University of Colorado Denver
School of Education & Human Development

Doctorate of Education (EdD)
Leadership for Educational Equity

Student Handbook

Cohort #10
Summer 2019

DISCLAIMER: This handbook applies <u>only</u> to the admitted doctoral cohort named on the cover page. Program structures, policies, and procedures may differ from previous and subsequent student cohorts. All content is subject to change based on federal, state, institutional, school, and program policies and procedures. 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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Overview of Student Handbook

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 (CU Denver) policies and procedures.

Thoroughly review this document and refer to the SEHD website for additional information about school policies related to the Doctorate in Education (EdD) program. If you have any questions about the information contained in this *Handbook*, contact the EdD Program Manager, Dr. Mary Piontek (mary.piontek@ucdenver.edu, 303-315-6314).

The student assumes full responsibility for meeting all basic requirements for the graduate degree as well as the specific requirements outlined by his/her program.

Additional SEHD documents can be found at the following webpage:
http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx

These documents are periodically updated to reflect changes in policies and procedures.

In addition to this handbook, doctoral students should refer to the Graduate School's policies and procedures as outlined in the *Graduate Student Handbook*. The Graduate School's website also has resources that you will use throughout the EdD program:
http://www.ucdenver.edu/academics/colleges/Graduate-School/Pages/default.aspx

The University of Colorado Denver and the School of Education and Human Development reserve the right to make changes to the regulations, courses, rules, and other information without advance notice. For updates refer to the SEHD website at
http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Pages/home.aspx and the University of Colorado Denver website at http://www.ucdenver.edu/pages/ucdwelcomepage.aspx

No verbal modifications to the contents of this *Handbook* are allowed. All modifications must be in writing and approved 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 fully accredited by the Colorado Department of Education, the Colorado Department of Higher Education, the Council for the Accreditation of Educator Preparation, 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 share equally 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 (Refer to https://www.cu.edu/regents/laws-and-policies/regent-laws/article-10-nondiscrimination).

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.

To submit a concern, use the online form available at https://equity.ucdenver.edu/

For further information about Title IX, please contact the University Title IX Coordinator or Deputy Coordinator. Refer to the following webpage: https://equity.ucdenver.edu/contact-us/

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

Phone: 303-315-2567   Email: equity@ucdenver.edu

I. Welcome

Welcome to the Doctorate in Education (EdD) program in Leadership for Educational Equity.

This *Handbook* provides students with guidelines to the doctoral program, which are aligned with the rules of the University of Colorado Denver (UCD) Graduate School, including detailed information on the following topics:

- Overview of the EdD program,
- Program requirements and expectations,
- Guidelines for the Doctoral Research Project (DRP),
- Timelines and calendars,
- Student supports and resources, and
- Graduate School requirements and rules.

Your success in the School of Education and Human Development (SEHD) is important to us.

Thoroughly review this this *Handbook*.

In addition to this *Handbook*, all doctoral students should refer to the Graduate School website for current policies and procedures outlined in the *Graduate Student Handbook* and Graduate School Rules.

II. The Education Doctorate (EdD)

About the EdD program

Students completing this program earn a Doctorate of Education (EdD) in the area of Leadership for Educational Equity. Within this degree program, students also 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 are expectations of the EdD program.

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.

The following table provides an overview of the program outcome areas and how the core, research, and concentration courses intersect with those outcomes areas.

EdD Courses	EdD Program Outcome Areas			
	Equity & Social Justice	Leadership	Individual & Organizational Learning	Research & Inquiry
Power & Privilege: The Social Construction of Difference (Core)	X			
School & Society (Core)	X		X	
Leadership in Education (Core)	X	X	X	
Organizational Performance (Core)	X	X	X	
Learning Theory & Learners (Core)	X	X	X	
Adult Learning, Professional Development, & Technology (Core)	X	X	X X	
Research Methods Courses	X	X	X	X
Concentration Area Courses	X	X	X	X

Concentration Areas

Students in the EdD program select a Concentration Area from one of the options described below. Students work with faculty mentors with expertise in the research and traditions of practice in the Concentration Area.

It is expected that most students will focus their culminating Doctoral Research Project (DRP) on research impacting practices in the Concentration Area.

Within each concentration area, all students complete 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.

Executive Leadership

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.

Within this concentration area are two options for professional licensure:

1. Administrative Leadership Program – with option for Administrative Licensure from the Colorado Department of Education (CDE) <u>or</u>
2. Principal Licensure Program – with option for Principal Licensure from CDE.

Refer to the SEHD website for information on the required procedures for receiving a CDE license: http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Academics/Doctorate/Pages/EdD.aspx

Early Childhood Special Education/Early Childhood Education

The Early Childhood Special Education/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

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 impacts 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.

Professional Learning and Technology

The Professional Learning and Technology (PLT) Concentration Area supports education professionals in in PK-12, higher education, and organizational settings who design and implement professional development and learning activities.

