



University of Colorado
Denver

School of Education & Human Development

Doctorate of Education (EdD)
Leadership for Educational Equity
Student Handbook
Cohort #6, Summer 2015 Start

CONTENTS

PREFACE -----	5
WELCOME -----	6
OVERVIEW OF EDD PROGRAM -----	7
LEARNER OUTCOMES -----	7
CONCENTRATION AREAS -----	8
<i>Executive Leadership Concentration</i>	8
<i>Early Childhood Special Education/ Early Childhood Education Concentration</i>	8
<i>Mathematics Education Concentration</i>	9
<i>Professional Learning and Technology (PLT) Concentration</i>	9
<i>The Urban Ecologies Concentration</i>	9
<i>Science Education Concentration</i>	10
CORE ASSUMPTIONS -----	10
<i>Multiple Perspectives through Collaboration</i>	10
<i>Active Participation in Professional Practice</i>	10
<i>Information Tools and Resources</i>	10
ADVISING -----	10
PROGRAM REQUIREMENTS -----	11
CURRICULUM DESCRIPTION AND ASSESSMENT PROCESS -----	11
TABLE 1: CORE AND CONCENTRATION AREA COURSES AND ROTATION -----	12
TIMETABLE FOR COMPLETION -----	13
ASSESSMENT PLAN -----	13
TABLE 2: EdD Program Outcomes Audit -----	14
STUDENT ASSESSMENT -----	14
<i>LiveText</i>	14
<i>Comprehensive Exam/Prospectus/Proposal</i>	15
THE DISSERTATION IN PRACTICE -----	15
<i>Application for Candidacy</i>	16
<i>Final Dissertation in Practice Defense</i>	16
PROGRAM ASSESSMENT -----	16

<i>SEHD Diversity Assessment - IDI</i>	16
<i>Faculty Course Questionnaires</i>	16
<i>EdD Focus Groups</i>	17
<i>Student Exit and Follow-up Surveys</i>	17
PROGRAM REVIEW -----	17
THE DISSERTATION IN PRACTICE PROCESS -----	18
OVERVIEW -----	18
COMPONENTS OF THE DISSERTATION IN PRACTICE -----	19
<i>The C-PEER Facilitated Study Model</i>	20
<i>The Thematic Dissertation Model</i>	20
<i>The Monograph Model</i>	21
<i>The Five-Chapter Dissertation Model</i>	21
<i>4th Option Format Designed by Student</i>	22
THE PRESENTATION -----	22
DISSERTATION IN PRACTICE COMMITTEE -----	22
HUMAN SUBJECT REVIEW FORMS -----	23
PROJECT CREDIT REQUIREMENTS -----	23
THE DISSERTATION IN PRACTICE FINAL EXAMINATION -----	23
EXAMINATION PROCEDURES -----	24
DISSERTATION IN PRACTICE FORMATTING AND SUBMISSION PROCEDURES -----	25
ACADEMIC PROCESSES AND PROCEDURES -----	26
TRANSFER CREDITS -----	26
GRADUATION REQUIREMENTS -----	26
CONFLICT RESOLUTION PROTOCOL -----	26
GRADE APPEALS PROCESS -----	28
LEAVES OF ABSENCE -----	28
DISABILITY RESOURCES AND MEDICAL ISSUES -----	28
PROGRAM DISCONTINUANCE -----	29
FINANCIAL AID -----	29
GRADUATE SCHOLARSHIPS -----	29
APPENDIX A: CORE COURSE DESCRIPTIONS -----	30

APPENDIX B: CONCENTRATION AREA COURSES	-----31
EXECUTIVE LEADERSHIP CONCENTRATION COURSES	-----31
<i>Executive Leadership Concentration Option (can earn CDE Administrator License)</i>	<i>31</i>
<i>Principal Leadership Concentration Option (can earn CDE Principal License)</i>	<i>31</i>
EARLY CHILDHOOD SPECIAL EDUCATION/EARLY CHILDHOOD EDUCATION CONCENTRATION COURSES	-----32
MATHEMATICS EDUCATION CONCENTRATION COURSES	-----33
PROFESSIONAL LEARNING AND TECHNOLOGY CONCENTRATION COURSES	-----33
SCIENCE EDUCATION CONCENTRATION COURSES	-----34
URBAN ECOLOGIES CONCENTRATION COURSES	-----34
APPENDIX C: FREQUENTLY ASKED QUESTIONS	-----35
PROGRAM PLANNING AND COURSE WORK	-----35
DISSERTATION IN PRACTICE GROUPS, DEFENSES, AND PRESENTATIONS	-----35
APPENDIX D: STUDENT FORMS	-----38
EDD STUDENT ADVISING FORM	-----38
EDD PROSPECTUS/PROPOSAL APPROVAL FORM	-----39
EDD DISSERTATION IN PRACTICE PROPOSAL APPROVAL FORM	-----40
REQUEST FOR LEAVE OF ABSENCE FROM EDD PROGRAM	-----41
APPENDIX E: IRB APPROVAL	-----42
INSTRUCTIONS FOR HSRC EDUCATION COURSES	-----44
CITI BASIC COURSE	-----44
INSTRUCTIONS FOR SUBMITTING CV FOR IRB	-----45
APPENDIX F: CONFLICT PROTOCOL	-----46
APPENDIX G: CDE LICENSURE PROCESS FOR EXECUTIVE LEADERSHIP	-----47

