



University of Colorado
Denver

School of Education & Human Development

Doctor of Education (EdD) Leadership for Educational Equity

Student Handbook

Cohort #5 Higher Education Concentration Summer 2023

DISCLAIMER: This handbook applies only 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 Doctor in Education (EdD) program.

If you have any questions about the information contained in this *Handbook*, contact Jenine Buchanan (Nina), Associate Clinical Professor, or Dr. Scott Bauer, Professor and Associate Dean, Advanced Education and Doctoral Programs.

Each student assumes full responsibility for meeting all basic requirements for the graduate degree as well as the specific requirements outlined by the program.

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>

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 approved and accredited by the Colorado Department of Education, the Colorado Department of Higher Education, the Council for Accreditation of Counseling and Related Educational Programs and the National Association of School Psychologists.

Nondiscrimination

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

Qualification for the position and institutional need shall be the sole bases for hiring employees, and the criteria for retaining employees shall be related to performance evaluation, assessment of institutional need, fiscal constraints, and/or, in the case of exempt professionals, the rational exercise of administrative prerogative.

All students shall have the same fundamental rights to equal respect, due process, and judgment of them based solely on factors demonstrably related to performance and expectations as students. All students 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.

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

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

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

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

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

I. Welcome

Welcome to the Doctor of Education (EdD) program in Leadership for Educational Equity in the Higher Education Concentration Area.

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

- Overview of the EdD program in the Higher Education Concentration Area,
- Program requirements and expectations,
- Guidelines for the Doctoral Research Project (DRP),
- Timelines and calendars,
- Student supports and resources, and
- University Graduate Program requirements and rules.

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

Thoroughly review this *Handbook* thoroughly and retain it for your convenience as you complete the program.

II. The Education Doctorate (EdD)

About the EdD Program with Higher Education Concentration

Students completing this program earn a Doctor of Education (EdD) degree in the area of Leadership for Educational Equity in the Higher Education Concentration Area.

The EdD program is a practice-based, doctoral-level program for professional leadership in higher education contexts. The EdD in the Higher Education Concentration Area 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.

The EdD in Leadership for Educational Equity in Higher Education is a cohort-based, three-year, year-round program. There is no option for part-time participation in this program. Students in each cohort are selected to participate and assist in co-creating the doctoral experience.

Within the Higher Education Concentration, all students complete 8-week online courses with required activities (fall, spring, and summer semesters) and an in-person, one-week intensive in Denver with required attendance/activities (July - summer semester) and a one-week intensive held via Zoom (January - spring semester).

The Higher Education Concentration also provides a unique, affordable executive coaching support service (for a maximum of 9-10 months post-graduation) that students may choose to enroll and participate in after completion of the EdD program.

Higher Education Concentration Area Overview

Students in the EdD program in the Higher Education Concentration Area work with faculty mentors with expertise in the research and traditions of practice in a variety of post-secondary/higher education settings. It is expected that most students will focus their culminating Doctoral Research Project (DRP) on research impacting practices in the Concentration Area.

The Higher Education Concentration Area is for professionals with interests in promoting educational access, equity, and social justice in higher education to enable positive change and student success. This concentration area provides learning opportunities for leaders in higher education in urban, suburban, and rural communities.

Some topics of study in the Higher Education concentration include leadership skills to improve access, equity, and inclusion; strategic enrollment management strategies for colleges and universities; power and privilege within higher education settings; higher education law and ethical considerations; impact of organizational cultures; finance and strategic resource allocation; and predictive analytics.

Learner Outcomes

The following learner outcomes are expectations of the **EdD program** inclusive of the Higher Education Concentration Area.

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.

To further elaborate the learner outcomes that guide the **Higher Education Concentration Area**, the following outcomes were created.

1. Apply key leadership qualities (sense-making, translating, and decision-making) to complex organizational challenges.
2. Advance as a transformational leader and change agent addressing challenges of social, economic, and political environment.
3. Develop skills for shaping the future of higher education by moving from insight to foresight.
4. Broaden personal and shared leadership experiences by engaging with scholars, practitioners, and colleagues.
5. Build a theoretical foundation to inform effective leadership practice in higher education.
6. Expand one's leadership capacity for institutional diversity, inclusion, and social justice.
7. Evaluate existing higher education practices and structures which focus on a paradigm of access, shifting them toward a paradigm of equity.
8. Conduct collaborative research into critical issues in higher education and its leadership imperatives and societal impacts.