Applying principles of adult learning, instructional design, and change leadership, the faculty and students in PLT use a variety of methods to support professional growth and accountability (e.g., mentoring, coaching, site-based communities, e-learning resources, and workshops).

The PLT concentration courses prepare students in leadership roles in professional learning programs at all levels to apply research and best practices.

Science Education

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.

Urban and Diverse Communities

The Urban and Diverse Communities Concentration Area is designed for practitioners in PK-12, higher education, and community-based settings.

Students develop a complex view of urban and diverse educational systems, opportunities, and challenges that are influenced by policies and practices in housing, healthcare, employment, urban development, and similar fields.

Students develop the skills and dispositions to work alongside communities, while developing an understanding of the historical and cultural realities facing those communities.

III. Program Requirements: Coursework

Curriculum Description and Coursework

Students in the EdD program complete coursework in three strands:

I.   EdD Core Courses:

These courses are taken by all EdD students. The core courses address equity and diversity, leadership, learning theory and learners, adult learning, and professional development and technology.

II.   Research Methods:

All EdD students take a three semester series of 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:

In addition to the above, each EdD student takes a series of Concentration Area courses designed to expand expertise in a specialty content area/field of study.

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

Across the EdD program, all students complete 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.

Please note the following aspects of the EdD courses:

- Courses are taken in a specified sequence (following a 3- or 5-year Plan of Study);

- 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 have required attendance/activities regardless of the format: in-person, online, and hybrid.

- Courses focus on problems of practice in PK-20 and community-based educational contexts and use problem-based activities, discussions, and small-group academic work;

- Concentration courses build on and integrate the interdisciplinary knowledge gained from core courses; and

- 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).

These 54 credits include the following course work and research activities:

- 18 hours in EdD Core Courses:
  - Six hours equity core (two 3-credit courses);
  - Six hours leadership and organizational performance core (two 3-credit courses); and
  - Six hours learning core (two 3-credit courses).

- Nine hours research core (three 3-credit courses).

- 12 hours in Concentration Areas (four 3-credit hour blocks).

- 15 hours in completion of a culminating Doctoral Research Project. These 15 hours include five 1-credit Doctoral Seminars taken prior to the Comprehensive Exam/DRP Proposal and a minimum of ten credit hours during which candidates conduct and complete their doctoral research study.

The EdD program 3-year Plan of Study, provided in *Section V: Timelines & Calendars*, outlines the process through which students move through the program in a cohort, completing coursework in two years and the Doctoral Research Project during the following year.

As noted above, all students complete as part of their plan of study 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.

A five-year Plan of Study option is available for select students. Students must obtain permission to select the 5-year track. Students should contact the EdD Program Manager, Dr. Mary Piontek (mary.piontek@ucdenver.edu) for information about the five-year program structure and to discuss the process for obtaining permission from a faculty advisor within the concentration area.

A general outline of the EdD 5-year track plan of study calendar is provided in Appendix A of this document.

Student Assessment and Grading

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 desired EdD program 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 a comprehensive review, including the defense of a Doctoral Research Project (DRP) *proposal* prior to implementing his or her DRP research study.

Annual assessment data are used for formative and summative program review and improvement.

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 <u>cannot</u> be applied toward fulfillment of the requirements for the EdD. Consequently, the course <u>must</u> be retaken with the goal of achieving a B- or better grade.

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 <u>until</u> the final approved DRP dissertation document is submitted to the Graduate School. 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 75% of the coursework <u>and</u> had a medical (or similar) emergency not allowing the student to complete the course requirements. 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 Graduate School. In other words, students are <u>not</u> allowed to perform additional work for a completed course in order to 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.

This may include adjusting the student's EdD course work plan to reduce the number of courses per semester (i.e., moving from a 3-year to a 5-year Study Plan).

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 system 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, he or she 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 webpages:
http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx
http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/all_docs/Incomplete%20Application.pdf

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

Comprehensive Examination (DRP Proposal)

After the completion of all EdD coursework, students are required by the Graduate School to pass a comprehensive examination.

For the EdD program, the defense of the Doctoral Research Project *proposal* serves as this exam.

A student may not begin any DRP research activity before successfully defending the DRP *proposal*.

In addition to meeting the Graduate School requirement of the comprehensive examination process, 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.

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 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 <u>three general types</u> of design:

1. A Quality Improvement (QI) project conducted in a site *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 in that site. Students collaborate with Center for Practice Engaged Education Research (C-PEER) administrators and staff to identify required partnership external research review processes and SEHD QI Review Board approvals.

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 by C-PEER in collaboration with faculty in SEHD and other research institutions in the state. C-PEER administrators and staff facilitate new partnerships with practice sites that share SEHD faculty members' and doctoral students' research interests.