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* 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 Dissertation in Practice. 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 content in this handbook without advance notice. 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 EdD program
- Expectations for EdD students
- Program philosophy
- Program requirements
- Guidelines for the cohort process
- Guidelines for the Dissertation in Practice process
- Financial aid
- Frequently asked questions

For further information, contact:

School of Education & Human Development Academic Services Office

Dr. Sandy Snyder-Mondragon, *Director of Academic Services, Doctoral Adviser*

sandra.snyder-mondragon@ucdenver.edu

education@ucdenver.edu

(303) 315-6300

or visit:

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

Overview of EdD Program

Students completing this program earn a Doctorate of Education (EdD) in the area of “Leadership for Educational Equity.” Within this degree, students also pursue a concentration area in Executive Leadership, Early Childhood Special Education/Early Childhood Education, Mathematics Education, Professional Learning and Technology, Urban Ecologies, 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 grant privilege to some and marginalize others, resulting in disparate educational opportunities and outcomes for students. The EdD program’s equity focus equips educational leaders to recognize, identify, and eliminate those systems that create 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 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 Dissertation in Practice relies heavily on experiences within P-20 and community-based educational institutions to provide EdD students with 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 six options: (a) executive leadership, (b) early childhood special education/special education (c) math education, (d) professional learning and technology, (e) urban ecologies, and (f) science education.

Executive Leadership Concentration

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 those of director, deputy, superintendent or president. There are two options within the Executive Leadership Program with a path to licensure: (a) Administrative Leadership Program – with option for Administrative Licensure from the Colorado Department of Education, CDE, and (b) Principal Licensure Program – with option for Principal Licensure from CDE. Please see appendix G for details on the process for receiving your license from CDE.

Early Childhood Special Education/ Early Childhood Education Concentration

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

This concentration area provides learning opportunities for students and faculty focused 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

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 as well as 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 students 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](#).

The Urban Ecologies Concentration

This concentration brings together several faculty members in the interdisciplinary study of education in urban ecologies. Participating faculty members are aligned with the interdisciplinary concentration area as a whole, rather than specific threads or foci. The philosophical assumptions underlying work in this concentration area are: (a) Cultural groups are not monolithic, (b) Urban life and learning, including Pre-K-20 education, encompass complex phenomena that benefit from the multiple lenses offered by multi- disciplinary, and (c) Trans-nationalism characterizes the cultural experiences and political/economic realities of many communities in cities and contributes to the hybrid identities of residents. These assumptions contribute to a conceptual frame for investigating diversity within the city that is not focused on specific groups, but rather is concerned with the influence of globalization on communities in general within the city. Experiences of and issues confronting different cultural and ethno-linguistic groups will be the key content of this concentration area.

Science Education Concentration

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 EdD 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.

Information Tools and Resources

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 video conferencing, social networking programs, publishing and finding information on the Web, technology supported 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 adviser based on their concentration area. Students should rely on their faculty adviser for specific course selection, dissertation preparation and discussion, and questions relating to their career goals and aspirations. The SEHD website and Doctoral Staff Adviser 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 in completion of a Dissertation in Practice

The program plan of study in Table 1 below was built with the understanding that (a) students move through the program in a cohort, completing coursework in two years and a 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 Dissertation in Practice within a dissertation-in-practice group directed by one or more faculty members, working on a common theme or education issue, with each student writing his or her own unique product.