The following table provides an overview of the intersection of the Higher Education concentration coursework and the EdD Program Outcomes.

EdD in Higher Education Concentration Courses	EdD Program Outcome Areas			
	Equity & Social Justice	Leadership	Individual & Organizational Learning	Research & Inquiry
Power and Privilege: The Social Construction of Difference (Core)	X			X
Leadership in Education (Core)	X	X	X	
Organizational Performance in Education Contexts (Core)	X	X	X	
Research Methods Courses (Series of three courses)	X	X	X	X
Higher Education Policy and Governance (Concentration)				X
Strategic Enrollment Management in Higher Education (Concentration)	X	X	X	X
Contemporary Issues in Higher Education (Concentration)	X	X	X	X
Higher Education Finance and Strategic Resource Allocation (Concentration)			X	
Data-Informed Decision-Making and Predictives in Higher Education (Concentration)			X	
Decision Making, Conflict Resolution, and Equity (Concentration)	X		X	
Law and Ethics (Concentration)	X	X		

III. Program Requirements: Coursework

Curriculum Description and Coursework

Students in the EdD Higher Education Concentration Area complete coursework in three strands.

I. EdD in Higher Education Core Courses:

These courses are taken by EdD students in the Higher Education Concentration area. The three core courses address leadership, equity and diversity, and organizational performance.

II. Research Methods:

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

III. Higher Education Concentration Area:

In addition to the above, the EdD students in the Higher Education Concentration Area take a series of seven courses designed to expand expertise in the 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.

Within the Higher Education Concentration, all students complete 8-week online courses with required activities (fall, spring and summer semesters) and an in-person, one-week intensive in Denver with required attendance/activities (July – summer semester) and a one-week intensive held via Zoom (January – spring semester).

Please note the following aspects of the EdD in Higher Education Concentration Area courses:

- Courses are taken as a cohort in a required sequence (following a 3-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;
- Courses focus on problems of practice in post-secondary and higher education 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 in the Higher Education Concentration Area 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:

- Nine credit hours in EdD in Higher Education Core Courses (three 3-credit courses);
- Nine credit hours Research Methods Courses (three 3-credit courses);
- Twenty-one credit hours in Higher Education Concentration Area (seven 3-credit courses); and
- Fifteen credit hours in completion of a culminating Doctoral Research Project. These 15 hours include five 1-credit Doctoral Seminars taken prior to the DRP Proposal and a minimum of ten credit hours during which candidates conduct and complete their doctoral research study.

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

The EdD in Leadership for Educational Equity in Higher Education is cohort-based and purposefully sequenced. A student who withdraws from or does not successfully complete courses may submit a request to re-enroll in those courses when they are next offered in the subsequent cohort, in accordance with university policy.

Students who stop out of the program for more than one academic year must reapply to the program in accordance with SEHD and university policies.

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 EdD student learning outcomes.

Student performance is assessed throughout the program in several ways. Conventional, individual course performance measures (including grades and student-created artifacts) constitute one form of assessment.

Each doctoral student must successfully complete a defense of a Doctoral Research Project (DRP) *proposal*, prior to implementing the DRP research study. The culminating, summative assessment for the program is presentation of, defense of, and submission of the Doctoral Research Project.

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

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

An in-progress (IP) grade is given for the final 10 credit hours of the Doctoral Research Project until the final approved DRP document is submitted to the School of Education and Human Development. Once the DRP is completed, passed, and submitted a grade of A will be assigned, replacing all IPs.

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

In rare cases, an Incomplete (I) grade may be assigned when a student has completed 60% of the coursework and had a medical (or similar) emergency not allowing the student to complete the course requirements. The course instructor determines the length of time permitted for completion of the coursework for which the student received the Incomplete (I) grade.

The maximum time allowed is one calendar year. A grade of “I” is automatically changed to an “F” after one calendar year unless a grade change is completed by the course instructor before that expiration date.

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

Academic Probation and Remediation Supports

A student whose cumulative GPA falls below 3.00 at any time will be placed on academic probation, with a formal plan for academic support and expectations for academic improvement.