   C-PEER administrators and staff work directly with students and their faculty advisors to identify and facilitate partnership agreements appropriate for students' research interests. Students collaborate with C-PEER administrators and staff to identify required partnership external research review processes and SEHD QI Review Board approvals.

3. An *individualized research project focused on generating theoretical and generalizable knowledge.* These doctoral research projects are 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.

Students collaborate with C-PEER administrators and staff to identify required partnership external research review processes and university Institutional Review Board approvals.

Students who choose this type of DRP research must follow all the rules and requirements in the Graduate School's Format Guide for These and Dissertations.

Refer to the following webpages: http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx

http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Documents/resources/Format-Guide.pdf

Students pursuing independent projects should carefully budget their time for study design development and IRB approval, and work closely with their advisor and committee to ensure success.

The Doctoral Research Project Committee

The Doctoral Research Project committee consists of (a) the faculty advisor who is a UCD SEHD faculty member, (b) at least one other UCD SEHD faculty member, and (c) a third member who may be a UCD faculty member or an approved professional with a 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 UCD SEHD faculty member usually from the student's Concentration Area;
- A second faculty member from UCD SEHD – who has expertise in the topic or methodology of the DRP research study; and
- A third member with a doctoral degree – who may be another UCD faculty member, but is often a person with a doctoral degree from the partner site/organization of the DRP research study.

NOTE: If you include a person on your committee who is NOT a current faculty member with SEHD, you MUST work with your DRP committee chair to ensure that the person applies for and receives a special graduate faculty appointment with UCD.

This is done by sending the vitae of the committee member for whom you are seeking approval along with a *Graduate Faculty Appointment request* to the Graduate School. ***This is a critical step. A non-approved committee member WILL delay your graduation!***

DRP Stages and Procedures

Students work with a variety of supports to design, conduct, and defend a Doctoral Research Project. In the spring semester of Year 1 of the EdD program, students begin the DRP proposal development process working with their Concentration Area faculty advisor in coordination with the three-semester research methods course sequence.

The faculty advisor serves as the chair of the DRP committee and provides ongoing feedback and support to the student during the DRP proposal development and research study implementation.

As part of the three research methods courses and five DRP 1-credit seminars, and in collaboration with their DRP committee members, each EdD student completes the following activities:

- Designs the DRP *proposal* (i.e., Chapters 1-3 of the DRP document).

- Defends the DRP *proposal* and receives approval from each member of the committee.

- Obtains all required university QI/IRB approvals.

- Obtains all required external research study permissions from partner site/organization.

- Collects, manages, and analyzes all data sets.

- 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.

- Defends the final DRP document (i.e., Chapters 1-5 or Chapters 1-6) with an oral presentation during a defense meeting with the full DRP Committee (NOTE: The final DRP defense is open to the public).

DRP Credit and Registration Requirements

Following the successful completion of the DRP *proposal* defense (which serves as the EdD comprehensive review), a student must be <u>continuously registered</u> for DRP credits each semester thereafter through the semester in which the student graduates.

NOTE: As part of the EdD program all students complete five 1-credit DRP seminars (DSEP 8994) aimed at providing 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 8994) using the **CU-Denver Special Processing Form each subsequent semester from the successful DRP *proposal* defense through graduation.**

Once a student has reached the 15 credit hour minimum requirement, the student must continue to register for one DRP credit (DSEP 8994) each semester through graduation. Therefore, it is recommended that each student collaborate with the DRP committee to create a timeline for completing the DRP so as 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 8994 during the summer semester and pay all tuition/fees.

A student will **NOT** graduate until s/he has submitted the DRP document in its final version to <u>BOTH</u> the EdD faculty advisor <u>AND</u> the Graduate School by the specified graduation deadlines set by the Graduate School.

Developing the DRP proposal

A Doctoral Research Project *proposal* is a working contract between the student and his/her DRP committee. It provides an assurance to the faculty members of the quality of conceptualization of the student's research design. It provides the student an assurance that the proposed research activities are considered acceptable by the faculty members.

Committee approval (i.e., successfully passing the *proposal* defense) of the Doctoral Research Project *proposal* is required <u>prior</u> to any data collection.

DRP proposals are written in standard APA style for organization, format, and citations, using the <u>most current</u> APA style manual.

All 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.

    NOTE: As previously described, for a DRP research study that is generalizable research, the student must follow the format guidelines and timelines required by the Graduate School.

All students must submit a *Request for Graduate Examination* form **at least 2 weeks prior to the PROPOSAL defense**.

For the DRP *proposal* **defense**, select the **Doctoral-Comprehensive Examination option** on the form.

AT THE SAME TIME, you **MUST** submit your *Application for Admission to Candidacy* paperwork.

For Graduate School forms refer to the following webpage:
http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx

Refer to *Section V: Timelines & Calendars* of this document for additional information about SEHD and Graduate School forms and procedures.