Table 1: Core and Concentration Area Courses and Rotation

Summer 2015	Fall 2015	Spring 2016
<p>EDFN 7410: Power & Privilege: The Social Construction of Difference –</p> <p>Hybrid and Wednesdays: 4:15 – 8:15pm, June 3, 10, 17, 24 July 8, 15, 22, 29</p> <p>North 1324 Instructor: Antwan Jefferson</p> <p>Course #19803</p>	<p><u>CONCENTRATION COURSE - 1</u></p> <p><u>EXL-ALP</u>: EDUC 7500 Hybrid & 4 Saturdays</p> <p><u>EXL-PLP</u>: EDUC 5751 ONLINE</p> <p><u>ECE</u>: ECED 7000 Hybrid & W 5-7:45pm</p> <p><u>MATH</u>: MTED 7040 TH 5-7:45pm Face-to-Face</p> <p><u>SCIENCE</u>: SECE 5500 T 5-7:45pm Face-to-Face</p> <p><u>PL-TECH</u>: INTE 7110 and 7120 Online, see http://bit.ly/PLT-EdD</p> <p><u>UE</u>: CLDE 5010, Online</p>	<p><u>CONCENTRATION COURSE - 2</u></p> <p><u>EXL-ALP</u>: EDUC 7520 Hybrid & 3 Saturdays</p> <p><u>EXL-PLP</u>: EDUC 5752 ONLINE</p> <p><u>ECE</u>: ECED 7002 Hybrid & 2 Fridays & Saturdays</p> <p><u>MATH</u>: none in Spring</p> <p><u>SCIENCE</u>: SECE5340 Tuesday 5:00 – 7:45</p> <p><u>PL-TECH</u>: INTE 7120 (conclude) and 7130 Online (see http://bit.ly/PLT-EdD for details).</p> <p><u>UE</u>: TBD</p>
<p>EDUC 7100: Leadership in Education – ONLINE, 5/24 – 7/25 Instructor: Connie Fulmer, Course #10861</p>	<p>EPSY 7712: Learning Theory and Learners Hybrid</p>	<p>EDUC 7230: Organizational Performance in Educational Contexts – ONLINE</p>
Summer 2016	Fall 2016	Spring 2017
<p>INTE 7100: Professional Learning and Technology – ONLINE</p>	<p><u>CONCENTRATION COURSE - 3</u></p> <p><u>EXL-ALP</u>: EDUC 7510 Hybrid and 3 Saturdays <u>EXL-PLP</u>: EDUC 5753 ONLINE</p> <p><u>ECE</u>: ECED 7200 Hybrid and 2 Fri & Sat</p> <p><u>MATH</u>: MTED 7030 or 7050 Face-to-Face</p> <p><u>SCIENCE</u>: SECE 5500 or 6100 Face-to-Face</p> <p><u>PL-TECH</u>: see http://bit.ly/PLT-EdD</p> <p><u>UE</u>: TBD</p>	<p><u>CONCENTRATION COURSE - 4</u></p> <p><u>ELP-ALP</u>: EDUC 7530 Hybrid and 3 Saturdays <u>ELP-PLP</u>: EDUC 5754 ONLINE</p> <p><u>ECE</u>: ECED 7070, Face-to-Face</p> <p><u>MATH</u>: none in Spring</p> <p><u>SCIENCE</u>: SECE 5400 Face-to-Face</p> <p><u>PL-TECH</u>: see http://bit.ly/PLT-EdD for details). Online</p> <p><u>UE</u>: TBD</p>
<p>RSEM 7500 – Special Topics: Foundations of Evaluation and Action Research – Hybrid</p>	<p>RSEM 7500 – Special Topics: Evaluation and Action Research Data Collection Methods – Hybrid</p>	<p>RSEM 7500 – Special Topics: Advanced Evaluation and Action Research Analysis – Hybrid</p>
Summer 2017	Fall 2017	Spring 2018
<p>EDFN 7250: School & Society</p>	<p>DSEP 8994: DISSERTATION (5 Credits)</p>	<p>DSEP 8994: DISSERTATION (5 Credits)</p>
<p>DSEP 8994: DISSERTATION (5 Cr)</p>		

Timetable for completion

The EdD program has been designed to enable students to complete program requirements, including coursework and the Dissertation in Practice, in three years. That said, there may be extenuating circumstances that require a student to step out of her/his cohort and join a subsequent cohort. Students may apply for extensions to 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 from term of admission. Failure to do so will result in dismissal from the program.

Assessment Plan

The doctoral faculty integrates 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.

As noted above, the major outcomes of this program 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.

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

Student Assessment

Student performance is assessed throughout the student’s program in several different ways, all linked to the program outcomes. Conventional, individual course performance measures (including grades and artifacts) constitute one form of assessment. Additionally, each participant must successfully complete a comprehensive review, including defense of a dissertation proposal prior to beginning his or her Dissertation in Practice, DiP, which will be described in detail below. 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, SEHD. 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://sehassessment.ucdenver.edu/>. Students will use their LiveText accounts to

upload assessments that show student progress through the EdD. The LiveText account also provides students with the opportunity to build a portfolio. That portfolio can be used for annual reviews as well as the proposal defense and dissertation reviews.

Comprehensive Exam/Prospectus/Proposal

After the completion of **all** coursework, students are required to pass a comprehensive examination which consists of a well-developed prospectus (short proposal) for student's Dissertation in Practice. A student may not participate in the Dissertation in Practice prior to the successful completion of the comprehensive exam.

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 research and address a significant problem of educational practice in a particular learning organization.