As noted earlier, students must retake courses in which they received a grade of B- or lower.

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

To this end, advisors and mentors regularly meet to discuss EdD students’ progress. Before reaching a point of extreme challenge (e.g., a student’s cumulative GPA falling below 3.00), the student’s faculty advisor will counsel the student to consider additional academic and university services

support. This may include time management and planning activities, an academic support plan, consultation with tutoring and writing center professionals, and additional research methods workshops and tutorials.

Grade Appeals Process

The TWO required steps of the EdD program's grade appeals process are as follows:

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

For additional information, refer to the following webpage:

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

<https://education.ucdenver.edu/academic-services/student-resources/academic-appeal-process>

Incomplete Grade Policy

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

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

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

Doctoral Research Proposal Defense

After the completion of all EdD coursework, students are required by the program to present and defend their DRP proposal.

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

The DRP proposal is intended to demonstrate the student's ability to

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

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 higher education institutions and related organizations in designing, implementing, and evaluating education programs and policy.

In the Higher Education Concentration Area these institutions include higher education institutions (public or private); government (i.e., international, national, state, or local higher education departments and agencies); and other entities (i.e., foundations, community-based organizations, or professional associations) that support education for diverse learner populations.

Doctoral Research Projects fall into three general types of design:

1. A Quality Improvement (QI) project conducted on 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 their faculty advisor and other DRP committee members 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 research centers and faculty in SEHD. SEHD faculty and staff facilitate new partnerships with practice sites that share SEHD faculty members' and doctoral students' research interests.

SEHD faculty and staff work directly with students to identify and facilitate partnership agreements appropriate for students' research interests. Students collaborate with their faculty advisor and other DRP committee members to identify required partnership external research review processes and SEHD QI Review Board approvals.

In addition to the faculty advisor and DRP committee, The Center for Practice Engaged Education Research (C-PEER) administrators and staff can provide assistance throughout the DRP design and proposal process to ensure that ALL required approvals are identified and appropriately secured BEFORE any DRP research work begins.

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 faculty advisor and other DRP committee members 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 their faculty advisor and other DRP committee members to identify required partnership external research review processes and university Institutional Review Board approvals. As noted above, in addition to the faculty advisor and DRP committee, C-PEER administrators and staff can provide assistance throughout the DRP design and proposal process to ensure that ALL required approvals are identified and appropriately secured BEFORE any DRP research work begins.

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 **the faculty advisor** who is a CU Denver SEHD faculty member and **TWO committee members** who can be CU Denver SEHD graduate faculty members and/or approved professionals with a terminal/master's or doctoral degree. The student and the Doctoral Research Project faculty advisor collaboratively identify the members of the committee.

The faculty advisor and student must ensure that all members of the DRP committee hold a graduate faculty appointment.

For example a DRP committee could consist of the following members:

- The faculty advisor – a CU Denver SEHD permanent graduate faculty member usually from the student's Concentration Area;
- A second permanent graduate faculty member from SEHD – who has expertise in the topic or methodology of the DRP research study; and
- A third member – who may be another CU Denver permanent graduate faculty member, but is often a person with a terminal/doctoral degree from the partner site/organization of the DRP research study. A person from the partner site with a **master's level degree** and unique expertise, knowledge, and skills who plays a critical role in the partner site can be approved to serve on a DRP committee.

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

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

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

DRP Stages and Procedures

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

The faculty advisor serves as the primary member of 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 (RSEM 7001, RSEM 7002, and RSEM 7003) and five 1-credit seminars (DSEP 8990), and in collaboration with their DRP committee members, each EdD student completes the following activities **IN THIS EXACT ORDER:**

- Designs the DRP *proposal* (i.e., Chapters 1-3 of the DRP document) in collaboration with DRP faculty advisor, DRP committee, and research partner site(s).
- Completes and submits all required university and SEHD required forms and processes for the DRP *proposal* defense (i.e., the Application for Admission to Candidacy and Request for Graduate Examination Request).
- Defends the DRP *proposal* and receives approval from the committee to proceed to next steps in SEHD QI/IRB approval processes.
- Obtains all required university and SEHD QI/IRB approvals (through either COMIRB or the SEHD Quality Improvement Research Review process – depends upon the DRP research design and required legal approvals).
- Obtains all required external research review board study permissions from partner site/organization.
- Begins implementation of DRP recruitment and research activities; collects, manages, and analyzes all data sets in accordance with the approved research plan and human subjects review board requirements and commitments.
- Creates all report(s) and deliverable(s) agreed upon by the DRP committee and partner site/organization as part of the DRP proposal document and defense.
- Completes and submits all required university and SEHD required forms and processes for the DRP final defense (i.e., Request for Graduate Examination Request).

