral students' research interests.
3. *An individualized research project focused on generating theoretical and generalizable knowledge*. These doctoral research projects are more similar to traditional research dissertations. These types of DRPs often require more extensive support from the student's academic advisor and the DRP committee members.

Students wishing to pursue generalizable research projects will need to collaborate with their DRP committee to develop an extensive research plan. Students may also need to identify and personally finance additional training in research data collection methods and data analysis outside of their EdD academic program.

Projects that are intended to be generalizable (type three above) typically must be reviewed by the Colorado Multi-Institution Review Board (COMIRB) for approval to conduct research with human

subjects. 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 generally submit the project for review by 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.

The Doctoral Research Project Committee

The Doctoral Research Project 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 one or two members who are an approved professional with a terminal/master’s or doctoral degree. The student and the Doctoral Research Project 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.

A typical DRP committee consists of the following members:

- The faculty advisor – a SEHD permanent graduate faculty member usually from the student’s Concentration Area;
- A second permanent 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, but this is less frequently the case]; and
- A third member – who may be another CU Denver permanent graduate faculty member but who is most often a person with a terminal/doctoral degree from the partner site/organization of 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.

NOTE: If the student includes a person on the committee who is NOT a current permanent graduate faculty member within SEHD, the student must work with the DRP advisor to ensure that the person applies for and receives a **special** graduate faculty appointment with CU Denver to serve on the committee.

This is done working with Dr. Scott Bauer to complete the *Graduate Faculty Appointment–Special Form* and obtaining an electronic copy of the CV/resume of the committee member. Dr. Bauer reviews the information for approval. *This is a critical step.* A non-approved committee member WILL delay the DRP proposal defense, final DRP defense, and graduation!

A student, in consultation with the DRP Advisor, may request the assistance of a methods coach. A methods coach provides advice and feedback to the student on the development of the DRP research design but does not serve as a member of the DRP committee.

DRP Stages and Procedures

Students work with a variety of supports to design, conduct, and defend their Doctoral Research Project. In the EdD program, students begin learning about the DRP proposal development process in the three-semester research methods course sequence and the five, 1-credit DSEP 8990 seminars.

The faculty member selected by the student as their advisor serves as the primary member of 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 in this order:

- 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 required forms and processes for the DRP *proposal* defense (i.e., the Graduate Examination Request and any applications for Special Graduate Faculty appointment needed 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 in either COMIRB or SEHD Quality Improvement Review processes 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.
- Completes and submits all required university and SEHD forms and processes for the DRP final defense (i.e., Request for Graduate Examination Request).
- Defends the final DRP document with an oral presentation during a defense meeting with the full DRP Committee (NOTE: The final DRP defense 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, amended DRP to the faculty advisor and to Dr. Scott Bauer for SEHD archives.

DRP Credit and Registration Requirements

Following the successful completion of the DRP *proposal*, students are considered Doctoral Candidates. To be considered active, students must be continuously registered for DRP credits each fall/spring semester thereafter through the semester in which the student graduates. If the student

is actively working on their DRP in the summer or if the student plans to defend in the summer, they must be registered for at least 1 credit.

NOTE: As part of the EdD program all students complete five 1-credit DRP seminars (DSEP 8990) that provide foundational doctoral level research and writing skills to be applied in the development of their DRP proposals.

Students register for the remaining ten (10) DRP credits (DSEP 8991) using the CU-Denver Special Processing Form each subsequent semester from the successful DRP *proposal* defense through graduation. The completed form should be sent to Carol.Wahby@ucdenver.edu.

<https://www.ucdenver.edu/registrar/student-resources/forms>

Once a student has reached the 15 credit hour minimum requirement (5 DSEP 8990 credits and 10 DSEP 8991 credits), if the student has not completed the DRP, the student must continue to register for one DRP advising credit (DSEP 8991) each semester through graduation. Therefore, it is recommended that each student collaborate with the DRP committee to create a timeline for completing the DRP to avoid additional tuition expense, if possible.

Students must be registered during the semester in which they defend and graduate. For example, if a student passes the oral 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 or during the term in which that coursework will be finished, students are required by the program to present and defend their DRP proposal. 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 Doctoral Research Project *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 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*. That is, committee approval (i.e., successfully passing the *proposal* defense) of the Doctoral Research Project *proposal* is required prior to any data collection.

