University of Colorado Denver

School of Education & Human Development

Doctorate of Education (EdD)

Leadership for Educational Equity

Student Handbook

EdD Cohort 4

Summer 2013

Contents

Preface

Your successful experience in the School of Education and Human Development (SEHD) is important to us. This *Doctorate of Education (EdD) Leadership for Educational Equity Student Handbook: Cohort 4* is a tool to ensure you maintain academic progress according to SEHD and University of Colorado Denver (UCD) policies and procedures. Please take the necessary time to read this Handbook. In addition to this handbook, doctoral students should refer to the Graduate School's policies and procedures as outlined in the [Graduate Student Handbook](#) and the [Graduate School Rules](#). The Graduate School's website also has resources that will be helpful to doctoral students as you complete your capstone Dissertation in Practice. http://www.ucdenver.edu/academics/colleges/Graduate-School/student-services/academic-resources/Pages/policies-procedures.aspx . Please also refer to the SEHD website.

**The student assumes full responsibility
for meeting all basic requirements for the degree
as well as the specific requirements outlined by their program.**

The University of Colorado Denver and the School of Education and Human Development reserve the right to make changes in the regulations, courses, rules, fees, or other changes in this handbook without advance notice. See the SEHD website at http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Pages/home.aspx and the UCD website at http://www.ucdenver.edu/pages/ucdwelcomepage.aspx for any updates. No verbal modifications to the contents of this Handbook are allowed. **All modifications must be in writing and approved by the SEHD prior to addition to the handbook.** 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.

We are affiliated with American Association of Colleges of Teacher Education, American Education Research Association, Council of Great City Schools and Colleges of Education (with Denver Public Schools), Urban Educator Corps, National Education Association, A+ Denver Citizens Group, Colorado Association of School Boards, Colorado Association of School Executives, Colorado Council of Deans of Education, and Colorado Education Association. The UCD EdD program is a member of the select Carnegie Program on the Educational Doctorate.

Welcome

The School of Education & Human Development at the University of Colorado Denver welcomes you to participate in the 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 Graduate School, including detailed information on the following:

◈ Overview of the doctoral program

◈ Expectations for EdD students

◈ Program philosophy

◈ Program requirements

◈ Guidelines for the cohort process

◈ Guidelines for the capstone Dissertation in Practice process

◈ Financial aid

◈ Frequently asked questions

For further information, contact the School of Education & Human Development Academic Services office at 303-315-6300, Dr. Sandy Snyder-Mondragon, Director of Academic Services, Doctoral Adviser *sandra.snyder-mondragon@ucdenver.edu* or education@ucdenver.edu or visit: http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/DoctoralStudiesResources.aspx.

Overview of Doctoral Program

Students completing this program earn a Doctorate of Education (EdD) with a major in "Leadership for Educational Equity." Within this major, students also pursue a concentration area in Executive Leadership, Early Childhood Special Education/Early Childhood Education, Mathematics Education, Professional Learning and Technology, or Science Education. The EdD program is a practice-based, doctoral level program for professional leadership in P-20 or community-based educational contexts. The EdD prepares leaders within the profession to address complex educational challenges by combining decision-focused, analytic and research skills with a broad-based understanding of systems anchored in principles of equity and access to education.

The goal of the Leadership for Educational Equity program is to prepare future leaders for equity in P-20 and community-based education contexts, who can effectively translate research into practice, influence policy, use data effectively in decision-making, and organize individuals and groups to address challenges collaboratively and successfully.

Through our focus on equity, EdD faculty intend to prepare educational leaders to critically examine the ways in which socio-cultural and political histories of individuals and systems interact to privilege 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 areas of marginality and improve policy, structures and practices to ensure opportunities and participation for all individuals.

Learner Outcomes

The following learner outcomes are expectations for this program.

- Reflect and act on the intersection of personal, inter-personal, and organizational influences on beliefs, values, policies, practices, and structures that prohibit or advantage educational equity and opportunities for all individuals.
- Demonstrate leadership that promotes equitable policies, procedures, and systems that enhance learning within P-20 or community-based education organizations.
- Demonstrate effective collaboration and the ability to lead others to achieve greater levels of collaboration in order to achieve diversity and equity for students.
- Develop expertise in a primary concentration area.
- Demonstrate inquiry skills to address contemporary education challenges.

Students in the EdD program complete coursework in core areas - equity and diversity, leadership, learning theory and learners, adult learning, professional development and technology, and inquiry; as well as specific course work in a concentration area. All courses and experiences in the concentration area will expose students to context-specific best practices, interdisciplinary connections, and applied research in an environment that stresses the application of theory to practice. Course assignments focus on problem-solving experiences. The research methods courses are focused to answer the question, "What are the primary challenges faced by leaders in education contexts that can be illuminated through inquiry?" These courses introduce the knowledge and skills leaders need to make effective decisions. The culminating experience for the EdD program requires a capstone Dissertation in Practice through which students demonstrate their ability to identify and evaluate a major education challenge and initiate a successful program of change to address the problem. The capstone Dissertation in Practice relies heavily on experiences within P-20 and community-based educational institutions to gain knowledge and expertise in designing, implementing, and evaluating education programs and policy. These institutions could be 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 a diverse P-20 student population.

Concentration Areas

Students in the EdD program select a concentration area from one of the five options: (a) executive leadership, (b) early childhood special education/special education (c) math education, (d) professional learning and technology, and (e) science education.

Executive Leadership Concentration Areas (ELP/ALP – ELP/PLP)

This concentration area is designed for professionals in various leadership positions in educational, community and non-profit organizations who wish to acquire learning and experiences related to personnel management, finance, accountability systems and evaluation, community relations, policy development, analysis, and research. This concentration area will support learning activities for individuals who hold or seek to move into senior leadership positions inside school districts, community colleges, higher education policy organizations or community-based education organizations. Roles may include that of a director, deputy, superintendent or president. There are two options within the Executive Leadership Program that provide a path to licensure: (a) Administrative Leadership Program – with option for Administrative Licensure from CDE, and (b) Principal Licensure Program – with option for Principal Licensure from CDE.

Early Childhood Special Education/
Early Childhood Education Concentration Area

This concentration area is designed to introduce students to issues and practices in early childhood special education/early childhood education and to prepare students to provide leadership to improve outcomes for children with disabilities across early childhood settings. The program will prepare students who can act effectively as administrators in districts, agencies and programs to improve outcomes of all children, including children with disabilities.

Mathematics Education Concentration Area

This concentration areas provides learning opportunities for student and faculty focus on teacher learning and professional development experiences. Specifically, projects investigate the ways that particular interventions used in professional development for mathematics teachers impacts their content knowledge and pedagogical practices in their classrooms. Work in this area is framed by a situated perspective of learning and incorporates mixed methods to answer questions around the ways particular interventions support teacher and student learning. Video data is prominent in both the design of professional development interventions as well as a major data source for analyses. Analytic methods vary based on the research question and grain size.

Professional Learning and Technology (PLT) Concentration Area

Professional roles in education are rapidly changing as learners' needs evolve. This concentration area brings together faculty and students seeking to support working educators in ongoing professional development (PD) and learning activities, helping them become more effective and productive in their jobs. The PLT focus addresses the PD needs of K-12 teachers but also those of higher educators and workplace learners. Applying principles of adult learning, instructional design and change leadership, we use a variety of methods (mentoring, coaching, site-based communities, e-learning resources, workshops etc.) to support professional growth and accountability. The PLT courses in the EdD program prepare you to assume leadership in professional learning programs at all levels (site-based, district- or organization-wide), applying the latest research and best practices of the profession. For a thorough description of courses, conceptual framework, faculty, and schedule, see our [description online](#).

Science Education Concentration Area

This concentration area prepares students to explore, understand, and think critically about the nature of science and science education from a largely 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.

Core Assumptions

The following are core assumptions from which the doctoral program developed.