- 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 technically open to the public).
- Prepares and submits all revisions to the final DRP document.

DRP Credit and Registration Requirements

Following the successful completion of the DRP *proposal* defense, to be considered an active student, the student must be continuously registered 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 8990) that provide foundational doctoral level research and writing skills to be applied in the development of their DRP proposals.

Students register for the remaining ten (10) DRP credits (DSEP 8991) using the **CU-Denver Special Processing Form** each subsequent semester from the successful DRP *proposal* defense through graduation.

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

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

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

Developing the DRP proposal

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

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

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

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.

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

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

AT THE SAME TIME, the student **MUST** submit the ***Application for Admission to Candidacy*** paperwork.

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

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

For others, a formal COMIRB review and partner research study approval will be needed.

In addition to the faculty advisor and DRP committee, C-PEER administrators and staff can provide assistance 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 advisor in advance of any substantive changes. In collaboration with the DRP advisor, the student will work with the full DRP committee, IRB committees, and relevant contacts at the partner site/organization to revise the proposed research study.

Final Doctoral Research Project Defense

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

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

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

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

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

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

To schedule the oral defense, the student submits a ***Request for Graduate Examination form at least two weeks prior*** to the FINAL defense.

Students **MUST** follow **ALL** university deadlines. Failure to follow these deadlines will result in postponement of graduation.

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

A majority vote of the members of the DRP committee is required for the student to pass the DRP defense. Each member of the committee indicates a pass, pass with conditions, or fail vote on a defense form provided to the faculty advisor.

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 and in some cases, students are required to reanalyze data and significantly revise findings.

The DRP committee will decide on which members will supervise the completion of the recommended DRP revisions. Typically, the faculty advisor oversees the process, with assistance from other committee members as appropriate.

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

Submission Procedures

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

V. Timelines & Calendars

The EdD program in the Higher Education Concentration Area has been designed to enable students to complete program requirements in three years. Within the Higher Education Concentration, all students complete 8-week online courses with required activities (fall, spring and summer semesters) and an in-person, one-week intensive in Denver with required attendance/activities (July - summer semester) and a one-week intensive held via Zoom (January -spring semester).

There may be extenuating circumstances that require a student to stop out from the 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 Higher Education 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.

EdD in Higher Education Concentration Plan of Study

Summer 2023 (Year 1) = 4 credits	Fall 2023 (Year 1) = 7 credits	Spring 2024 (Year 1) = 10 credits
EDUC 7620 Contemporary Issues in Higher Education (online: including 1-week in-person intensive in July)	EDUC 7600 Higher Education Policy and Governance (online: 8-week course; first portion of semester)	EDUC 7100: Leadership in Education (online: including 1-week remote Zoom intensive in January)
DSEP 8990 Doctoral Research Project Design #1 (1 credit seminar online: 8-week course; full semester)	EDUC 7640 Higher Education Finance and Strategic Resource Allocation (online: 8-week course; second portion of semester)	RSEM 7001 Applied Research Methods I (online: 8-week course; first portion of semester)
	DSEP 8990 Doctoral Research Project Design #2 (1 credit seminar, online: 8-week course; second portion of semester)	EDFN 7410 Power and Privilege (online: 8-week course; second portion of semester)
		DSEP 8990 Doctoral Research Project Design #3 (1 credit seminar, online: 8-week course; second portion of semester)