DRP proposals are 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 a 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 *Request for Graduate Examination* 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. On the Request for Examination form, for the DRP ***proposal defense***, select the **Doctoral-Comprehensive Examination option** on the form.

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 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.

In addition to the faculty advisor and DRP committee, SEHD administrators and staff can aid throughout the DRP design and proposal process to ensure that ALL required approvals are identified and appropriately secured **BEFORE** any DRP research work begins.

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 oral defense of the final DRP document provides the student 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 oral 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 oral 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 oral defense, the student provides an overview of the substantive and methodological issues related to the research project. Members of the Doctoral Research Project 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 oral defense, the student submits a ***Request for Graduate Examination form at least two weeks prior*** to the FINAL defense to Dr. Scott Bauer.

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

The student's approved Doctoral Research Project committee conducts the oral defense. The 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. Each member of the committee indicates a pass, pass with conditions, or fail vote on a defense form provided to the faculty advisor.

Passing the oral defense does **NOT** indicate that the Doctoral Research Project is complete and has final approval. Most DRP defenses result in revisions and in some cases, students are required to reanalyze data and significantly revise findings. The DRP committee will decide on which members will supervise the completion of the recommended DRP revisions. Typically, the faculty advisor oversees the process, with assistance from other committee members as appropriate.

Students should plan for adequate time to complete required revisions PRIOR to all CU Denver graduation deadlines.

Submission Procedures

All EdD students are required to provide an electronic copy of the final DRP document (with all appendices and other deliverables) to Dr. Scott Bauer, Professor and Associate Dean, Advanced Education and Doctoral Programs.

V. Timelines & Calendars

The EdD program has been designed to enable students to complete program requirements in three to five years. Most students in the EdD program complete a 3-year track plan of study as outlined in the following table. **On campus concentration students** elect either a three- or five-year plan upon admission but may work with their advisor to change this plan during coursework as needed (noting, however, that changes need to take into account course sequencing and sometimes limited course offerings).

There may be extenuating circumstances that require a student to step out of the cohort and join a subsequent cohort. Students may apply for extensions to complete the EdD program requirements. These requests are reviewed by the SEHD Associate Dean and the relevant EdD program faculty in the concentration area.

Students in the **fully online cohort programs** will follow the fixed program of study provided at the onset of their coursework. Because of the fixed nature of course offerings, should a student need to take a leave of absence or postpone progress in the program, an alternative plan will need to be worked out and approved by their advisor and depending on the circumstances, may require them to join a subsequent cohort in a later year.

Since DRP projects differ substantially from each other, some projects extend beyond the three-year timeframe. Students and their advisors can plan accordingly to manage course registration and DRP requirements.

However, ALL students MUST complete the EdD requirements of their program **within a maximum of 8 years** from term of admission. Failure to do so will result in dismissal from the EdD program.

VI. 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 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 his/her primary advisor (i.e., chair for the DRP advisory committee).

The student's primary advisor (a.k.a., chair) is ideally identified by the spring semester of the student's first year in the program, though most students start the process of shopping for their primary advisor toward the end of that first spring, and part of that process may include sharing a draft of their scholarly lit review or other representations of the kind of research they are contemplating for their DRP with possible advisors.

It is helpful, though, for the student to have a primary advisor by the time they start the fourth one-credit seminar [the first DRP Design Seminar], when they begin to think in earnest about their Doctoral Research Projects (DRP). For students on the three-year trajectory, this would be fall of their second year. Regardless of the student's timeline, in the fourth and fifth DRP seminar they will begin to design their DRP proposal; hence, it is important that students are linked with faculty who can advise and assist them.

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, filing candidacy forms, 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. Typically, the student considers multiple faculty members as a potential advisor and subsequently asks an advisor to enter into the advisor/advisee relationship based on a sense of scholarly and relational “fit,” often centered on an area or areas of mutual interest.

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. Since the primary advisor serves at the discretion of the student, 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: <http://www.ucdenver.edu/student-services/resources/CostsAndFinancing/FASO/Do/Pages/ApplyforAid.aspx>

Select graduate scholarships are available within the School of Education & Human Development.

For information, review the following SEHD webpage:

<http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Aid/Scholarships/Pages/Scholarships.aspx>

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.

The Writing Center at CU-Denver provides a variety of resources on scholarly writing:

<https://clas.ucdenver.edu/writing-center/>

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*).