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 MUST meet with C-PEER administrators to identify the required partner site/organization external research study permissions and QI/IRB approvals needed for his/her particular DRP study.

In some cases—for those students conducting Quality Improvement studies with a partner site/organization—the permissions process will also include a Memoranda of Understanding between 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.

C-PEER administrators and staff will work directly with students and their DRP committee chair 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.

If modifications are required, the student MUST consult with the DRP committee chair in advance of any substantive changes. In collaboration with the DRP committee chair, the student will work with the full DRP committee 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 his/her understanding of the substantive and methodological issues in the Doctoral Research Project and the relevance and utility of the study's findings.

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 his/her Concentration Area.

This presentation can take on various formats. Typically students use presentation software along with written documents at the oral defense.

Discuss with your 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.

Prior to the scheduling of the oral defense, you should work with your DRP faculty chair and committee to review and provide feedback on your draft DRP dissertation document. Solicit specific feedback from your committee and incorporate their edits and suggestions into your DRP. As needed, schedule meetings with your DRP faculty advisor and committee members to review their feedback.

To schedule your DRP defense meeting, work with your faculty advisor, committee, and partner site/organization to find an appropriate time and venue.

To schedule your oral defense, you must submit a ***Request for Graduate Examination* form *at least 2 weeks prior*** to your FINAL defense. **AT THE SAME TIME**, you **MUST** apply to graduate in your student portal.

Students **MUST** follow **ALL** Graduate School deadlines! Failure to follow these deadlines will result in postponing your graduation.

The Request for Graduate Examination form can be found on following webpage:

http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx

The student's approved Doctoral Research Project committee conducts the oral defense. The date and place of the defense must be submitted to the Graduate School.

All students **MUST** use complete the required forms for the oral defense meeting. Refer to the following webpage: https://ucdenverdata.formstack.com/forms/sehd_student_room_request

All doctoral oral defenses are considered open to the public.

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 or fail vote on a defense form provided to the faculty advisor by the Graduate School.

However, passing the oral defense does **NOT** indicate that the Doctoral Research Project is complete and has final approval. Most DRP defenses result in additional revisions to final documents provided by the committee members. 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 UCD Graduate School graduation deadlines.

Each semester, the university has deadlines that must be followed. Refer to the Graduate School website for all deadlines: http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx

All committee members must sign the final DRP document's title page, as well as the defense form. The committee's signoff occurs ONLY AFTER a successful completion of the final oral defense AND completion of final revisions of the DRP.

Once a student has successfully defended the final Doctoral Research Project, the student provides an electronic copy of his/her final product to SEHD and the Graduate School.

Formatting and Submission Procedures

EdD students have the option, but are NOT required, to submit their Doctoral Research Project to ProQuest publication. The student should consult with the faculty advisor, committee, and partner site/organization regarding whether or not it is appropriate to submit the final DRP document to ProQuest.

If a student, after consultation with the committee and partner site/organization, decides to submit the final DRP document to ProQuest for publication, s/he MUST follow the *Graduate School Deadlines* and the guidelines provided in the *Format Guide for Theses and Dissertations*.

All forms and instructions for ProQuest publication can be found on the Graduate School website:

http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx

*NOTE: Most EdD DRPs are **NOT** submitted to ProQuest. ProQuest publication requires a specific, strictly adhered to academic formatting and document organization. Most EdD DRP final documents do **NOT** align with the ProQuest requirements because they are developed to address specialized partner and practitioner audiences and are **NOT** appropriate for sharing with external audiences.*

All EdD students who do NOT submit to ProQuest are required to provide an electronic copy of the final DRP document (with all appendices and other deliverables) to the EdD Program Manager, Dr. Mary Piontek.

V. Timelines & Calendars

The EdD program has been designed to enable students to complete program requirements in three years or five years.

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

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.

Most students in the EdD program complete a 3-year track plan of study as outlined in the following table.

EdD Plan of Study: Three-Year Track

Summer 2019	Fall 2019	Spring 2020
EDFN 7410: Power & Privilege: The Social Construction of Difference	CONCENTRATION COURSE #1 (see below) EXL-ALP: EDUC 7500 EXL-PLP: EDUC 7751 EXL (no license): EDUC 7500 ECE: Determined in consultation with concentration advisor PL-TECH: INTE 7110 UDC: EDFN 7420 Mathematics and Science: Determined in consultation with concentration advisor	CONCENTRATION COURSE #2 (see below) EXL-ALP: EDUC 7520 EXL-PLP: EDUC 7752 EXL (no license): EDUC 7520 ECE: Determined in consultation with concentration advisor PL-TECH: INTE 7130 UDC: Determined in consultation with concentration advisor Mathematics and Science: Determined in consultation with concentration advisor
DSEP 8994 DRP Design (1 credit seminar)	DSEP 8994 DRP Design (1 credit seminar)	DSEP 8994 DRP Design (1 credit seminar)
EDUC 7100: Leadership in Education	EDHD 7712: Learning and Human Development	RSEM 7001: Applied Research I