Multiple Perspectives through Collaboration

Since the doctoral program values the cultural, social, and historical perspectives that students from diverse cultural and linguistic backgrounds bring, it is essential that EdD faculty organize experiences to create opportunities for cross-fertilization of ideas and inquiry. Collaboration and cross-disciplinary work among faculty and students improves the work of scholar-practitioners. Doctoral students develop skills within practice-based problem spaces. Within those problem spaces, students draw upon knowledge from multiple disciplines and perspectives and combine knowledge and alternative perspectives toward the solution of complex problems of practice. Students also learn the value of their particular disciplinary perspectives within the larger matrix of professional knowledge.

Active Participation in Professional Practice

Through the EdD program, students develop leadership skills via active participation in teams, organizations, and communities. Students receive sustained guidance through the mentoring, apprenticeship, and scaffolding found in the concentration areas.

Technology tools are increasingly important in supporting learning, communication, and professional practice. Effective leaders need to integrate tools and resources to support a number of tasks, including, but not limited to, e-mail and conferencing, social networking programs, publishing and finding information on the Web, qualitative and/or quantitative data analyses, organizing and maintaining data and references, and communicating information for presentations and instruction.

Advising

Students will be assigned a faculty advisor based on their concentration area. Students should rely on their faculty advisor for specific course selection advising, dissertation/capstone preparations and discussions, and questions relating to their career goals and aspiration. The SEHD website and Academic Services advisor for the EdD program should be consulted for process questions (i.e., registration, forms).

Program Requirements

Curriculum Description and Assessment Process

The EdD degree in Leadership for Educational Equity program of study will require a minimum of 54 credit-hours beyond a masters' degree or equivalent. These 54 credit hours will be broken down as follows:

- 6 hours in an equity core
  (two, 3 - credit courses)

- 6 hours in a leadership and organizational performance core
  (two, 3 - credit courses)

- 6 hours in learning core
  (two, 3 - credit courses)

- 12 hours in one of five concentration areas
  (four, 3 - credit courses/experiences)

- 9 hours in a research core
  (three, 3 - credit courses)

- 15 hours of completion of a capstone Dissertation in Practice

The program plan of study (see Table 1) is built with the understanding that (a) students move through the program in a cohort completing coursework in two years and their capstone Dissertation in Practice over the following year; (b) students take courses in a specified sequence; (c) courses are offered primarily in hybrid (part face-to-face and

part online), online, or summer intensive formats; (d) instructional processes focus on problems of practice in P-20 and community-based educational contexts and invoke problem solving, discussion and small-group work; (e) concentration courses build on and integrate the interdisciplinary knowledge gained from core courses; and (f) students complete a capstone Dissertation in Practice within a thematic dissertation in practice group directed by one or more faculty members and work on a common theme or education issue, with each student writing his or her own unique product.

Core and Concentration Area Courses and Rotation

The courses listed in Table 1 below constitute the 3-year course rotation for the EdD degree in Leadership for Educational Equity.

Table 1

Core and Concentration Area Courses

Summer 2013	Fall 2013	Spring 2014
EDFN 7410: Power & Privilege: The Social Construction of Difference Meeting Dates: Tuesdays June 4th through July 30th 4:00 – 8:00 PM (no class week of July 4th) Online environment opens May 26th	**Concentrations – Semester 1** ELP/ALP: EDUC 7500, 3 SA Hybrid ELP/PLP: EDUC 7752, 2 Fri-Sat F-t-F & Hybrid ECE: ECED 7000, Fri & Sat Hybrid MATH: MTED 7030 or MTED 7050, Th 5-7:45 SCIENCE: SECE 7700, T 5-7:45 or SECE 7100, T 5–7:45 PL-TECH: INTE 7110 (12 weeks) and INTE 7120 (begin – see http://bit.ly/PLT-EdD for details)	**Concentrations – Semester 2** ELP/ALP: EDUC 7520, 3 SA F-t-F & Hybrid ELP/PLP: EDUC 7753, 2 F-SA F-t-F & Hybrid ECE: ECED 7002 Fri & Sat Hybrid MATH: none in spring SCIENCE: SECE 7340 T 5-7:45 PL-TECH: INTE 7120 (conclude) and INTE 7130 (12 weeks – see http://bit.ly/PLT-EdD for details)
EDUC 7100: Leadership in Education Online: May 26 - July 28. (no class week of July 4th) Requires asynchronous access to CANVAS environment for a minimum of 3 active visits per week. (Canvas opens May 26th)	EPSY 7212: Learning Theory and Learners Mondays & Hybrid First meeting Face-to-Face 5:00 – 7:45 PM	EDUC 7230: Organizational Performance Online: January 20 - April 26. Requires asynchronous access to CANVAS course environment for a minimum of 3 active visits per week.

Table 1		
Core and Concentration Area Courses (Continued)		
Summer 2014	**Fall 2014**	**Spring 2015**

EDFN 7250: School & Society
 	
Meeting Dates: Tuesdays
 	
June 9th through July 25th
 	
4:00 – 8:00 PM
 	
(no class week of July 4th)
 	
Online environment opens May 26th
	Concentrations – Semester 3
	
	ELP/ALP: EDUC 7510, 3 SA, F-t-F & Hybrid
	
	ELP/PLP: EDUC 7754, 2 F-SA, F-t-F & Hybrid
	
	ECE: ECED 7500, TH, 5-9 or
	       ECED 7200, T, 5-9
	
	MATH: MTED 7030, TH, 5-7:45 or
	       MTED 7050, TH, 5-7:45
	
	SCIENCE: SECE 7700, T, 5-7:45 or
	       or SECE 7100, T, 5–7:45
	
	PL-TECH - TBD
		Concentrations – Semester 4
		
		ELP/ALP: EDUC 7530, 3 SA, F-t-F & Hybrid
		
		(ELP/ALP: EDUC 7751, 2 F-SA, F-t-F & Hybrid
		
		ECE: ECED 7070, TH 5-9
		
		MATH: none in Spring
		
		SCIENCE: SECE 6400, T, 5-7:45 - Flex
		
		PL-TECH - TBD

DSEP XXXX: Professional Learning & Technology Online	RSEM Core I	RSEM Core 2
Summer 2015	**Fall 2015**	**Spring 2016**
RSEM Core 3 Dissertations in Practice DSEP 8994 (5 Credits)	Dissertations in Practice DSEP 8994 (5 Credits)	Dissertations in Practice DSEP 8994 (5 Credits)

The Dissertation in Practice

During the capstone, Dissertation in Practice phase of their program, students participate in a thematic dissertation group (the work in this area draws heavily from work done at the University of Southern California, Dembo & Marsh, 2007; Marsh & Dembo, 2009). In rare cases, a student may be granted the option of completing an individual dissertation study as her capstone Dissertation in Practice. In either case, the capstone Dissertation in Practice will be of an applied, problem-solving nature and each individual must demonstrate the ability to conduct independent inquiry, which draws from theory to explore a contemporary educational problem. The capstone Dissertation in Practice committee includes at least 3 individuals: one or two faculty members who lead the selected thematic dissertation group and serve as primary advisers; another faculty member whose work aligns with the project if the thematic dissertation group is led by one as opposed to two faculty members; and an expert from the learning organization directly related to the focus problem. The project should focus on innovation in educational practice and will involve written and oral products which comprehensively address, generate, and/or interpret knowledge applicable to educational practice. Examples of culminating EdD capstone Dissertations in Practice can be provided by thematic dissertation adviser(s). All members of capstone Dissertation in Practice committees must hold graduate faculty status, i.e., a PhD or EdD or a terminal degree with two accompanying recommendations.