All EdD students purchase a copy (electronic or printed) of the **current edition** of the *APA manual* to use as the primary guide for all academic writing in the EdD program.

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 CU-Denver Writing Center'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: <https://www.ucdenver.edu/offices/disability-resources-and-services>

The DRS 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 students' responsibility to seek out 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 will be made by SEHD and the Edd Program administrators and faculty.

VII. University Graduate Program Rules & Procedures

All the processes and procedures within the SEHD Edd program follow the guidelines and requirements of the University of Colorado Denver.

The School of Education and Human Development's student policies and procedures are located at the following webpage:

<http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx>

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 core, research methods, and concentration area 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*; and
- 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.

For a student to continue beyond the eight year limit, the student and advisor must petition Dr. Scott Bauer, Professor and Associate Dean, Advanced Education and Doctoral Programs 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. The university's Graduate Programs office must approve extensions.

Leave of Absence

Students who need to leave CU Denver Graduate Programs for a period of time 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.

Students who are absent for longer than one (1) year will be considered to have withdrawn from the EdD Program and will be required to reapply for admission, re-establish residency, and be reviewed with all other EdD applicants during the next admission deadline.

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 CU Denver.

Once a student has been given final notice of requirements 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, through SEHD and C-PEER partnership activities, 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 lead faculty, and the Associate Dean for Academic Programs and Research. The student feedback is used to make EdD course 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.

EdD Course Descriptions

The following EdD course descriptions provide a general overview of the core, research methods, and concentration area courses. 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.

Required Core Courses (Twelve credit hours)

EDFN 7410 – Power and Privilege: The Social Construction of Difference

This course focuses on understanding culture and diversity, recognizing the role of power and privilege in both individual and institutional interactions, and developing a philosophy of social justice and equity.

EDUC 7100 – Leadership in Education

This course orients students to broad periods of administrative science, philosophical and behavioral underpinnings of various models and types of leadership and develops doctoral-level analysis and writing skills needed to articulate self-knowledge as leader and the application of appropriate leadership practices in context.

EDUC 7230 – Organizational Performance in Educational Contexts

This course explores connections between organizational behaviors and outcomes, as well as external and internal factors influencing organizational behavior. The course focuses on how educational organizations learn, how they use that learning to improve performance, and what techniques are available to help understand present performance and affect future performance.

OR

STME 7020 -- Power of Data

In this course students explore the historical use of data in STEM and its (dis)advantages. Topics may include the use of artificial intelligence, machine learning, and large data sets and their Implications for practice, policy, and institutional systems.

INTE 7100 – Professional Learning and Technology

This course examines research surrounding the design and delivery of professional development (PD) programs in PK-20 and workplace settings. Course projects and activities address adult learning, PD models, design and performance support and evaluation, career development and digital presence, and online tools.

OR

LDFS 7712 – Learning and Human Development

In this course students apply major issues from learning theories and development to problems of practice related to educational leadership and innovation.

Elective Courses (Six credit hours) include but are not limited to the following:

EDFN 7250 – School and Society

This course focuses on policies and educational reforms affecting the technical core of schooling: curriculum, teaching, learning, assessment, and organization. Students develop research and policy

analysis skills and investigate social and political factors affecting what is taught and learned in schools.

Other elective cognate doctoral-level 3-credit course offerings vary by year.

Research Methods Courses (Nine credit hours)

RSEM 7001 – Applied Research Methods I

This course introduces students to the principles of quality research design, and provides a conceptual and hands-on procedural introduction to quantitative and qualitative methods common in education-related research. The course activities engage students in understanding and identifying strategies for mitigating potential biases in research methods and design.

RSEM 7002 – Applied Research Methods II

This course prepares students with conceptual knowledge and procedural skills of designing quality, applied research from critical and pragmatic perspectives. Course activities focus on quantitative analysis methods, including survey and assessment item development.

RSEM 7003 – Applied Research Methods III

This course focuses on qualitative data collection and analysis methods, and mixed methods design including program evaluation and improvement research.

Doctoral Research Project (Required for all EdD students: minimum of 15 credit hours)

DSEP 8990 – Doctoral Research Project 1-Credit Seminars (series of five 1-credit seminars. Enrollment requires a unique class-code-number provided by EdD Program Manager each semester).