The Dissertation in Practice

During the Dissertation in Practice phase of their program, students participate in one of three options for developing the dissertation project, a C-PEER project, a thematic dissertation project, or a more individualized project. Any of these project options can be completed in one of four format types. These are described in detail below, in Section: The Dissertation in Practice Process.

The Dissertation in Practice prospectus is developed in the third research course during spring of the second program year. It is read and approved and also *graded as a course assessment* by the course instructor. Additionally, the Dissertation in Practice adviser(s) read(s) and assess(es) the student's prospectus, which constitutes the comprehensive 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, a 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 from the course instructor and the adviser, a third doctoral faculty member will read and provide a final evaluation. Once the prospectus/dissertation proposal/comprehensive exam is approved, the student will upload the document to LiveText, along with the approved Application for Admission to Candidacy form.

The Graduate School has an excellent resource for students ready to take their comprehensive exam. Please visit <http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/doctoral-services.aspx> for instructions and forms necessary.

After incorporating changes from the third research course and from discussion with

your adviser, when you are ready to take your comprehensive exam (i.e., defend your prospectus/proposal), complete the Request for Examination form and submit to the doctoral staff adviser. The form can be found at <http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/doctoral-services.aspx>

Once you have passed your comprehensive exam (i.e., successfully defended your prospectus/proposal), you will need to complete two forms, with signatures, and submit to the doctoral staff adviser. The first is the Application for Admission to Candidacy form, found at <http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/doctoral-services.aspx>. The second is the [EdD Capstone Project Prospectus/Proposal Approval Form](#) (Appendix D).

Application for Candidacy

Students should upload their signed and approved Application for Admission to Candidacy Form to LiveText to document their progress in the program.

Final Dissertation in Practice Defense

The Dissertation in Practice will be described in detail below. Here we note student responsibilities in completing this assessment. Once the student has successfully defended their Dissertation in Practice, the student will upload his/her final product to. In addition, students must submit their final dissertation electronically. All information regarding fees, submission, and forms, is outlined on the [Electronic Theses and Dissertations website](#). When you submit your thesis electronically, there are two forms you must submit to the Graduate School:

Statement of Approval of the Thesis-complete with signatures and the [Survey of Earned Doctorates](#) certificate.

Program Assessment

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, the EdD Program Leader, and Associate Dean for Academic Programs and

Research. EdD student feedback is used to make course improvements.

EdD Focus Groups

Each year, randomly-selected students from individual cohorts are interviewed about 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 also accomplished 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 and documenting the long-term success of graduates.

Program Review

Data from the program assessments (diversity assessment, 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 these data. 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 as necessary. All efforts and rationale for changes are fully documented in accreditation reports.

Academic outcomes assessment of student learning is 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 that should be addressed by the curriculum.

The 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/current/Pages/doctoral-services.aspx>.

You are responsible for knowing the specific requirements and deadlines published each semester. In particular, students should know:

1. Deadlines for Doctoral Candidates:
2. Forms associated with the dissertation:
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 a room is needed)
 - iv. Any equipment needs (projector, laptop, etc.)

Overview

The EdD program includes a Dissertation in Practice culminating research project and associated written and oral presentation products. The Dissertation in Practice requires each student to conduct inquiry on behalf of a learning organization. Dissertations in Practice are designed to integrate theories and research methods learned throughout the program and provide students with the opportunity to demonstrate their mastery of program-related knowledge, skills, and dispositions.

The experience of developing the Dissertation in Practice inquiry project begins during the second year in the context of the 3-course required Research Methods series for EdD students. Part of the Dissertation in Practice project design is a contract specifying the work that each student will conduct, either on an individual project or as part of a team effort, and this contract with student colleagues (if a team) and faculty informs individual evaluations completed by each student's Dissertation in Practice committee. This 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, and then decide on the setting in which to conduct their research. The Dissertation in Practice process begins with exploring collectively in the concentration areas and research courses educational problems raised by SEHD partners organizations or communities on which targeted and shared inquiry can lead to immediate or short term impact. This approach responds to the reality that big questions in education are solved by collaborative teams and span disciplinary boundaries. The EdD program 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 Dissertation in Practice options are provided below in this document.

The 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 and potential impact in educational practice and will involve written and oral products that comprehensively address, generate, and/or interpret knowledge applicable to educational practice.

Components of the Dissertation in Practice

The Dissertation in Practice is most often a blend of collective work around a theme or problem and individual development of a related product produced by an individual student. The Dissertation in Practice allows for three project options: a project selected from and guided by shared research options associated with the SEHD Center for Practice Engaged Education Research (C-PEER), a thematic or group dissertation, and a more individualized dissertation that can be done as a small group or individual. There are also four format options: A C-PEER research report appropriate to the C- PEER client partner; an individually or collectively produced capstone monograph to be presented to members of the learning organization, and supported by detailed appendices, an individual or collective, traditional five-chapter dissertation, or a 4th option designed with the student's adviser and committee. Regardless of which format you select, dissertations are subject to the specifications as outlined in the Graduate School's [*Style and Policy Manual for Thesis and Dissertations*](#).