Within the thematic dissertation group each student works with several others either on closely-related topics or with the same database to produce his or her own, unique capstone Dissertation in Practice. Themes for capstone Dissertations in Practice will be organized around field-based issues or problems, and students are required to collaborate in developing their proposals and to critique each other's work. In short, a unifying feature ties several EdD students together such that they can be mentored as a group and can learn from each other's capstone Dissertations in Practice. Each individual problem will correspond to areas of need within educational contexts and to SEHD faculty expertise (concentration area and/or research). Approximately, three to four problems will be developed each year, with the assumption that no more than 5-6 students will select into any one problem of practice. Prospective thematic dissertation group problems are presented to each EdD cohort in the spring prior to their third year. Individual students rank the overarching questions that are of interest to them and subsequently are placed in a thematic dissertation group with an adviser(s). The capstone experience begins during the second year and continues through the subsequent fall and spring semesters. Each student develops a prospectus outlining the scope of her responsibilities as a member of the team. This contract between students and faculty informs individual evaluations completed by each student's Dissertation in Practice committee. This thematic dissertation group and Dissertation in Practice approach differs from the traditional PhD dissertation process in which students typically work alone and begin by reviewing the literature to identify gaps and constructs, then decide on the setting in which to conduct their research. The EdD program capstone Dissertation in Practice process is consistent with recommendations of the Carnegie Foundation and the Council of Academic Deans in

Research Education Institutions. Additional details about the capstone Dissertation in Practice are provided later in this document.

Timetable for completion

The EdD program has been designed to support students to complete program requirements, including coursework and the capstone Dissertation in Practice, in three years. That said, there are extenuating circumstances, which may require a student to step out of her cohort and join a subsequent cohort. Students may apply for extensions to their cohort timetable; these requests will be considered by the program faculty. However, students must complete the requirements of their program within a maximum of 8 years. Failure to do so will result in dismissal from the program.

Assessment Plan

The doctoral faculty integrate formative and summative student assessments across the entire program. Assessments are designed to provide information at both the student and program levels. All assessments are linked to the desired program outcomes.

Student Assessment

The major outcomes of this program (see chart below) are as follows:

- Reflect and act on the intersection of personal, inter-personal, and organizational influences on beliefs, values, policies, practices, and structures that prohibit or advantage educational equity and opportunities for all individuals.

- Demonstrate leadership that promotes equitable policies, procedures, and systems that enhance learning within P-20 or community-based education organizations.

- Demonstrate effective collaboration and the ability to lead others to achieve greater levels of collaboration in order to achieve diversity and equity for students.

- Develop expertise in a primary concentration area.

- Demonstrate inquiry skills to solve contemporary education challenges.

A course audit provides an initial way of linking program outcomes to the planned learning experiences for students. Table 2 illustrates the links between the EdD courses and experiences to the overall themes of student outcomes.

Student performance in the program is assessed in several different ways; all linked to the program outcomes. Conventional, individual course performance measures (including grades and artifacts) constitute one form of assessment. Each participant must successfully pass both a written, qualifying exam and a comprehensive examination prior to beginning their capstone Dissertation in Practice. The exams serve

to demonstrate mastery, synthesis, and application of knowledge and skills gained during first two years of the program.

Table 2

EdD Program Outcomes Audit

Course	Major Outcomes			
	Leadership	Equity	Concentration Area	Inquiry
Power & Privilege: The Social Construction of Difference		X		
School & Society		X		
Leadership in Education	X	X		
Organizational Performance	X	X		
Learning Theory & Learners	X	X	X	
Adult Learning, Professional Development, & Technology	X	X	X	
Research, Statistics, Evaluation & Measurement Courses				X

Qualifying Exam

At the end of a cohort's first year in the program, students complete a qualifying exam. The purpose of the qualifying exam is to evaluate a student's level of mastery and synthesis of subject matter from Year 1, including her capacity to apply this knowledge and those skills to practice-based settings and problems. The exam requires students to respond in writing to an open-ended question. The exam takes place on the late spring of the first year and is evaluated using a blind-review process by a panel of doctoral faculty. Students who do not gain a passing score are allowed one, subsequent attempt to retake the exam; failure to pass the second attempt at the exam will lead to dismissal from the program.

Comprehensive Exam

After the completion of **all** coursework students are required to pass a comprehensive examination. The comprehensive exam consists of a prospectus to prepare the student for work on the Dissertation in Practice. A student may not participate in the capstone Dissertation in Practice prior to the successful completion of the comprehensive exam.

When you are ready to take your comprehensive exam, complete this form and submit to the doctoral staff adviser: http://www.ucdenver.edu/academics/colleges/Graduate-School/program-resources/Forms/Request%20for%20Graduate%20Exam%20form.pdf

Once you have passed your comprehensive exam, your will need to complete two forms, with signatures, and submit to the doctoral staff adviser: http://www.ucdenver.edu/academics/colleges/Graduate-School/program-resources/Forms/Application%20for%20Admission%20to%20Candidacy.pdf and the EdD Capstone Project Prospectus/Proposal Approval Form (Appendix D.)

Students should refer to the Graduate School Rules and Policies document for further information on comprehensive exam requirements.

The comprehensive exam has a twofold purpose—fostering further conceptualization of a student's Dissertation in Practice and demonstrating the capacity to analyze and synthesize relevant literature and personal ideas into a coherent, well-written prospectus (short proposal). The prospectus provides doctoral faculty with evidence of the student's ability to think about how to plan and address a significant problem of educational practice in a particular learning organization.

The capstone Dissertation in Practice adviser(s) reads and assesses the student's exam. To determine if a student meets the Graduate School's 'Satisfactory' criterion (pass/fail), faculty focus on the extent to which a student's writing provides a compelling, comprehensive synthesis of relevant knowledge in the field, with clarity/focus, sensible flow of ideas, good organization and structure, substantiated argumentation (specific, relevant examples), knowledge of research or evaluation design, and proper academic style (including APA referencing). If a student's response does not meet a passing judgment, a third doctoral faculty member will read and provide a final evaluation.

Program Assessment

Students are assessed throughout their program beginning at the point of admission through to the successful defense of their capstone Dissertations in Practice. Assessment data are used both formatively and summatively at both the student and program levels. Following are descriptions of the assessment management system used in the SEHD to track and analyze assessment data as well as the tools used.

LiveText

LiveText is a web-based technology platform linked to program assessments and required for all students in the School of Education & Human Development. Details on how SEHD students obtain their LiveText subscription as well as important training workshops and other resources are available on the SEHD assessment website at http://sehdassessment.ucdenver.edu/. Students will use their LiveText accounts to upload their qualifying and comprehensive exam responses.

SEHD Diversity Assessment - IDI

The Intercultural Development Inventory (IDI) is a program and school evaluation tool that the School of Education and Human Development (SEHD) uses to assess how well each program meets the SEHD's mission and vision. The IDI is a 50-item, computer-based instrument that empirically assesses respondents in terms of the general orientations toward cultural difference. Scores from the IDI are reported to the SEHD by IDI evaluators at the overall program level and not at the level of individual students. Completing the assessment at the beginning and end of the program is an important way for faculty to consider program adjustments and improvements.

Faculty Course Questionnaires

Faculty Course Questionnaires (FCQs) are administered according to university rules at the end of each course. Results of these questionnaires are reviewed by course instructors and by the EdD Program Leader and Associate Dean for Research and Professional Learning. EdD student feedback is used to make course improvements.

EdD Focus Groups

Each year randomly-selected students from individual cohorts are interviewed as to strengths of the cohort's program and suggestions for improvement. Needs that arise as part of the focus groups are addressed immediately and for subsequent cohorts.

Student Exit and Follow up Surveys

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

Program Review

Data from the program assessments (diversity assessment, qualifying and comprehensive exams, course outcomes, and individual course assessments) as well as on student recruitment, retention, and career placements are examined yearly through a school-wide continuous improvement process linked to the SEHD and the university's accrediting bodies. Engaging in this process allows the doctoral faculty to determine if various courses and experiences are addressing the goals and outcomes of the program. Ongoing curriculum, instruction and assessment refinements are

made based on that data. In addition, periodic program reviews are required and conducted by the campus-level office of the Associate Vice Chancellor for Academic Affairs. These indicators of program quality are used to modify curriculum and program delivery as necessary. All efforts and rationale for changes are fully documented in accreditation reports.

Academic outcomes assessment of student learning will be conducted through these multiple and varied assessments in an ongoing and systematic way across individual students, courses, and at the program level to meet the Higher Learning Commission of the North Central Association's ten year accreditation review. Finally, through our extended partnership activities, input is continuously sought from current students, graduates, and the educational community about new issues which should be addressed by the curriculum.