Continued on next page

EdD Plan of Study: Three-Year Track - CONTINUED

Summer 2020	Fall 2020	Spring 2021
INTE 7100: Professional Learning and Technology	CONCENTRATION COURSE #3 (see below) EXL-ALP: EDUC 7510 EXL-PLP: EDUC 7753 EXL (no license): EDUC 7510 ECE: Determined in consultation with concentration advisor PL-TECH: Determined in consultation with concentration advisor UDC: Determined in consultation with concentration advisor Mathematics and Science: Determined in consultation with concentration advisor	CONCENTRATION COURSE #4 (see below) EXL-ALP: EDUC 7530 EXL-PLP: EDUC 7754 EXL (no license): EDUC 7530 ECE: Determined in consultation with concentration advisor PL-TECH: Determined in consultation with concentration advisor UDC: Determined in consultation with concentration advisor Mathematics and Science: Determined in consultation with concentration advisor
RSEM 7002: Applied Research II	RSEM 7003: Applied Research III	EDUC 7230: Organizational Performance in Educational Contexts
	DSEP 8994: DRP Design (1 credit seminar)	DSEP 8994 DRP Design (1 credit seminar)
Summer 2021	**Fall 2021**	**Spring 2022**
EDFN 7250: School & Society DSEP 8994: DRP (2 credits working with faculty advisor on DRP)	DSEP 8994: DRP (4 credits working with faculty advisor on DRP)	DSEP 8994: DRP (4 credits working with faculty advisor on DRP)

EdD Matriculation Guide

This section outlines the matriculation requirements of the UCD Graduate School and School of Education and Human Development.

All required forms are available on the Graduate School website at

http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx

Year 1:   Complete EdD doctoral coursework according to your cohort's schedule.

Year 2:   Complete EdD doctoral coursework according to your cohort's schedule. As part of the core, concentration, and research methods courses, students will begin to conceptualize a potential topic and design for the Doctoral Research Project.

Year 3:   Complete EdD doctoral coursework according to your cohort's schedule.

Defend DRP *proposal*.

Conduct DRP research.

Defend DRP *final dissertation document*.

- Submit a *Request for Graduate Examination* form **at least 2 weeks prior** to your **DRP *proposal* defense date**.

    NOTE: The **DRP *proposal* defense** serves as your comprehensive exam. Your DRP Advisor **CANNOT** chair your proposal defense. The second member of your DRP committee who is a UCD faculty member (approved by the Graduate College) **MUST** serve as the chair of your DRP *proposal* defense.

- **AT THE SAME TIME** as you submit your ***Request for Graduate Examination*** form, you **MUST** submit your ***Application for Admission to Candidacy*** form to the School of Education and Human Development staff for review. SEHD staff review the application form and, if correct, send it to the Graduate School for final processing. If the application form is incorrect the student is responsible for revising the document and resubmitting it in advance of all required deadlines.

- Register for DRP dissertation credits (DSEP 8994) using the CU-Denver Special Processing Form. This form will be used to register for all remaining DSEP 8994 credits through the semester you successfully defend your final DRP dissertation. Refer to the following webpage:

    http://www.ucdenver.edu/student-services/resources/Registrar-dev/Documents/FormStorage/SpecialProcessingForm.pdf

    Once you have reached the DRP required 15 credit hours (earned throughout the 3-year or 5-year EdD), you **MUST** continue to register for one DRP credit per semester through the semester that you graduate. Each student **MUST** be registered in the semester in which she or he defends the DRP dissertation AND graduates.

- Submit a second *Request for Graduate Examination* form **at least 2 weeks prior** to the **DRP *final dissertation* defense date**.

  NOTE: Your DRP Advisor **MUST** serve as the chair your DRP dissertation defense.

- **AT THE SAME TIME** as you submit your Request for Graduate Examination form you **MUST** apply to graduate through your UCD student portal.

- Complete the *Survey of Earned Doctorates*. Instructions for completing the survey will be sent to your UCD student email address by the Graduate School.

- NOTE: EdD students are **NOT** required to submit their final DRP dissertation document to the ProQuest online system. For information about the ProQuest requirements, refer to the Graduate School website.

ALL EdD students are **responsible for knowing the specific Graduate School and SEHD requirements and deadlines published each semester**.

In particular, students **MUST** be aware of and follow

- All forms, processes and deadlines required for doctoral students and candidates; and

- All forms, processes, and deadlines required for the Doctoral Research Project (proposal and final dissertation).