Continued on Next Page

EdD in Higher Education Concentration Plan of Study: *Continued*

Summer 2024 (Year 2) = 3 credits	Fall 2024 (Year 2) = 7 credits	Spring 2025 (Year 2) = 10 credits
EDUC 7630 Decision-making, Conflict Resolution, and Equity: Strategies for Higher Education Leaders (online: including 1-week in-person intensive in July)	<p>RSEM 7002 Applied Research Methods II (online: 8-week course; first portion of semester)</p> <p>EDUC 7610 Strategic Enrollment Management in Higher Education (online: 8-week course; second portion of semester)</p> <p>DSEP 8990 Doctoral Research Project Design #4 (1 credit seminar, online: 8-week course; second portion of semester)</p>	<p>EDUC 7230 Organizational Performance in Educational Contexts (online: including 1-week remote Zoom intensive in January)</p> <p>RSEM 7003 Applied Research Methods III (online: 8-week course; first portion of semester)</p> <p>EDUC 7650 Data-Informed Decision-Making and Predictives in Higher Education (online: 8-week course; second portion of semester)</p> <p>DSEP 8990 Doctoral Research Project Design #5 (1 credit seminar, online: 8-week course; second portion of semester)</p>
Summer 2025 (Year 3) = 3 credits	Fall 2025 (Year 3)	Spring 2026 (Year 3)
EDUC 5070 Law and Ethics (online: including 1-week in-person intensive in July)	DSEP 8991: Doctoral Research Project (# credits working with faculty advisor on DRP)	DSEP 8991: Doctoral Research Project (# credits working with faculty advisor on DRP)
Summer 2026 (as needed)	Fall 2026 (as needed)	Spring 2027 (as needed)
DSEP 8991: Doctoral Research Project (# credits working with faculty advisor on DRP)	DSEP 8991: Doctoral Research Project (# credits working with faculty advisor on DRP)	DSEP 8991: Doctoral Research Project (# credits working with faculty advisor on DRP)

*In the final semesters of the EdD the student distributes the remaining DSEP 8991 credits (**10 credits or more**) in conjunction with completing the DRP proposal (and defense), research study, and final DRP document (and defense).

VI. Student Support

There are a variety of offices and systems designed to support students throughout the process of completing the EdD degree.

Students are strongly encouraged to be proactive in making the most of these supports and to communicate regularly with their faculty advisors and course instructors about their needs and interests.

Advising

Upon acceptance into the EdD program, each student is assigned a **faculty mentor** within the Concentration Area. The role of the faculty mentor is to provide an overview of doctoral level coursework and expectations and to address questions relating to students' career goals and research interests. A mentor specific to the Higher Ed concentration will be assigned to each student.

For all procedural and general EdD program questions, students should contact Dr. Scott Bauer, Professor and Associate Dean, Advanced Education and Doctoral Programs or the student's concentration area faculty mentor.

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:

<https://education.ucdenver.edu/research-and-centers/centers-initiatives/c-peer>

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); and, as appropriate, matches EdD students with a methods coach to support the DRP design process.
- Provides oversight and instruction in the DSEP 8991 1-credit seminars in the EdD program.
- Tracks appropriate SEHD QI/IRB reporting of ongoing DRP studies, including providing advising on SEHD QI/COMIRB processes and ensuring that partnership MOUs are in place.
- 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.

- 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 CU-Denver provides a variety of resources on scholarly writing:

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

For the EdD program, students are required to follow the guidelines of the *Publication Manual of the American Psychological Association* (typically referred to as the *APA manual*).

All EdD students **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, and all assertions are supported by research evidence from appropriate academic sources. Guides on plagiarism, rules of grammar and syntax, and other foundational writing skills are available on the CU-Denver Writing Center's website.

Disability Resources and Medical Issues

Students with a disability or a serious medical issue should consult with the Disability Resources and Services (DRS) office: <https://www.ucdenver.edu/offices/disability-resources-and-services>

The DRS office encourages each student to self-identify any known needs to DRS and SEHD course instructors at the beginning of EACH academic semester.

NOTE: It is the students' responsibility to seek out services from the DRS office to ensure that the university is aware of any necessary accommodations.

Documentation must be provided to the DRS office BEFORE any accommodations will be made by SEHD and the EdD Program administrators and faculty.

VII. University Graduate Program Rules & Procedures

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

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

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

Graduation Requirements

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

- Complete all required coursework (a minimum of 54-credit hours as outlined in the EdD program);
- Maintain a 3.0 cumulative grade point average;
- Receive no lower than a B- in all core, research methods, and concentration area courses;
- Pass the DRP *proposal* defense after the completion of all coursework and all required program assessments; and
- Satisfactorily complete and defend the Doctoral Research Project *final dissertation*.