Dissertation in Practice Process

Students are encouraged to review the dissertation resources found on the Graduate School's website at http://www.ucdenver.edu/academics/colleges/Graduate-School/Pages/default.aspx. You are responsible for knowing the specific requirements and deadlines published each semester. In particular, students should know:

1. Deadlines for Doctoral Candidates: http://www.ucdenver.edu/academics/colleges/Graduate-School/student-services/academic-resources/Pages/calendars.aspx

2. Forms associated with the dissertation: http://www.ucdenver.edu/academics/colleges/Graduate-School/student-services/academic-resources/Pages/PhDEdDResources.aspx

3. SEHD Doctoral Studies Resources located at: http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/DoctoralStudiesResources.aspx

4. How to schedule a room for your dissertation meetings and defense:

   a. Send an email to sehdrooms@ucdenver.edu

   b. Provide the following information in your request:
      i. Date

ii. Start AND end time
iii. Number attending/expected (so we know how big of a room is needed)
iv. Any equipment needs (projector, laptop, etc.)

Overview

The EdD program includes a capstone Dissertation in Practice and associated written and oral presentation products. The capstone Dissertation in Practice requires each student to conduct inquiry on behalf of a learning organization. Thematic dissertation groups are led by at least one doctoral faculty mentor and are organized around a broad, complex, field-based issue or problem. Under the 'umbrella' of this dilemma, each student on the team is required to pose and explore a line of inquiry while maintaining a connection overall to the group. Capstone Dissertations in Practice are designed to integrate theories and tools learned throughout the program and provide students with the opportunity to demonstrate their mastery of program related knowledge, skills, and dispositions. This approach responds to the reality that big questions in education are solved by collaborative teams and span disciplinary boundaries.

Members of the doctoral faculty generate proposals identifying problems of practice that can be addressed through multiple inquiries within a thematic dissertation group process. Faculty proposals identify, frame, and resolve real problems of practice drawn from schools, colleges, and other learning organizations. Indeed, doctoral faculty meet with educational leaders who represent a variety of contexts to identify significant problems of practice which would be best served through inquiry. Only members of the SEHD doctoral faculty are eligible to submit a proposal for a thematic dissertation group. Other faculty and members of community- based educational organizations can serve on individual student committees. Eligibility is limited to doctoral faculty members for whom, at the time of submission of the proposal, the majority of their academic appointment is in the School of Education and Human Development. At a minimum, a tenure track or tenured faculty member must serve as the lead adviser on each capstone Dissertation in Practice. Faculty proposing a thematic dissertation group must have a community-based educational partner organization to which the inquiry groups will be connected.

Components of the Capstone Dissertation in Practice

The capstone Dissertation in Practice involves two major components: (a) a written monograph with associated appendices and (b) a presentation to the learning organization on whose behalf a student's inquiry was conducted. The final monograph is submitted electronically to the SEHD Doctoral Program Adviser; paper copies may or may not be necessary depending upon the needs of the learning organization and desires of the capstone Dissertation in Practice committee.

The Monograph

The comprehensive exam serves as the basis of the monograph. The prospectus developed through the comprehensive exam serves as a foundation to and guide for the student's inquiry project. The monograph serves to document the process as it unfolds. The monograph serves as the principle project by which a student defends her inquiry and associated findings and recommendations to her capstone Dissertation in Practice committee. An overview of the elements of the monograph follows.

Final Capstone Project Recommendations: Monograph (25-30 pp. double-spaced)

Monograph Elements:

- An abstract of the inquiry project (1 page)
- Synopsis (3-5 pgs.)
- Statement of problem (approximately 10 pgs.)
- Situating the problem in the research and local context as well as the theoretical and/or conceptual frameworks
- Brief (1-2 paragraphs) description of methods
- Empirically Grounded Findings of Study
- Implications and Recommendations

Submitted in the electronic copy of the monograph going to the university:

- Appendix A: Detailed Methodology (Revised Chap. 3 from proposal/prospectus)
- Appendix B: Sample of analyses/analytic work that supports key findings (up to 10 pgs.)
- Appendix C: Prospectus/Proposal (Problem Statement & Review of the Literature)

The Presentation

Once a student has successfully defended her inquiry monograph she will schedule, prepare for and deliver a formal presentation to members of the learning organization in which the study was conducted. The primary purpose of this presentation is for the student to share the findings, implications and recommendations of the inquiry project. The presentation should include an oral presentation as well as print and media supports. Members of the capstone Dissertation in Practice committee will attend the presentation and seek feedback from the learning organization participants.

Capstone Project Committee

The capstone Dissertation in Practice committee consists of your capstone adviser, who may also serve as chair of your committee, and at least two other faculty members, one of whom must be from outside of the School of Education & Human Development. In most cases this requirement is filled in the EdD Program by the

committee member from the learning organization where the Dissertation in Practice will occur.

All members must be eligible for regular or special Graduate Faculty status for capstone Dissertation in Practice committees. Graduate Faculty appointments must be completed and verified *before* a committee meeting can be held. Check with the Graduate School to ensure your committee members are members of the Graduate Faculty. Students must submit the EdD Committee Form (see Appendix D) to notify Academic Services and the Graduate School of their committee members. Please include the vita of the committee member for whom you are seeking an approved Graduate Faculty appointment if he/she is not already approved. **This is a critical step.** The EdD Committee Membership Form should be submitted in the semester following successful completion of the comprehensive examination. This form can be revised if committee membership changes.

A non-approved committee member can delay your graduation!

Human Subject Review Forms

Students must complete the CITI submit and receive approval for human subject research before capstone project data is collected. A copy of the approved form should be filed with the capstone Dissertation in Practice adviser(s) and the associate dean for academic programs before data collection begins. Approval through human subjects review is mandatory and insures that study participants' identities are protected. Detailed information about the CITI course and obtaining IRB approval can be found in **Appendix E**.

Capstone Project Credit Requirements

Following successful completion of the comprehensive review, a student must register for a minimum of five (5) Dissertation in Practice credits each summer, fall, and spring semester. To register for fewer credits, the student must petition the Graduate School with approval from his/her adviser. If a student has registered for required number of Dissertation in Practice credits required by the program and has yet to successful complete the capstone Dissertation in Practice, he/she must register for one credit of capstone dissertation credit every fall and spring semester until successful defense of the capstone Dissertation in Practice. The student must be registered for capstone dissertation credit during the semester in which he/she defends the capstone Dissertation in Practice (even if that semester is summer). Please consult with the EdD academic adviser for details. A maximum of 10 hours of capstone Dissertation in Practice credits may be taken in any one semester.

The student is responsible for following all current requirements for the capstone Dissertation in Practice monograph and presentation format and deadlines for defense provided by the capstone Dissertation in Practice adviser(s).

Please use this form:
http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/all_docs/University_Special%20Processing%20Form.pdf to register for capstone/dissertation credits.

The Capstone Dissertation in Practice Final Examination

There are two stages to the capstone Dissertation in Practice final examination process: (a) an oral defense of the monograph and associated materials and (b) a presentation to members of the learning organization on whose behalf the student's inquiry was conducted. The oral defense involves the student's monograph and the presentation is oral with associated/assisting audio-visual supports.

To schedule your oral defense, please use this form:
http://www.ucdenver.edu/academics/colleges/Graduate-School/program-resources/Forms/Request%20for%20Graduate%20Exam%20form.pdf.

Please note the Graduate School deadlines:
http://www.ucdenver.edu/academics/colleges/Graduate-School/program-resources/Forms/Application%20for%20Admission%20to%20Candidacy.pdf

Throughout the capstone Dissertation in Practice process a student works with their thematic dissertation group peers and faculty advisers. It is strongly recommended that prior to the scheduling of the final examination, the committee meets as a whole and provides feedback to the student on drafts of all required components of the final product; feedback from this session then serves to guide final drafts. Feedback provided at this meeting should not be construed as final. The Dissertation in Practice committee will again have an opportunity to direct feedback and edits to the monograph and appendices copy presented during the final examination.