For information on SEHD Doctoral Studies resources refer to the following webpage:
http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/DoctoralStudiesResources.aspx

For information on scheduling UCD rooms for the DRP defense meetings (proposal and final dissertation), refer to the following webpage:
https://ucdenverdata.formstack.com/forms/sehd_student_room_request

VI. Student Support

There are a variety of offices and systems designed to support you throughout the process of completing your 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 the Concentration Area. The faculty mentor's role is to assist the student to identify the Concentration Area course requirements, provide an overview of doctoral level coursework and expectations, and address questions relating to student's the career goals and research interests.

For all procedural and general EdD program questions, students should contact Dr. Mary Piontek, EdD Program Manager (mary.piontek@ucdenver.edu; 303-315-6314).

Always refer to the SEHD and Graduate School websites for the most current UCD forms and deadlines.

The Center for Practice Engaged Education Research (C-PEER)

The Center for Practice Engaged Education Research (C-PEER) is committed to supporting the co-design and conduct of research and dissemination of findings of research studies that improve educational practice and the policies that support it.

The *PEER* portion of the name reflects the center's investment in a collaborative and productive relationship between educators and researchers. As peers, we work together to define problems of practice and implement quality, applied research to create solutions to address those problems.

More details about C-PEER is available on the center's website: www.C-PEER.org.

C-PEER provides numerous supports to the EdD program, including the following activities:

- Coordinates the three research methods course sequence (RSEM 7001, 7002, and 7003).

- Provides oversight and instruction in the DSEP 8994 1-credit seminars in the EdD program.

- Tracks appropriate QI/IRB reporting of ongoing DRP studies, including providing advising on QI/COMIRB processes and ensuring that partnership MOUs are in place.

- Works with SEHD administration to ensure that all EdD students have concentration area faculty mentors and, as needed, a methods coach to support the DRP design process.

- Coordinates a variety of research groups led by C-PEER and/or SEHD faculty. These research groups may provide DRP research opportunities for EdD students. C-PEER maintains a variety of research activities, from longitudinal studies that a doctoral student may join (e.g., a series of annual case studies of school improvement efforts) to shorter-term studies that address high priorities of partner sites/organizations. In consultation with C-PEER an

EdD student may be able to design a partnered research study that can be completed within recommended scope/scale and timeframe of a DRP.

- Provide assistance gaining access to data sources, systematically collecting data, and designing data analysis procedures.

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 UCD provides a variety of resources on scholarly writing: http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/Pages/TheWritingCenter.aspx

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 **MUST** 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 at hand, 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 UCD Writing Center's website.

Travel Awards for Student Presenting at National Meetings

The Graduate School can provide up to $500.00 to help defray the expenses incurred by a Doctoral student (PhD or EdD) who attends a national professional association meeting/conference and presents his/her DRP or dissertation research.

The $500.00 can be used to help defray the costs of registration, travel, lodging, and food. Funds are distributed by the Graduate School AFTER the travel and presentation are completed and all required receipts have been submitted for reimbursement.

For information refer to the following Graduate School webpage:
http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx

Disability Resources and Medical Issues

Students with a disability or a serious medical issue should consult with the Disability Resources and Services (DRS) office: http://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx

The DRS office encourages each student to self-identify and make his or her needs known 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 BEFORE any accommodations will be made by SEHD and the EdD Program administrators and faculty.

VII. Graduate School Rules & Procedures

All of the processes and procedures within the SEHD EdD program follow the guidelines and requirements of the University of Colorado Denver's Graduate School.

The Graduate School's guidelines, requirements, and additional resources for graduate students are located at the following webpage:

http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx

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 UCD, 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 comprehensive exam (for EdD students this is the DRP *proposal* defense) after the completion of all coursework and all required program assessments; and
- Satisfactorily complete and defend the Doctoral Research Project *final dissertation*.

Transfer Students

Transfer students from other accredited education programs will be considered for admission into the EdD program using the same application criteria as those seeking new, non-transfer admission. Transfer students must meet the same application requirements and provide required documentation to be considered for admission.

Transfer Credits

The EdD program will consider the transfer a **maximum of 9 semester credit hours** toward meeting EdD course requirements.

Students should refer to Graduate School website for the *Request for Transfer of Credit* form and the full credit transfer policy and processes.

In very rare cases, students may be admitted to the program having completed a graduate-level course similar to a required EdD core, concentration, or research methods course in the EdD program.

Courses already applied to another degree (e.g., master's level degree) may NOT be used toward EdD course requirements.

Students who wish to transfer in course credits must apply for and *receive written permission to substitute or waive a course* BEFORE taking an alternative course. A student must begin this process by meeting with his/her EdD faculty mentor as soon as possible after accepting admission into the program.

During this meeting the student and faculty mentor will discuss the procedures for potentially substituting, waiving, or transferring an equivalent graduate level course. If the faculty mentor establishes grounds for waiving or substituting the course may exist, the student then completes the required Graduate School forms and procedures.

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 the degree in this eight-year period are subject to termination from the Graduate School.

For a student to continue beyond the eight year limit, the EdD Program Director must petition the Dean of the Graduate School 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 of time can petition for a leave of absence of up to one (1) year.