All of the options will be covered IN DEPTH at the beginning of the required Research Methods sequence, starting in the cohort’s second year of coursework.

<i>Each student marks one block representing their chosen options</i>	C-PEER Model Project	Thematic Project	Individual or Small Group Project
C-PEER research report			
Monograph with supporting appendices report			
Traditional 5-Chapter Dissertation			
Individually designed with adviser			

The C-PEER Facilitated Study Model

C-PEER maintains ongoing relationships with districts, schools, community organizations, and other higher education institutions in order to maintain an on-going research agenda that is 1) based on the priority improvement needs of the partners and 2) co-designed with field practitioner partners to help ensure that the results of the inquiry project will make a contribution to improving supports for student learning and growth. C-PEER projects focus on the school building as the unit of change, but include community, district, and state level projects if these provide either usable knowledge for improvement at the classroom and/or building level, or if these provide unique opportunities to learn across different local sites to better understand the contexts of supporting students’ success.

C-PEER maintains and continually updates a menu of options, both longitudinal studies already underway which a new doctoral student can join (e.g., a series of annual case studies of school improvement efforts) as well as shorter-term studies based on partners’ priority improvement needs. In all cases, a study can easily be designed to be completed in one academic year (at most, one summer through the following spring semester).

Advantages of the C-PEER approach include ready connections with research site partners, data analysis assistance from the Center, collaborative working opportunities with other researchers (both at CU Denver and from other doctoral programs), and support in disseminating the final results of the project to help ensure that the work is accessible to and understood by practitioners who might utilize it. More details about the C-PEER and the processes are available on the Center’s website, www.C-PEER.org.

The Thematic Dissertation Model

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 problem, each student on the team is required to pose and explore a line of inquiry while maintaining a connection overall to the group. 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 identified by schools, colleges, and other learning organizations. PLEASE NOTE THAT THERE MAY NOT BE THEMATIC DISSERTATION OPTION(S) AVAILABLE IN THE YEAR IN WHICH YOU WISH TO CONDUCT YOUR DISSERTATION IN PRACTICE. 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. Faculty proposing a thematic dissertation group must have a community-based educational partner organization to which the inquiry groups will be connected.

The Monograph Model

The Monograph Model can be applied to a C-PEER Dissertation in Practice (if so agreed), a thematic Dissertation in Practice, or a more individualized Dissertation in Practice agreed to by the student's adviser. The work involved is similar to that required for a traditional five-chapter dissertation, but the format of the resulting document differs. The key difference is that instead of five chapters which cover the problem and conceptual framework, literature review, methods, findings, and conclusions, a much more succinct and clear monograph, or research report of approximately 30 pages is produced for the community partner or organization. This monograph focuses on implications for practice. This monograph is supported by appendices that cover the problem addressed, literature review, methods, and a detailed presentation of the analysis employed in the study. The components of the monograph model are:

- An abstract of the inquiry project (1 page)
- Synopsis of the study (like an Executive Summary) (3-5 pages.)
- Statement of problem and framework (approximately 10 pages) Situating the problem in the research literature and local context as well as the theoretical and/or conceptual frameworks
- Brief (3-5 pages) description of methods of data collection and analysis
- Empirically Grounded Findings of the study (3-5 pages)
- Implications and Recommendations (5-10 pages)

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

- Appendix A: Detailed Methodology (Revised Chap. 3 from proposal/prospectus 15-20 pages)
- Appendix B: Sample of analyses/analytic work that supports key findings (up

- to 10 pages.)
- Appendix C: Prospectus/Proposal (Problem Statement & Review of the Literature 25-30 pages)

The Five-Chapter Dissertation Model

Students may select the more traditional five-chapter dissertation. This option consists of five chapters (Chapter 1: Introduction, Chapter 2: Literature Review, Chapter 3: Methodology, Chapter 4: Results, Chapter 5: Summary and Conclusions). Students should refer to the Graduate School's [Style and Policy Manual for Thesis and Dissertations](#) which provides guidelines, specifications, and information students must follow when formatting their thesis. For reference, it also includes sample pages of each section of a dissertation. PLEASE NOTE This format can be used for a C-PEER dissertation, a thematic dissertation, or a more individualized dissertation, but only with the agreement of your adviser, and, in the case of C-PEER, the Director of C-PEER. Traditional dissertations are done for PhDs and usually require two years or more in data collection, analysis, and writing.

4th Option Format Designed by Student

If a student has a unique research project that does not fit well into the above formats, the student, **with approval of his or her adviser**, may select a format that is exclusive to his or her study. IF the student wants to publish this work through the Graduate School and ProQuest, the student MUST confer with the Graduate School on guidelines for publication to ensure the final product can be uploaded.