The oral defense provides a student with an opportunity to demonstrate broad understanding of the substantive and methodological issues in the capstone Dissertation in Practice. The student should clarify expectations with her chair ahead of time about the scope of questions that will be asked. Passing the oral defense does not indicate that the capstone Dissertation in Practice is complete and has final approval. The defense usually results in recommended revisions to final documents, possibly including reanalysis of data or significant rewriting. Students should be prepared to make changes and schedule enough time to do so before they plan to graduate (two weeks is not enough). Each semester, the university has deadlines that must be followed. It is the student's responsibility to contact the Graduate School (www.ucdenver.edu/graduateschool) to obtain these dates.

Examination Procedures

The student's approved capstone Dissertation in Practice committee conducts the oral defense. The date and place of the defense must be announced to the Graduate School, via the EdD academic adviser, ahead of time and must be posted two weeks in

advance. Students are responsible for contacting the academic adviser at least one month in advance for specific instructions on the "announcement" process. The oral defense is open to the public. A majority vote of the capstone Dissertation in Practice committee is required for the student to pass. Each member of the committee indicates a pass or fail vote on forms provided to the chair by the Graduate School. The committee should agree on which members will supervise recommended changes to the monograph, usually the chair is assisted by others as appropriate. All committee members must sign the final monograph product. Final sign off occurs after successful completion of the final oral defense, final revisions of the monograph, *and* the presentation to the respective learning organization has been completed or, at a minimum, scheduled.

Students must be registered during the semester of the final oral examination but can hand in the final products one semester later without registering. For example, if a student passes the oral defense in spring, the monograph and presentation products can be turned in during the summer without paying summer tuition. However, the student will **not** graduate until they have submitted the monograph in its final form to their adviser by the specified graduation deadlines from the Graduate School. Students are responsible for applying to graduate the semester their final products will be submitted.

Once the oral defense is completed, students must schedule a presentation to the learning organization on whose behalf the capstone Dissertation in Practice was conducted. The purpose of this presentation is to share the overall findings, implications and recommendations of the inquiry project. This presentation can take on various formats and an electronic version of the presentation is included with the written documents presented for the oral defense.

Dissertation in Practice Formatting and Submission Procedures

Students should discuss the formatting requirements of their dissertation with their advisor. IF the student wishes to have their dissertation published with the library, the student is responsible for obtaining all of the current requirements for the dissertation format, requirements and deadlines for defense from the Graduate School at http://www.ucdenver.edu/academics/colleges/Graduate-School/Pages/default.aspx.

The Style and Policy Manual for Theses and Dissertations can be found at: http://www.ucdenver.edu/academics/colleges/Graduate-School/student-services/academic-resources/Documents/ThesisSpecs1012.pdf.

http://www.ucdenver.edu/academics/colleges/Graduate-School/student-services/Pages/ElectronicThesesandDissertations.aspx.

Students should refer to the above link for instructions on how to submit their dissertation electronically, as well as required processes and forms.

Academic Processes and Procedures

All of the processes and procedures within the EdD program are within the guidelines of the University of Colorado Denver Graduate School Rules. The rules can be found at: www.ucdenver.edu/graduateschool.

Transfer Standards

Transfer students from other accredited education programs will be considered under the same criteria as a de novo admission. They will need to meet all of the same requirements for regular admission.

Transfer Credits

The EdD program will transfer a **maximum of 9 semester credit hours** to the EdD. Students should refer to the Request for Transfer of Credit form for the full policy and process found at: http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/all_docs/University_Transfer%20of%20Credit%20form.pdf.

Graduation Requirements

Students must:

- Complete all coursework

- Maintain a 3.0 grade point average

- Receive no lower than a B- in all core and concentration area coursework

- Pass a qualifying exam at the end of the first year of coursework

- Pass a comprehensive exam after the completion of all coursework and associated program assessments

- Complete the IDI at the beginning of the program and at the end of the coursework

- Satisfactorily complete an individual capstone Dissertation in Practice

Conflict Resolution Protocol

Teaching & learning are collaborative endeavors. Just as any close relationship requires excellent communication and problem-solving skills, so do professional relationships. **Every EdD candidate will inevitably encounter conflict during their preparation and should expect to encounter conflict in their professional career**. Having the skills and the experience to successfully navigate conflict are an essential part of doctoral preparation. We coach students to apply "guiding principles" to a helpful "conflict resolution process" that starts with analyzing/defining the problem

considering potential solutions and their affects and then deciding on a practical action. A blank flowchart is provided for you to copy & use when needed *(Appendix F)*.

The **principles** underlying conflict resolution are:

1. Individuals filter experiences through personal lenses. A person's standards or norms may be different from another person's, resulting in different perceptions of a problem.

2. Those who are in the situation can usually best solve the problem, not someone outside of the situation. If at all possible, individuals ought to talk to the person perceived to be a part of the problem, rather than to others. If needed, a person ought to first speak to an academic adviser who can offer coaching around language & ways to interact with the person.

3. Most problems are best solved when addressed as soon as possible. Problems that fester are harder to solve. Consider setting up a private meeting that works well for individuals involved.

4. Most people act and talk with good intentions. Try to understand what the other person's intentions might have been and/or assume that they may have been positive even if you didn't perceive them that way. However part of problem solving includes analyzing whether intentions matched the action perceived by the other person.

5. In approaching another person about a problem, it is usually helpful to be prepared to suggest *several* possible resolutions. In fact, a first idea may not always be the most satisfying to everyone involved.

6. Individuals have a tendency to assume that the other person involved in problem solving has not listened when they do not agree. Although this is possible, it is not necessarily the case. When one feels that s/he has not been listened to, ask the other person to summarize what s/he has heard said. One may find that the person has listened but simply doesn't agree.

7. Practice confidentiality! Resist the urge to share the issue with others not involved in the problem, including those in a university class or peers. Please know, though, that university faculty and the academic adviser are helpful mentors and "sounding boards. They are always willing to help navigate conflict by coaching with this protocol!

8. Avoid the tendency to make generalities regarding the situation (i.e." everyone in our class feels this way"; "all of these students think and act alike").

9. When problems are well defined, resolutions follow more easily. To help define the problem consider the following process:

   - *Suspend judgment.*
   - *Define the problem for yourself as clearly as you can at the point where you recognize that something is bothering you.*
   - *Consider who/what is contributing to the problem. Consider your role in this issue.*

- *What is within your control and others' control regarding the problem? If the problem is outside of yours and others' control, practice acceptance.*
- *What do you suppose the other person's interpretation of the problem is? Put yourself in the other person's shoes.*
- *Now restate the problem. Are you ready to present the problem to those involved now?*

Grade Appeals Process

The steps in the program grade appeals process are as follows:

1. The student appeals to the individual faculty member.
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 the School of Education & Human Development. [http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Current Students/Resources/Pages/CurrentResources.aspx](http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx)

Leaves of Absence

A student may take periodic leaves of absence from the EdD program, as long as the total time to the completion of the degree does not exceed eight years. A student may take up to two semesters of approved leave of absence without having to apply for readmission to the program upon her/his return. The student must request to opt into a subsequent cohort and will be approved based on availability.

Faculty members are not obliged to meet with students on leave, and ordinarily students on leave will not be able to use University facilities. However, it may be possible to pay certain fees to continue using basic University facilities while on leave; consult the Registrar's Office for details.

The form for requesting a leave can be found in Appendix D.

Disability Resources and Medical Issues

Students with a disability or a serious medical issue should consult with the Disability Resources and Services (DRS) office. DRS encourages each student to self-identify and make his or her needs known at the beginning of each semester. It is the students' responsibility to initially seek out services. Unless you contact their office, no one will be aware of your needed accommodations. Documentation must be provided to the DRS before any accommodations will be made by the EdD Program.

Program Discontinuance

A student will be discontinued from the program if academic/progress concerns are raised or for violations of university and/or school ethical and professional standards of conduct and rules of the Graduate School. Once a student has been given final notice of requirements on her/his part along with a specified timeline, if the student fails to follow through, the program faculty can summarily dismiss the student from the program.