DSEP 8991 - Doctoral Research Project Dissertation Research (remaining DSEP 8991 ten or more credit hours. Enrollment requires a Special Processing Form).

Appendix A – On-Campus Program Models

EdD Plan of Study: Three-Year On-Campus (GENERIC)

Summer 1= 6 credits	Fall 1 = 7 credits	Spring 1 = 7 credits
EDFN 7410: Power & Privilege: The Social Construction of Difference (<i>Core</i>) EDUC 7100: Leadership in Education (<i>Core</i>)	CONCENTRATION COURSE #1 RSEM 7001: Applied Research I DSEP 8990 DRP Design #1 (1 credit seminar)	CONCENTRATION COURSE #2 RSEM 7002: Applied Research II DSEP 8990 DRP Design #2 (1 credit seminar)
Summer 2 = 7 credits	Fall 2 = 7 credits	Spring 2 = 7 credits
DSEP 8990 DRP Design #3 (1 credit seminar) One of the following CORE COURSES <ul style="list-style-type: none"> INTE 7100: Professional Learning and Technology (<i>Core</i>) OR <ul style="list-style-type: none"> LDFS 7712: Learning and Human Development (<i>Core</i>) AND One course chosen from the following: <ul style="list-style-type: none"> EDFN 7250 School & Society; LDFS 7712 Learning and Human Development (if not already taken as required core course); INTE 7100 Professional Learning & Technology (if not already taken as required core course); or Other doctoral-level three credit course (offerings vary each year). 	CONCENTRATION COURSE #3 RSEM 7003: Applied Research III DSEP 8990: DRP Design #4 (1 credit seminar)	CONCENTRATION COURSE #4 EDUC 7230: Organizational Performance in Educational Contexts (<i>Core</i>) OR STME 7020: Power of Data (<i>Core</i>) DSEP 8990 DRP Design #5 (1 credit seminar)
Summer 3 = 3 credit course + DSEP 8991 hours (#TBD)	Fall 3 = DSEP 8991 hours	Spring 3 = DSEP 8991 hours
One course chosen from the following <ul style="list-style-type: none"> EDFN 7250 School & Society; LDFS 7712 Learning and Human Development (if not already taken as required core course); INTE 7100 Professional Learning & Technology (if not already taken as required core course); or Other doctoral-level three credit course (offerings vary each year). 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).	*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).

EdD Plan of Study Calendar – Five Year On-Campus (Generic)

Summer 1 = 3 credits	Fall 1 = 3 credits	Spring 1 = 3 credits
EDUC 7100: Leadership in Education (<i>Core</i>)	CONCENTRATION COURSE #1	CONCENTRATION COURSE #2
Summer 2 = 3 credits	Fall 2 = 3 credits	Spring 2 = 3 credits
EDFN 7410: Power & Privilege (<i>Core</i>)	CONCENTRATION COURSE #3	CONCENTRATION COURSE #4
Summer 3 = 3 credits	Fall 3 = 4 credits	Spring 3 = 4 credits
INTE 7100: Professional Learning and Technology (<i>Core</i>) OR LDFS 7712: Learning and Human Development (<i>Core</i>)	RSEM 7001: Applied Research I DSEP 8990 DRP Design #1 (1 credit seminar)	RSEM 7002: Applied Research II DSEP 8990 DRP Design #2 (1 credit seminar)
Summer 4 = 4 credits	Fall 4 = 4 credits	Spring 4 = 4 credits
DSEP 8990 DRP Design #3 (1 credit seminar) One course chosen from the following: <ul style="list-style-type: none"> EDFN 7250 School & Society; LDFS 7712 Learning and Human Development (if not already taken as required core course); INTE 7100 Professional Learning & Technology (if not already taken as required core course); or Other doctoral-level three credit course (offerings vary each year). 	RSEM 7003: Applied Research III DSEP 8990 DRP Design #4 (1 credit seminar)	EDUC 7230: Organizational Performance in Educational Contexts (<i>Core</i>) OR STME 7020: Power of Data (<i>Core</i>) DSEP 8990 DRP Design #5 (1 credit seminar)
Summer 5 = 3 credit course + DSEP 8991 hours	Fall 5 = DSEP 8991 hours	Spring 5 = DSEP 8991 hours
One course chosen from the following: <ul style="list-style-type: none"> EDFN 7250 School & Society; LDFS 7712 Learning and Human Development (if not already taken as required core course); INTE 7100 Professional Learning & Technology (if not already taken as required core course); or Other doctoral-level three credit course (offerings vary each year). 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)	*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 – Online Cohort Program of Study, Executive Leadership