If approved by the SEHD Associate Dean and Dean of the Graduate School, a copy of the Leave of Absence form is forwarded to the Registrar's Office. The original Leave of Absence form is retained in the student's file in the Graduate School.

Approved leaves of absence do **NOT** automatically extend the time limits for earning a degree. However, an approved leave of absence may be used as part of the evidence provided to the Graduate School if a request for an extension if needed.

Requests for leaves of absence that exceed one (1) year will NOT be approved by the Graduate School unless the SEHD Associate Dean provides the Graduate School Dean with a compelling justification why such action should be approved.

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 as detailed in the *Graduate School Academic Honor and Conduct Code.*

Students who do not meet these standards of integrity and ethics, or who violate the honor code, may be placed on disciplinary probation by the Graduate School Dean upon the recommendation of the Academic Conduct and Appeals Committee (ACAC).

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 honor code, ACAC guidelines, and appeal process are on file in the Graduate School office and available in the *Graduate School Student Handbook* and on the Graduate School website.

The UCD schools and colleges in which graduate programs are housed, or individual graduate-level programs, may have additional policies and/or requirements for student conduct.

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 the Graduate School and UCD.

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 UCD 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 UCD rules for 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.

EdD Focus Groups

Occasionally, SEHD administrators invite randomly-selected students from EdD cohorts to meet with EdD concentration area faculty and program staff to discuss program strengths and suggestions for improvement. Areas of need identified in the focus groups are used to refine EdD program processes for current and subsequent cohorts.

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 UCD Course Catalog each semester: http://www.ucdenver.edu/academics/Pages/Catalogs.aspx

Core Courses (Required for all EdD students)

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.

EDHD 7712 – Seminar: 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.

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.

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.

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.

Research Methods Courses (Required for all EdD students)

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 8994 – 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 8994 - Doctoral Research Project Dissertation Research (remaining DSEP 8994 ten or more credit hours. Enrollment requires a Special Processing Form).

Concentration Area Courses

Executive Leadership Concentration Area *(can earn CDE Administrator License)*

Students in the Executive Leadership concentration area **who are pursuing a license** **MUST** meet with their faculty mentor to discuss their four concentration area courses.

EDUC 7500 – Strategic Human Capital Management
This course focuses on understanding and leveraging the personnel function of an educational organization. Students learn to strategically align and maximize human capital with organizational strategic objectives.

EDUC 7510 – Strategic Organizational Management
An effective partnership between the board, community, and institutional leader is essential to fulfilling the mission of an educational organization. This course examines the importance of strategic visioning, strategic planning, and specific communication strategies.

EDUC 7520 – Strategic System Improvement
The fundamental purpose of educational organizations (schools, districts, community colleges, higher education, and non-profits) is to ensure high levels of learning for all. This course addresses data development and management, accountability, curriculum assessment and instruction, continuous improvement, and professional learning.

EDUC 7530 – Leadership Development
Successful leaders are able to articulate, protect and promote what is important. Students examine the challenges of educational leadership and help participants clarify the core values essential to their success as a leader.

Executive Leadership Principal Leadership Concentration Area *(can earn CDE Principal License)*

Students in the Executive Leadership concentration area **who are pursuing a license MUST** meet with their faculty mentor to discuss their four concentration area courses.

EDUC 7751 – Principal Licensure EDD Concentration Course I
This course (1 of 4) within the Principal Licensure course sequence begins the study of the foundational and continued learning required for five performance-based assessments (PBA): PBA 1 - Leadership; PBA 2 - School Improvement; PBA 3 - Instructional Leadership and Evaluation; PBA 4 - Equity (Law, Finance, and Policy), and PBA 5 - Clinical Practice.

EDUC 7752 – Principal Licensure EDD Concentration Course II
This course (2 of 4) within Principal Licensure course sequence continues the study of the foundational and continued learning required for five performance- based assessments (PBA): PBA 1 - Leadership; PBA 2 - School Improvement; PBA 3 - Instructional Leadership and Evaluation; PBA 4 - Equity (Law, Finance, and Policy), and PBA 5 - Clinical Practice.

EDUC 7753 – Principal Licensure EDD Concentration Course III
This course (3 of 4) within the Principal Licensure course sequence continues the study of the foundational and continued learning required for five performance- based assessments (PBA): PBA 1 - Leadership; PBA 2 - School Improvement; PBA 3 - Instructional Leadership and Evaluation; PBA 4 - Equity (Law, Finance, and Policy), and PBA 5 - Clinical Practice.

EDUC 7754 – Principal Licensure EDD Concentration Course IV
This course (4 of 4) within the Principal Licensure course sequence concludes the study of the foundational and continued learning required for five performance- based assessments (PBA): PBA 1 - Leadership; PBA 2 - School Improvement; PBA 3 - Instructional Leadership and Evaluation; PBA 4 - Equity (Law, Finance, and Policy), and PBA 5 - Clinical Practice.