Financial Aid

Doctoral students may be supported in their studies. Be sure to contact the Office of Financial Aid at www.ucdenver.edu/finaid for additional information.

Graduate Scholarships
Graduate Scholarships are available within the School of Education & Human Development, including a scholarship specifically for students admitted and enrolled in the EdD doctoral program. Learn more at www.ucdenver.edu/education/scholarships.

Appendix A: Core Course Descriptions

DSEP/EDFN 7410 - Power and Privilege:
The Social Construction of Difference
This course will focus 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. Prereq: Doctoral Student Status.

DSEP/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.

DSEP/EPSY 7212 – Seminar on Learning and Learners
Students apply major issues from learning theories and development to problems of practice related to educational leadership and innovation. Prereq: EPSY 5110 or 5220 or (recommended: EPSY 5100, 5140 or 6000).

DSEP/EDUC 7230 – Organizational Performance
Covers theory and practice of psychological change as this change relates to systems and individuals within organizations. Addresses the knowledge, understanding, and application of the change process. Prereq: permission of instructor.

DSEP/EDFN 7250: School and Society

INTE 7100 - Adult Learning, Professional Development, and Technology

This course examines research and best practices surrounding the design and delivery of professional development (PD) supports and resources in K20 and workplace settings. We explore principles of adult and professional learning; evidence-based practices related to PD; design and evaluation of programs; performance support and evaluation; methods for career development and thought leadership; and online tools intended for more flexible access and support.

RSEM Core 1

RSEM Core 2

RSEM Core 3

DSEP 8994 – Doctoral Dissertation
Doctoral dissertation coursework toward the completion of an EdD or PhD degree in Education.

Appendix B: Concentration Area Courses

Executive Leadership Concentration Courses

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

EDUC 7500 — Strategic Human Capital Management
This course focuses on understanding and leveraging the personnel function of an educational organization. You will learn how to strategically align and maximize your 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, non-profits) is to ensure high levels of learning for all. This course addresses topics such as 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. This course will examine the challenges of educational leadership and help participants clarify the core values essential to their success as a leader.

Principal Leadership Concentration Option *(can earn CDE Principal License)*

EDUC 7751 — Principal Licensure EDD Concentration Course I
This course (1 of 4) is one of the Principal Licensure EDD Concentration Course which combines 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. The program is both standard-based and performance-based and delivered in a cohort model through a hybrid format (online and face-to-face). Prerequisites: Admission to the EDD program.

EDUC 7752 — Principal Licensure EDD Concentration Course II
This course (2 of 4) is one of the Principal Licensure EDD Concentration Course which combines 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. The program is both standard-based and performance-based and delivered in a cohort model through a hybrid format (online and face-to-face). Prerequisites: Admission to the EDD program.

EDUC 7753 — Principal Licensure EDD Concentration Course III
This course (3 of 4) is one of the Principal Licensure EDD Concentration Course which combines 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. The program is both standard-based and performance-based and delivered in a cohort model through a hybrid format (online and face-to-face). Prerequisites: Admission to the EDD program.

EDUC 7754 — Principal Licensure EDD Concentration Course IV
This course (4 of 4) is one of the Principal Licensure EDD Concentration Course which combines 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. The program is both standard-based and performance-based and delivered in a cohort model through a hybrid format (online and face-to-face). Prerequisites: Admission to the EDD program.

Early Childhood Special Education/Early Childhood Education Concentration Courses

Students are required to take ECED 7000 and ECED 7002. Students then select two courses from the remaining three.

ECED 7000 - Early Childhood Leadership Seminar I
This course is designed to provide an overview of policies, laws, and leadership skills in early childhood. Students will study specific policies and laws influencing (1) services for children with severe challenging behavior and autism, (2) children from culturally and linguistically diverse families, and (3) professional development.

ECED 7002 - Early Childhood Leadership Seminar II
The purpose of the course is to provide scholars with leadership knowledge and skills to implement policies, laws, programs, and systems that support the use of evidence-based practices with young children with disabilities. Prereq: ECED 7000.

ECED 7200 - Early Intervention Strategies
Explores current research, knowledge, and skills related to early intervention policies, teaching strategies, and service delivery. Emphasizes infant and preschool service delivery options such as home, center or community-based programming, and social integration programming techniques. Cross-listed with ECED 6200.

ECED 7500 - Screening and Assessment of Young Children
Provides experience in the administration and scoring of a sample of screening and assessment instruments designed for use with infants and in preschool classrooms. Students administer a variety of formal and informal measures including screening, evaluation, play-based and curriculum-based measures. Cross-listed with ECED 5200.

ECED 7070 - Social Competence and Classroom Supports
Focuses on the cognitive and social development of infants and young children and problems that may occur during the process. Emphasizes intervention approaches for preschool children with cognitive and social-emotional disabilities. Implications for intervention from current research are considered. Cross-listed with ECED 5070.

Mathematics Education Concentration Courses

MTED 7030 - Theories of Mathematics Learning
Students will become familiar with foundational theories and conceptual frameworks in mathematics education.

MTED 7040 - Mathematics Teaching - Theory and Practice
This course is designed for educators interested in developing research-based understandings and practices of K-12 mathematics teaching and learning.

MTED 7050 - Critique of Mathematics Education Research
This course is designed to deepen students' understanding of various studies in the field and increase their competence, confidence and enthusiasm in reading and applying those studies.

MTED 7060 - Developmental Pathways in Students' Mathematical Thinking
The purpose of this course is for participants to develop research-based ways of determining (a) what to look for, (b) how to look for, (c) how to synthesize and report on, and (d) how to incorporate in pedagogy data-grounded inferences about children's mathematical thinking.

Professional Learning and Technology Concentration Courses

INTE 7110 – Mentoring and Coaching for Professional Development
In this course, you will participate in an in-depth consideration of trends, issues, strategies and methods for facilitating the adult and professional learning of individuals and small groups. You will consider practice at the micro level with an introduction to vision and theories at the macro level for creating change in learning organizations. Based on investigation of the research literature, you will identify and study methods that are suited to individual and small-scale adult and professional learning in different settings.

INTE 7120 – Creating Digital Spaces for Professional Learning
A highly skilled faculty is one of the greatest determinants of student achievement; likewise, a highly skilled workforce is one of the greatest determinants of a successful learning organization or business. In the context of 21st century learning environments, being highly skilled requires adults to be involved in continual professional development to stay current on the latest research and trends. Therefore, those providing professional development opportunities in educational and workplace settings need to employ approaches and strategies that engage adults in perpetual learning and development activities. In this course, you will explore frameworks for designing and delivering professional learning opportunities, and apply alternative approaches and strategies for engaging other adults in lifelong professional learning.

INTE 7130 – Workplace Performance Interventions
In this course, you will participate in an in-depth consideration of trends, issues, strategies, methods, development, and evaluation of large-scale professional development and workplace learning initiatives for P-20 and business organizations in face-to-face, hybrid, and online settings. You will consider theory in relationship to practice when evaluating the performance of teachers and staff based on the professional learning standards. Based on investigation of the research literature, you will identify, plan, and evaluate large-scale professional learning initiatives, evaluation frameworks, research models and performance technology tools that would affect an institution, school district, business, or organization.

INTE 7930 - Internship for Professional Learning and Technology
To provide students an opportunity to explore positions in educational and organizational professional learning and technology in order to gain insights into the skills needed for such positions. The difference between this internship and one in educational technology itself is that the focus of this internship is to gain experience working with a professional employed in professional learning who may use technology, but it is blended with other means of developing the on-going professional learning of educators or employees within an organization. You will be observing, working with, and reflecting on the total way your mentor completes his/her job.

Science Education Concentration Courses

SECE 5500 - Nature of Science
This course is a critical exploration of science and scientific knowledge using an epistemological approach to ask (and possibly answer) questions about sociological issues in science and implications for science research, teaching and learning. Cross-listed with ENVS 5500.

SECE 5340 - Multicultural Science Education
This course examines literature in science education related to multicultural issues, topics will be framed by an understanding of equity in diverse, urban classrooms and how it informs curriculum and instruction. Cross-listed with ELED and ENVS 5340.