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 university.

For a student to continue beyond the eight year limit, the student must petition Dr. Scott Bauer, Professor and Associate Dean, Advanced Education and Doctoral Programs for an extension and provide 1) reasons why the EdD faculty members believe the student should be allowed to continue in the program and 2) an anticipated timeline for completion of the EdD degree.

Leave of Absence

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

A student in the Higher Education concentration who takes a leave of absence and later returns to the EdD program may be assigned to a new cohort group at the discretion of the concentration faculty.

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

Student Academic Honor and Conduct Code, Misconduct and Appeals

Students are expected to adhere to the highest standards of personal integrity and professional ethics.

Students who do not meet these standards of integrity and ethics, or who violate the honor code, may be placed on disciplinary probation 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 CU Denver schools and colleges in which graduate programs are housed, or individual graduate-level programs, may have additional policies and/or requirements for student conduct in addition to those set by the university.

Program Discontinuance

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

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

Review, Evaluation, and Accreditation of the EdD Program

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

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

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

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

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

Faculty Course Questionnaires

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

Student Exit and Follow-up Surveys

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

EdD Course Descriptions

The following EdD course descriptions provide a general overview of the core, research methods, and Higher Education Concentration Area courses.

Please note that the format and content of all EdD courses are continuously revised to reflect program improvements.

For the most current descriptions of all EdD courses, refer to the CU Denver Course Catalog each semester.

Core Courses (Required for all EdD students in the Higher Education Concentration Area)

EDUC 7100 – Leadership in Education (3 credit hours)

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.

EDFN 7410 – Power and Privilege: The Social Construction of Difference (3 credit hours)

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 7230 – Organizational Performance in Educational Contexts (3 credit hours)

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.

Research Methods Courses (Required for all EdD students)

RSEM 7001 – Applied Research Methods I (3 credit hours)

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 (3 credit hours)

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 (3 credit hours)

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

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

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

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

Higher Education Concentration Area Courses

EDUC 7600 – Higher Education Policy and Governance (3 credit hours)

In this course, students are challenged to explore governance and policy environment of higher education. Students will enhance their understanding of the multiple layers of governance and the complex web of policymaking. Students will analyze and identify the difference among systems of governance and evaluate the essential components and consequences of policies.

EDUC 7610 – Strategic Enrollment Management in Higher Education (3 credit hours)

This course is designed to deepen the understand of the complexities of strategic enrollment management as research and practice, delving into the breadth of its critical issues and rapidly development context, including the student lifecycle, the focus on equity and inclusion, emerging models for student success, and financial implications.

EDUC 7620 – Contemporary Issues in Higher Education (3 credit hours)

This course is a study of the critical, contemporary issues in higher education and the impact on institutions' goals for equity and student success. Students in the course will reach beyond the current context understanding the origins of critical questions and the impact of these issues on leadership decision-making.

EDUC 7640 – Higher Education Finance and Strategic Resource Allocation (3 credit hours)

This course introduces students to the complexity of higher education funding, the vast variations across systems, and the critical role of data informed decision making in strategic resource allocation and its impact of students access and success. Students will enhance their capacity to consider funding parameters to make contextually relevant decisions.

EDUC 7650 – Data-Informed Decision-Making and Predictives in Higher Education (3 credit hours)

This course elevates students' understanding of data-informed decision making and predictives related to research and practice, defining leaders' responsibility in creating a data driven and ethically responsible culture use a lens of equity and inclusion.

EDUC 7630 Decision-making, Conflict Resolution, and Equity: Strategies for Higher Education Leaders (3 credit hours)

This course is designed to provide the theoretical background and practical experience to enhance the capabilities of higher education leaders to equitably negotiate important decisions and policies,

to manage/avoid/resolve conflicts, and to facilitate the effectiveness of teams and individuals internally and externally.

EDUC 5070 – Law and Ethics (3 credit hours)

This course focuses on the laws that impact post-secondary students and institutions of higher education. Students will enhance their knowledge of law and ethics, and develop essential skills in applying codes of ethics to student affairs practices.