The Presentation

Once a student has successfully defended her/his Dissertation in Practice, s/he 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 documentation. This presentation can be supported by the monograph, for example. Members of the Dissertation in Practice committee will attend the presentation and seek feedback from the learning organization participants.

Dissertation in Practice Committee

The Dissertation in Practice committee consists of the adviser 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 fulfilled in the EdD Program by the committee member from the learning organization where the Dissertation in Practice will occur, who will seek appointment to the Graduate Faculty for the purpose of serving on the dissertation committee.

All members must be eligible for regular or special Graduate Faculty status for Dissertation in Practice committees. Graduate Faculty appointments must be completed and verified *before* a committee meeting can be held. Check with the Graduate School and your adviser 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 on-line CITI training required of CU Denver researchers applying for permission to conduct human subjects research. You must have an approved human subjects protocol (also called an IRB, or institutional review board protocol) before project data is collected. A copy of the approved form should be filed with the Dissertation in Practice adviser(s) and the Associate Dean for Academic Programs and Research 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**.

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. If a student has registered for the required number of Dissertation in Practice credits required by the program and has yet to successfully complete the Dissertation in Practice, he/she must register for one credit of dissertation credit every fall and spring semester until successful defense of the Dissertation in Practice. The student must be registered for dissertation credit during the semester in which he/she defends the Dissertation in Practice (even if that semester is summer). Please consult with the EdD staff adviser for details. A maximum of 10 hours of Dissertation in Practice credits may be taken in any one semester.

Please use this form:

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

The Dissertation in Practice Final Examination

There are two stages to the Dissertation in Practice final examination process: (a) an oral defense of the final dissertation 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 dissertation and the student's display of expertise with the content. The oral presentation supported by associated/assisting audio-visual materials is a conversation with the learning organization about steps toward meaningful change.

To schedule your oral defense, please use the Request to Schedule Exam found at <http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/doctoral-services.aspx>.

To schedule your presentation, work with your adviser, committee and the learning organization to find an appropriate time and venue.

Please note the Graduate School deadlines found on the same page.

Throughout the Dissertation in Practice process, a student works with his or her group peers and faculty adviser, as well as the instructors of the three-course research sequence. Prior to the scheduling of the defense, it is strongly recommended that the committee meet as a whole and provide 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 dissertation or monograph and appendices on the copy presented during the final examination.

The oral defense provides the student with an opportunity to demonstrate broad understanding of the substantive and methodological issues in the Dissertation in Practice. The student should clarify expectations with her/his faculty adviser ahead of time about the scope of questions that will be asked. Passing the oral defense does not indicate that the 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 refer to the Graduate School website at: <http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/doctoral-services.aspx> to obtain these dates.

Examination Procedures

The student's approved 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. The oral defense is open to the public. A majority vote of the 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 adviser by the Graduate School. The committee should agree on which members will supervise recommended changes to the monograph; usually, the adviser is assisted by others as appropriate. All committee members must sign the final product's title page as well as the approval form. Final sign-off occurs after successful completion of the final oral defense, final revisions of the dissertation, *and* the presentation to the respective learning organization has been completed or, at a minimum, scheduled.

Students must be registered during the semester in which they defend and graduate.

For example, if a student passes the oral defense in spring, the dissertation and presentation products can be turned in during the summer, but the student will pay one credit of tuition. A student will **not** graduate until s/he has submitted the dissertation or monograph in its final form to his or her adviser and the Graduate School by the specified graduation deadlines from the Graduate School. Students are responsible for applying to graduate in the semester their final products will be submitted, and ensuring they are registered for one credit.

Once the oral defense is completed, students must schedule a presentation to the learning organization on whose behalf the 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 follow the Style and Policy Manual for Theses and Dissertations found at: <http://www.ucdenver.edu/academics/colleges/Graduate-School/Documents/GSOCTFORMS/Thesis%20Specs.pdf>.

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

Transfer Standards

Transfer students from other accredited education programs will be considered under the same criteria as those seeking 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/Graduate-School/current/Pages/doctoral-services.aspx>.

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 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 and defend a Dissertation in Practice

Conflict Resolution Protocol

Teaching and 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 effects and then deciding on a practical action. A blank flowchart is provided for you to copy and 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 and 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. 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/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. Any student gone for more than 3 semesters MUST re-establish residency.

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:

<http://www.ucdenver.edu/student-services/resources/CostsAndFinancing/FA/Pages/FinancialAid.aspx> 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:

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

Appendix A: Core Course Descriptions

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.

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.

EPSY 7712 – Seminar: Learning Theory and Learners

Students apply major issues from learning theories and development to problems of practice related to educational leadership and innovation.