Summer 1= 6 credits	Fall 1 = 7 credits	Spring 1 = 7 credits
EDFN 7410: Power & Privilege: The Social Construction of Difference (<i>Core</i>) EDUC 7100: Leadership in Education (<i>Core</i>)	EDUC 7500 Strategic Human Capital RSEM 7001: Applied Research I DSEP 8990 DRP Design #1 (1 credit seminar)	EDUC 7520 Strategic System Improvement RSEM 7002: Applied Research II DSEP 8990 DRP Design #2 (1 credit seminar)
Summer 2 = 7 credits	Fall 2 = 7 credits	Spring 2 = 7 credits
LDFS 7712: Learning and Human Development (<i>Core</i>) Elective 1 DSEP 8990 DRP Design #3 (1 credit seminar)	EDUC 7510 Strategic Organizational Management RSEM 7003: Applied Research III DSEP 8990: DRP Design #4 (1 credit seminar)	EDUC 7530 Strategic Leadership Development EDUC 7230: Organizational Performance in Educational Contexts (<i>Core</i>) DSEP 8990 DRP Design #5 (1 credit seminar)
Summer 3 = 3 credit course + DSEP 8991 hours (#TBD)	Fall 3 = DSEP 8991 hours	Spring 3 = DSEP 8991 hours
Elective 2 *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 C – Online Cohort Program of Study, JEDI

Summer 1= 6 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 CLDE 7310: Critical Race Theory DSEP 8990 DRP Design #2 (1 credit seminar)	EDUC 7100: Leadership in Education EDFN 7420: Foundations of Education in Urban and Divers Communities DSEP 8990 DRP Design #3 (1 credit seminar)
Summer 2 = 7 credits	Fall 2 = 7 credits	Spring 2 = 7 credits
Elective RSEM 5120 Introduction to Research Methods	RSEM 5100 Basic Statistics OR RSEM 7110 Intermediate Statistics (recommended) CLDE 7320: Reclaiming Dominant Narratives DSEP 8990: DRP Design #4 (1 credit seminar)	RSEM 7080: Methods of Qualitative Inquiry STME 7020: Power of Data DSEP 8990 DRP Design #5 (1 credit seminar)
Summer 3 = 3 credit course + DSEP 8991 hours (#TBD)	Fall 3 = DSEP 8991 hours	Spring 3 = DSEP 8991 hours
CLDE 7090: Research Seminar	Elective 2 *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).
Summer 4 = DSEP 8991 hours	Fall 4 = DSEP 8991 hours	Spring 4 = DSEP 8991 hours
*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 D – Online Cohort Program of Study, Higher Education Leadership

Year	Term	Courses	Term Credits
1	Summer 2024	EDUC 7620 – Contemporary Issues in HE* (3) DSEP 8990 – DRP Seminar 1 (1)	4
1	Fall 2024	EDUC 7600 – Higher Ed Policy & Governance (3) EDUC 7640 – HE Finance & Strat. Resource Allocation (3) DSEP 8990 – DRP Seminar 2 (1)	7
1	Spring 2025	EDUC 7100 – Leadership in Education* (3) RSEM 7001 – Applied Res. Methods 1 (3) EDFN 7410 – Power and Privilege (3) DSEP 8990 - DRP Seminar 3 (1)	10
2	Summer 2025	EDUC 7630 – Decision Making, Conflict, & Equity in HE* (3)	3
2	Fall 2025	RSEM 7002 - Applied Res. Methods 2 (3) EDUC 7610 – Strat. Enrollment Mgmt. (3) DSEP 8990 - DRP Seminar 4 (1)	7
2	Spring 2026	EDUC 7230 – Organizational Performance in Ed Contexts* (3) RSEM 7003 - Applied Res. Methods 3 (3) EDUC 7650 - Data-Informed Decision Making in HE (3) DSEP 8990 - DRP Seminar 5 (1)	10
3	Summer 2026	EDUC 5070 – Law & Ethics* (3)	3
3	Fall 2026	DSEP 8991 (5) – Doctoral Research Project	5
3	Spring 2027	DSEP 8991 (5) – Doctoral Research Project	5

* Intensive Course