SECE 5350 - Issues and Problems in Science Education
Recent developments in theory, curriculum, methods, and materials in secondary science, examined for their contribution to the objectives of science education.

SECE 6110 - Science and Math Curriculum Studies
Students examine frameworks for curriculum design, discuss the psychological and philosophical foundations of curricula, and analyze the curriculum that they use in their own teaching. Students synthesize what teachers must do in order to effectively implement curricula. Prereq: Graduate student status.

Appendix C:
Frequently Asked Questions

Program Planning and Course Work

Does the program have school-wide prerequisites?

The EdD program requires a student have a master's degree or equivalent. In addition, students must have a solid and current understanding of basic statistics. Students are required to have taken a basic statistics course and have received a grade of 'B' or higher in the last five years. Regardless of when the course requirement was met, it is the student's responsibility to have a solid understanding of basic statistics as all inquiry courses in the program build from that base knowledge and skills.

What are the processes and timelines for substituting or waiving courses?

In rare cases students may be admitted to the program having had a graduate level course similar to the required courses in the EdD program. Students can apply for and must receive written permission to substitute or waive a course before taking an alternative course. You should begin by talking with the EdD faculty adviser in the semester before the course is offered. Then, assuming the adviser agrees that grounds for waiving or substituting the course may exist, you should proceed to complete and submit the required forms. The semester before is the absolute latest time to start this process; in general, it is better to begin earlier.

Do courses for which students receive a C grade count towards a doctoral program?

Courses with grades of B- or below cannot be applied toward requirements of the doctoral degree program. Students must maintain an overall 3.00 grade point average in all courses applied to the EdD program. For repeated courses, only the higher of the grades will be considered in computing the grade point average.

Capstone Dissertation in Practice Groups, Defenses, and Presentations

What is the relationship between capstone Dissertation in Practice and oral defense?

The capstone Dissertation in Practice involves both the generation of a monograph and its oral defense and a presentation to the learning organization. The oral defense involves the defense of the final monograph and is conducted prior to the presentation to the learning organization. The monograph demonstrates the student's ability to conduct an individual inquiry project. It should show command both of the knowledge base (theory and research) related to the problem being studied and the scholarly methods necessary to conduct the study. The oral defense provides an opportunity for

a student to demonstrate her/his broader understanding of the substantive and methodological issues involved in the capstoneDissertation in Practice. The capstone Dissertation in Practice should be completed before the oral is scheduled. Most orals do lead to revisions in the capstone Dissertation in Practice monograph.

Are orals only about the capstone Dissertation in Practice or can they be more general?

The oral defense is a final examination of the monograph portion of the capstoneDissertation in Practice. Generally, it focuses on the substantive and methodological issues related to the student's inquiry project. Members of the capstone Dissertation in Practice committee may ask the student to connect that learning to the core areas and chosen concentration area.

Can a capstone Dissertation in Practice presentation to a learning organization vary in style in any way?

The presentation a student makes to her learning organization can vary in style and format. Guidelines for those presentations will be negotiated within the capstone Dissertation in Practice committee—especially the member from the learning organization.

What is the relationship between the oral examination and the presentation to the learning organization?

In the School of Education & Human Development, a committee consisting of the student's capstone Dissertation in Practice adviser(s) and member from the learning organization approve the capstone Dissertation in Practice prospectus/proposal and work closely with the student throughout the process. The final approval of the capstoneDissertation in Practice, including any changes recommended in the oral examination, is granted by signature of the chair and committee members. Students should anticipate that further revisions may be requested at the defense and plan time accordingly to make these revisions. While a successful presentation to the learning organization is highly desirable, graduation from the EdD program does not hinge on this step.

Once the oral defense is approved and any changes asked for by the committee to the monograph or presentation for the learning organization are completed, the actual presentation to the learning organization may be scheduled.

Who decides if a capstone Dissertation in Practice committee is okay?

The student and the capstone Dissertation in Practice adviser(s) assemble the committee. The adviser(s) must ensure that all members hold a graduate faculty appointment.

What guidelines govern the membership of the capstone Dissertation in Practice committee and the oral examination committee?

The Graduate School requires that each member of the committee be a member of the Graduate Faculty and that at least one member of the oral examination committee be from outside the School of Education & Human Development. In the case of the EdD, this person is from the learning organization where the capstone Dissertation in Practice is completed. All members should be able to contribute to the capstone Dissertation in Practice in some productive way.

What are the School- and University-level processes, policies and procedures that must be checked related to   in Practice?

The faculty for a capstone Dissertation in Practice must be members of the Graduate Faculty and should have the substantive and/or methodological expertise to contribute to the quality of the study. If human subjects are involved, students must obtain permission from the Human Subjects Committee to conduct the study. (School districts and other organizations also usually require similar permissions.) Approval of the IRB and any school district and other learning organizations approval processes must be complete before capstone Dissertation in Practice data can be collected.

What is a capstone Dissertation in Practice prospectus/proposal?

A capstone Dissertation in Practice prospectus/proposal is a working contract between the student and the members of the capstone project committee. It provides an assurance to the committee of the quality of conceptualization of the work, and it provides the student an assurance that the proposed research activities are acceptable in design. Committee approval of the capstone Dissertation in Practice prospectus/proposal is required prior to data collection.

How do I obtain a POI number, take the CITI course, and upload my CV?

Please see Appendix E for detailed instructions.

Appendix D: Student Forms

EdD Student Advising Form

NAME _____   PHONE _____

STUDENT ID _____   EMAIL _____

Area	Hours	Course Number	Course Name	Semester Completed
Equity – 6 hours				
Core 1	3	DSEP/EDFN 7410	Power & Privilege: The Social Construction of Difference	
Core 2	3	DSEP/EDFN 7250	School & Society	
Leadership & Organizational Performance – 6 hours				
Core 1	3	EDUC 7100	Leadership in Education	
Core 2	3	DSEP/EDUC 7230	Organizational Performance In Educational Contexts	
Learning Theory & Learners – 3 hours	3	DSEP/EPSY 7212	Learning Theory & Learners	
Adult Learning, Professional Development, & Technology – 3 hours	3	INTE 7100	Adult Learning, Professional Development, & Technology	
Concentration Area – 12 hours				
Concentration Area 1	3			
Concentration Area 2	3			
Concentration Area 3	3			
Concentration Area 4	3			
Additional Concentration Area (if needed)	3			
Research – 9 hours				
Core 1	3			
Core 2	3			
Core 3	3			
Dissertation Credits	15 min		DSEP 8994	
TOTAL HOURS	**54 MIN**			

CONCENTRATION AREA ADVISER SIGNATURE _____ DATE_____

STUDENT SIGNATURE _____ DATE_____

EdD Capstone Committee Form

Instructions to Student: Complete this form with signatures and necessary paperwork and then submit to Academic Services no later than 10 calendar days following the dissertation proposal approval. Please use this form to notify Academic Services of changes in your committee membership. **The full policy regarding committee member make-up can be found in the EdD Student Handbook on page 16. Submit completed form to the doctoral academic adviser in the SEHD Academic Services office.**

1. Student Information:

Name: Student ID Number:
         First   Last
Date:

Program and Degree: e-mail address:

2. Capstone Information   Date your proposal was approved:

Preliminary Capstone Title:

3. Proposed Committee Membership

_____This is for initial committee; _____ a change to a previously approved committee. (please note where the change is made)

(SEHD Faculty) Capstone Chair: Name:_____ Rank: _____ Dept: _____	Must be a member of SEHD Doctoral program. Entire committee must be a minimum of three (3) Graduate Faculty members.
Capstone Committee Members	If committee member is NOT a member of the SEHD appointed faculty, you must request approval for their participation.
(SEHD Faculty) Name: _____ Rank: _____ Dept: _____	_____I am seeking special approval for this potential member. A request and proposed member's CV or resume are attached. _____This is a change to my committee.
(Learning Organizational Member) Name: _____ Rank: _____ Dept: _____	_____I am seeking special approval for this potential member. A request and proposed member's CV or resume are attached. _____This is a change to my committee.
(Optional 4th Committee Member if wanting to published dissertation through graduate school) Name: _____ Rank: _____ Dept: _____	_____I am seeking special approval foal member. A request and proposed member's CV or resume are attached. _____This is a change to my committee.