Early Childhood Special Education/Early Childhood Education Concentration Area

Students in the Early Childhood Special Education/Early Childhood Education concentration area **MUST** meet with their faculty mentor to discuss their four concentration area courses.

ECED 7000 – Early Childhood Leadership Seminar I
This course provides an overview of policies, laws, and leadership skills in early childhood. Students will study specific policies and laws influencing services for children with severe challenging behavior and autism, children from culturally and linguistically diverse families, and educator professional development.

ECED 7002 – Early Childhood Leadership Seminar II
This course provides an overview of leadership knowledge and skills to implement policies, laws, programs, and systems that support the use of evidence- based practices with young children with disabilities.

ECED 7070 – Social Competence and Classroom Supports
This course focuses on the cognitive and social development of infants and young children and problems that may occur during the process. Course activities emphasize intervention approaches for preschool children with cognitive and social-emotional disabilities. Implications for intervention from current research are considered.

ECED 7200 – Early Intervention Strategies

This course explores current research, knowledge, and skills related to early intervention policies, teaching strategies, and service delivery. Course activities emphasize infant and preschool service delivery options such as home, center, or community-based programming and social integration programming techniques.

Mathematics Concentration Area

Students in the Mathematics concentration area **MUST** meet with their faculty mentor to <u>identify</u> their four concentration area courses.

Professional Learning and Technology Concentration Area

Students in the PLT concentration area **MUST** meet with their faculty mentor to <u>identify</u> the fourth concentration area course. To complete the concentration course requirement, students select their fourth course from a set of elective options.

INTE 7110 – Mentoring and Coaching for Professional Development
This course provides an in-depth consideration of trends, issues, strategies and methods for facilitating the adult and professional learning of individuals and small groups. Particular focus is placed on developing and refining skills as a mentor, coach, and leader of professional study groups.

INTE 7130 – Workplace Performance Interventions
The course focuses on the development and evaluation of large-scale professional development and workplace learning initiatives. Course topics include frameworks for evaluating job performance based on professional learning standards; planning, delivering, and evaluating professional learning initiatives; research models; and performance improvement tools and resources.

INTE 7930 – Internship for Professional Learning and Technology
Working under the direction of field and academic supervisors in field settings, student contribute to projects intended to help educators and others improve their job performance. In this course students apply knowledge to complex problems of practice, thus preparing for ongoing leadership opportunities.

Science Concentration Area

Students in the Science concentration area **MUST** meet with their faculty mentor to <u>identify</u> their four concentration area courses.

Urban and Diverse Communities Concentration Area

Students in the Urban and Diverse Communities (UDC) concentration area **MUST** meet with their faculty mentor to <u>identify</u> their four concentration area courses.

Students may contact Dr. Antwan Jefferson (<u>antwan.jefferson@ucdenver.edu</u>) for general information about the UCD concentration area.

Appendix A

A five-year Plan of Study option is available for <u>select</u> students. Students must <u>obtain permission</u> to select the 5-year track. Students should contact the EdD Program Manager, Dr. Mary Piontek (mary.piontek@ucdenver.edu) for information about the five-year program structure and to discuss the process for obtaining permission from a faculty advisor within the concentration area.

EdD Plan of Study Calendar – FIVE YEAR TRACK (Generic)

Summer 2019	Fall 2019	Spring 2020
EDUC 7100: Leadership in Education DSEP 8994 DRP Design (1 credit seminar)	EDHD 7712: Learning Theory and Learners	CONCENTRATION COURSE #1
Summer 2020	**Fall 2020**	**Spring 2021**
EDFN 7410: Power & Privilege	CONCENTRATION COURSE #2	EDUC 7230: Organizational Performance in Educational Contexts
Summer 2021	**Fall 2021**	**Spring 2022**
EDFN 7250: School & Society	CONCENTRATION COURSE #3 DSEP 8994 DRP Design (1 credit seminar)	RSEM 7001: Applied Research I DSEP 8994 DRP Design (1 credit seminar)
Summer 2022	**Fall 2022**	**Spring 2023**
RSEM 7002: Applied Research II	RSEM 7003: Applied Research III DSEP 8994 DRP Design (1 credit seminar)	CONCENTRATION COURSE #4 DSEP 8994 DRP Design (1 credit seminar)
Summer 2023	**Fall 2023**	**Spring 2024**
INTE 7100: Professional Learning and Technology *DSEP 8994: DRP (# TBD credits)	*DSEP 8994: DRP (# TBD credits)	*DSEP 8994: DRP (# TBD credits)
Summer 2024 (as appropriate) *DSEP 8994: DRP (# TBD credits)	*In the final semesters of the 5-year track the student distributes the remaining DSEP 8994 credits (10 credits or more) in conjunction with completing the DRP.	