EDUC 7230 – Organizational Performance in Educational Contexts

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

EDFN 7250 – School and Society

Policies and educational reforms affecting the technical core of schooling: curriculum, teaching, learning, assessment, and organization. Students develop research and policy analysis skills and investigate social and political factors affecting what is taught and learned in schools. Prereq: RSEM 7000 and EDUC 7100.

INTE 7100 – Professional Learning and Technology

Examines research surrounding the design and delivery of professional development (PD) programs in K20 and workplace settings. Projects and activities address: adult learning; PD models; design and performance support and evaluation; career development and digital presence; and online tools.

RSEM 7500 – Special Topics: Foundations of Evaluation and Action Research

RSEM 7500 – Special Topics: Evaluation and Action Research Data Collection Methods

RSEM 7500 – Special Topics: Advanced Evaluation and Action Research Analysis

DSEP 8994 – Doctoral Dissertation

Appendix B:

Concentration Area Courses

Executive Leadership Concentration Courses

Students who are NOT pursuing either the administrator or principal license should select courses from the Executive Leadership Concentration.

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 5751 – Principal Licensure EDD Concentration Course I

This course (1 of 4) is one of the Principal Licensure EDD Concentration Courses, 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).

EDUC 5752 – Principal Licensure EDD Concentration Course II

This course (2 of 4) is one of the Principal Licensure EDD Concentration Courses, 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).

EDUC 5753 – Principal Licensure EDD Concentration Course III

This course (3 of 4) is one of the Principal Licensure EDD Concentration Courses, 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).

EDUC 5754 – Principal Licensure EDD Concentration Course IV

This course (4 of 4) is one of the Principal Licensure EDD Concentration Courses, 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).

Early Childhood Special Education/Early Childhood Education Concentration Courses

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 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.

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.

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-depth consideration of trends, issues, strategies and methods for facilitating the adult and professional learning of individuals and small groups. Particular focus is placed on developing and refining skills as a mentor, coach, and leader of professional study groups.

INTE 7120 – Creating Digital Spaces for Professional Learning

Explore frameworks for designing and delivering professional learning opportunities with support from technology. You will apply alternative approaches and strategies for developing a career as an educational leader and change agent, and engaging adults in lifelong professional learning.

INTE 7130 – Workplace Performance Interventions

Development and evaluation of large-scale professional development and workplace learning initiatives. Topics include: frameworks for evaluating job performance based on professional learning standards; planning, delivering, and evaluating professional learning initiatives; research models; and performance improvement tools and resources.

INTE 7930 – Internship for Professional Learning and Technology

Working under the direction of field and academic supervisors in field settings, contribute to projects intended to help educators and other workers improve their job performance. Apply your knowledge to complex problems of practice, thus preparing for ongoing leadership opportunities.

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.

Urban Ecologies Concentration Courses

CPCE 6310/7310 - Facilitating Sociopolitical Development Theory and Action

Participants will learn to use dialogic instructional strategies to create student-teacher partnerships that respect student voice and affirm the lived experiences of students. Participants will learn strategies to engage students in critical conversations about identity, privilege, and social justice.

CLDE/LCRT 5010/7010 - Foundations of Literacy, Language and Culture

This course helps veteran and novice teachers gain understanding of the fields of literacy and language education in the face of diversity and racism. The course ties historical evidence about language, literacy, and culture to the lives of diverse individuals.

CLDE 5160/7160 - Historical and Legal Foundations of Language Education & Immigration in the US

This course includes an overview of US and Colorado history and legislation related to bilingual education and second language education as well as current and historical immigration issues that impact students, families, communities, and schools.

CLDE 5180/7180: Working with Families and Communities

This course investigates existing practices and perspectives of involving family members in schooling, connected to maintaining the status quo of school. This course also investigates the forms of resistance and complicity demonstrated by educators and family members.

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.

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 below B- 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.

Dissertation in Practice Groups, Defenses, and Presentations

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

The Dissertation in Practice involves both the generation of a monograph, C-PEER report, a traditional five-chapter dissertation, or approved other format and its oral defense and a presentation to the learning organization. The oral defense involves the defense of the final dissertation, monograph, or other product and is conducted prior to the presentation to the learning organization. The written product demonstrates the student's ability to conduct an individual inquiry project or individual inquiry as part of a team 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 Dissertation in Practice. The Dissertation in Practice should be completed before the oral is scheduled. Most orals do lead to revisions in the Dissertation in Practice.

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

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

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

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

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 Dissertation in Practice adviser(s) and member from the learning organization approve the Dissertation in Practice prospectus/proposal and work closely with the student throughout the process. The final approval of the Dissertation 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 dissertation, monograph, report, other written project, or presentation for the learning organization are completed, the actual presentation to the learning organization may be scheduled.

Who decides if a Dissertation in Practice committee is okay?

The student and the Dissertation in Practice adviser(s) assemble the committee. The adviser(s) must ensure that all members hold a graduate faculty appointment. The Dissertation Committee members decide if the dissertation is ok.