_____

Capstone Chair's Signature   **Date**

Approved   Not Approved   (circle one)

Doctoral Executive Committee Signature☐_____

Date: _____

EdD Capstone Project Prospectus/Proposal Approval Form

The capstone Dissertation in Practice prospectus/proposal entitled

_____

_____ and submitted by

_____ has been approved.

Student's Name

The student is given permission to proceed with the work as described in the proposal.

Capstone Dissertation in Practice Chair (SEHD Faculty Member):

_____

Print Name   Signature   Date

Committee Member 1 (SEHD Faculty Member):

_____

Print Name   Signature   Date

Committee Member 2 (Learning Organization Member):

_____

Print Name   Signature   Date

Committee Member 4 (Optional):

_____

Print Name   Signature   Date

**Submit a completed copy of this form to the Doctoral academic adviser in the
School of Education & Human Development Academic Services office.**

Request for Leave of Absence from EdD Program

Student's Name: _____ Student No._____

Date: _____

A candidate for the degree: **EdD**
School: **School of Education & Human Development**

Rules About Leaves of Absence
A student may take periodic leaves of absence from the EdD program, as long as the total time to the completion of the degree does not exceed seven years. A student may take up to two semesters of approved leave of absence without having to apply for readmission to the program upon her/his return. The student must request to opt into a subsequent cohort and will be approved based on availability.

Faculty members are not obliged to meet with students on leave, and ordinarily students on leave will not be able to use University facilities. However, it may be possible to pay certain fees to continue using basic University facilities while on leave; consult the Registrar's Office for details.

Request for Leave of Absence

I started the EdD program: _____

I intend to leave the program beginning: _____

I will resume the program: _____

<p align="center">Semester and Year</p>

Reasons for requesting a leave of absence:

Approvals

Student's faculty adviser: _____Date: _____

Faculty Chair of the Doctoral Executive Committee: _____Date: _ _____

Associate Dean: _____Date: _____

Campus Graduate School Dean: _____Date: _____

<p align="center">**Submit a completed copy of this form to the Doctoral academic adviser in the School of Education & Human Development Academic Services office.**</p>

Appendix E: IRB Approval

How to Obtain a POI Number and UCD IT Account

***All UC Denver Downtown Campus students must have a POI# and UCD IT Account to be in InfoEd.

POI Numbers

All Non-UCD employees need to be set up in the UCD's PeopleSoft system for what is called a Person of Interest (POI) number in order to have their name listed on a COMIRB protocol and to have access to InfoEd.

Contact the department person who processes Payroll for the faculty member listed on a specific protocol (i.e.: the Principal Investigator, Co-Investigator, or Mentor) who has a UCD Home Department. Please be sure the individual thoroughly enters the contact information, as this is the information that will be in InfoEd: specifically, enter the office phone number in the Campus slot and the e-mail address in the Business slot. Have them select "Electronic Research Administration" as the type of POI.

You may need to provide the following instructions to the PeopleSoft Administrator:

TO: All PPLs:
From: COMIRB

All Non-UCD employees need to be set up in the UCD's PeopleSoft system with Person of Interest (POI) number in order to have their name listed on a COMIRB protocol and to have access to InfoEd.

COMIRB cannot obtain this number.

Because the only way InfoEd can store personnel information is that pulled from the POI form, it is important that the information be entered in the following fields:

Phone number: CAMPUS

E-Mail Address: BUSINESS

Please enter an end date 4 years from the start date. This is so the individual's COMIRB's training dates and POI expiration dates coincide.

You do not need to fill out Sponsored Users or ISURF forms. An IT account will be generated by a Self-Registration process.

Please select new POI type: Electronic Research Administration, 00032

The following information needs to be on the POI form:

POI Information

1. Name

2. Business e-mail address

3. Business phone number

4. Full date of birth

5. Last 4 Social Security numbers

6. Home Address

If you have any questions, please contact: Monica.Devine@ucdenver.edu

ONCE YOU HAVE THE POI#

Obtaining a UCD IT Account:

You will need a UCD IT account in order to receive correspondence from COMIRB and to access or submit via the new electronic system. Please follow the instructions below rather than going to the IT services website as this link is not available from that portal.

People who need to login to MyCU or InfoEd must first get a login account in the UNIVERSITY Active Directory domain. To do this they should fill out the Self-Registration Request form by browsing to https://passport.ucdenver.edu and clicking the "Sponsored User Registration" link.

Note: Please use your official UCD email account for all registrations and communications rather than a Hotmail, Yahoo, Gmail, etc. account.

IT Help Desk 303-724-HELP (4357)

Instructions for HSRC Education Courses

CITI Basic Course
1. Go to the website: www.citiprogram.org
2. Click on 'New Users: Register Here'
3. Complete registration steps 1-4
   a. Select University of Colorado Denver as your Participating Institution.
   b. Create your User ID and Password
   c. Enter your name
   d. Enter your email address
4. Please provide your contact information as requested.
5. **Select Curriculum: Question 1 - Select "Yes,** I conduct research with **live human beings, human tissue samples or with archival patient data** derived from human beings." (Note: Do not select the RCR course. This is not the required course.)
6. **Select Curriculum: Question 2 – Select "NO, I have NOT completed the Basic Course** in the Protection of Human Research Subjects in the past. This is the first time using the CITI Program at this institution. I need to complete the Basic Course."
7. **Select Curriculum: Question 3 - Select Group 2:** Social Behavioral Research Investigators and Key
8. **If you want to affiliate with another institution, you may do so.** Otherwise, check no to continue.
9. When you get to the Main Menu, on this page you will see:

You have enrolled for the following courses:

i My Courses	Status	Completion Reports	*i* Voluntary Satisfaction Survey
Human Research	Not Started - Enter	Not Earned	Not Available

10. Select the Not Started – Enter button to begin the course.
11. Complete all required CITI Modules with a total grade of 80% or better. These modules can be completed one at a time separately, or all at once, as your schedule allows.
12. If you select University of Colorado at Denver as your institution, your CITI Completion will be automatically e-mailed to the HSRC Office. For your own records, we recommend you print a copy of your completion report (under "My Courses").

Instructions for Submitting CV for IRB

If you do not already have a UCD IT account please see the instructions attached with this email on how to obtain a POI # and UCD account.
Once you have obtained your UCD IT Account you will need to go to the Info-Ed site-
https://era.cu.edu/

NOTE: Some users may already have a UCD IT account (This is same as the computer login).

1. On the left hand side of the page is a tab labeled "login".
2. You will have to login using your UCD IT account and password.
3. Then Select "Denver" as the Campus.
4. Once you have entered the site, there is a tab on the left labeled "My profile", you will need to select "Edit" and upload your CV document under "Biosketch".

Appendix F: Conflict Protocol

WORK THROUGH A PROBLEM USING THIS **FLOWCHART**

DEFINE PROBLEM HERE:	ANALYZE THE PROBLEM
	_____ _____ _____ _____ _____ _____

Use boxes below to list possible solutions:

POTENTIAL POSITIVE EFFECTS	SOLUTION #1	POTENTIAL NEGATIVE EFFECTS
List for each solution: _____ _____ _____ _____		List for each solution: _____ _____ _____ _____

	SOLUTION #2	
_____ _____ _____ _____		_____ _____ _____ _____

	SOLUTION #3	
_____ _____ _____ _____		_____ _____ _____ _____

Now choose the solution you think is best — circle it and make it happen.

ACTUAL POSITIVE EFFECTS	PRACTICAL ACTION	ACTUAL NEGATIVE EFFECTS
_____ _____ _____ _____ _____		_____ _____ _____ _____ _____

FINAL EVALUATION: Was it a good or bad solution?

Source: Based on heuristic created by Frank T. Lyman Jr. and George Eley, 1985.