What guidelines govern the membership of the 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 Dissertation in Practice is completed. All members should be able to contribute to the Dissertation in Practice in some productive way.

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

The faculty for a Dissertation in Practice committee 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 Dissertation in Practice data can be collected.

What is a Dissertation in Practice prospectus/proposal?

A Dissertation in Practice prospectus/proposal is a working contract between the student and the members of the 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 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	EDFN 7410	Power & Privilege: The Social Construction of	
Core 2	3	EDFN 7250	School and Society	
Leadership & Organizational Performance – 6 hours				
Core 1	3	EDUC 7100	Leadership in Education	
Core 2	3	EDUC 7230	Organizational Performance In Educational Contexts	
Learning Theory & Learners – 3 hours	3	EPSY 7712	Seminar: Learning Theory & Learners	
Adult Learning, Professional Development, & Technology – 3 hours	3	INTE 7100	Professional Learning and 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				
RSEM 1	3			
RSEM 2	3			
RSEM 3	3			
Dissertation Credits	15 min		DSEP 8994	
TOTAL HOURS	54 MIN			

CONCENTRATION AREA ADVISER SIGNATURE _____ DATE _____
 STUDENT SIGNATURE _____
 DATE _____

EdD 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.

EdD Dissertation in Practice Proposal Approval Form

The dissertation proposal has been examined by the undersigned, and we find that both the content and the form are acceptable for the student to proceed with their dissertation.

Student Name: [Click here to enter text.](#)

Student #: [Click here to enter text.](#)

Program & Degree: [Choose an item.](#)

Dissertation title: [Click here to enter text.](#)

Dissertation Committee Approval

Date: _____

Approved

Thesis Adviser:	<div style="display: flex; justify-content: space-between;"> Print Signature </div>	Y
Committee Member	<div style="display: flex; justify-content: space-between;"> Print Signature </div>	Y
Committee Member	<div style="display: flex; justify-content: space-between;"> Print Signature </div>	Y
Committee Member	<div style="display: flex; justify-content: space-between;"> Print Signature </div>	Y
Committee Member	<div style="display: flex; justify-content: space-between;"> Print Signature </div>	Y

Submit form to Academic Services with signatures when dissertation proposal is approved.

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: _____

Semester and Year

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: _____

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

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-M ail 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 digits of Social Security number
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:

 **My Courses** **Status** **Completion Reports**  **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.

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
<p>Use boxes below to list possible solutions:</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

POTENTIAL POSITIVE EFFECTS	SOLUTION #1	POTENTIAL NEGATIVE EFFECTS
<p>List for each solution:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>List for each solution:</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p>	<p>↓</p> <p>SOLUTION #2</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p>	<p>↓</p> <p>SOLUTION #3</p>	<p>_____</p> <p>_____</p> <p>_____</p>

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

ACTUAL POSITIVE EFFECTS	PRACTICAL ACTION	ACTUAL NEGATIVE EFFECTS
<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>

FINAL EVALUATION: Was it a good or bad solution?
<p>_____</p> <p>_____</p> <p>_____</p>

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

Appendix G: CDE Licensure Process for Executive Leadership

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.

It is the student’s responsibility to ensure he/she has met the requirements for licensure. Students should refer to the CDE website for the most current information on licensure. Requirements are summarized below. CDE Information can be found at: http://www.cde.state.co.us/cdeprof/Licensure_AdminDir_req.asp.

An **Initial Administrator (Superintendent) License** may be issued to an applicant who:

- Holds a baccalaureate degree from an [accepted, regionally accredited institution of higher education](#).
- Has completed an approved graduate program for school administration at an accepted, regionally accredited institution of higher education.
- Has a passing score on the PLACE Administrator content exam (#81).

An **Initial Principal License** may be issued to an applicant who:

- Holds a bachelor’s or higher degree from an accepted, regionally accredited institution of higher education.
- Has completed an approved principal preparation program at an accepted institution of higher education or an approved alternative principal program.
- Provides documented evidence of three or more years of full-time successful experience working as a licensed or certificated professional in a public or non- public elementary or secondary school in the United States.
- Has achieved a passing score on the PLACE Principal content exam (#80).

Once the student has completed the required coursework for the license, he/she may then apply for licensure from CDE. Applications for licensure are submitted online via the Colorado Department of Education’s website. Instructions for applying for your license can be found at http://www.cde.state.co.us/index_license.htm. Students will need a signature on the Colorado Department of Education’s “Approved Program Verification Form” from a CU Denver Certification Officer. Students who have successfully completed licensure requirements can email the verification form in order to receive the required signature to Rebecca Schell at Rebecca.Schell@ucdenver.edu. Information on the PLACE exam is found at: <http://www.place.nesinc.com/>.