Doctorate of Education (EdD)
Leadership for Educational Equity
Student Handbook
Cohort #7, Summer 2016 Start
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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.

EdD Matriculation Guide

This is a matriculation guide that will walk you through the EdD program so you know what to expect each year.

Year 1 – Take classes according to your cohort’s schedule.

Year 2 – Take classes and begin thinking about dissertation topic in the RSEM courses. Initial dissertation work will begin here.

Year 3 – Take classes and Defend Dissertation PROPOSAL and FINAL Dissertation

A. You must submit a Request for Graduate Examination/Thesis Defense form at least 2 weeks prior to your PROPOSAL defense. The PROPOSAL defense serves as your comprehensive exam.

B. AT THE SAME TIME, you will submit your Application for Admission to Candidacy paperwork.

C. Register for dissertation credits (DSEP 8994) using the CU-Denver Special Processing Form until you successfully defend your dissertation. Once you have reached the 15 credit hour requirement, you must take 1 dissertation credit per semester (including summer) until you graduate. You MUST be registered in the semester you graduate.

D. Defend Your Dissertation. You must submit a Request for Graduate Examination/Thesis Defense form at least 2 weeks prior to your FINAL defense. AT THE SAME TIME, you will apply to graduate in your student portal.
Welcome

Welcome to 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:
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 inquiry 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 seven options: (a) executive leadership, (b) early childhood special education/special education (c) math education, (d) professional learning and technology, (e) urban and diverse communities, (f) science education, and (g) Latin® schools and communities.

Executive Leadership

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

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**

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. TEMPORARILY SUSPENDED

**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](#).

**Urban and Diverse Communities Concentration**

The Urban and Diverse Communities concentration area is developed for practitioners in PK-12, higher education, or community-based settings. Students will impact urban and diverse educational systems through developing a complex view of educational opportunities and challenges that are influenced by policies and practices in housing, healthcare, employment, urban development, and similar fields. Also, students will develop the skills and dispositions to work alongside communities, while developing an understanding of the historical and cultural realities facing those communities.

**Science Education**

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. TEMPORARILY SUSPENDED

**Latin@ Schools and Communities Concentration**
This concentration will focus on leadership, organizational change and measurement, data-informed decision-making, and creating equity and excellence for all children. Students will look at school re-structuring for linguistic diversity, language education policy and politics, and issues of assessment and instruction for Latino/a students. Together with their faculty mentors, students will work with real data sets and authentic observations and apply their leadership skills to create real world solutions for change.

**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 requires 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 seven 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 shows students moving through the program in a cohort, completing coursework in two years, and a Dissertation in Practice over the following year. A five-year option is available for students taking only one course each semester.

Please note the following:
- Courses are taken in a specified sequence;
- Courses are offered primarily in hybrid (part face-to-face and part online), online, or summer intensive formats;
- Courses focus on problems of practice in P-20 and community-based educational contexts and invoke problem solving, discussion and small-group work;
- Concentration courses build on and integrate the interdisciplinary knowledge gained from core courses; and
- 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.
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<th>Table 1: Plan of Study</th>
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<tr>
<td>EDUC 7100: Leadership in Education – ONLINE</td>
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<td><strong>Summer 2017</strong></td>
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<td>INTE 7100: Professional Learning and Technology – ONLINE</td>
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<td>RSEM 7002</td>
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<td><strong>Summer 2018</strong></td>
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<td>EDFN 7250: School &amp; Society</td>
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<td>DSEP 8994: DISSERTATION (3 Cr)</td>
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Timetable for completion

The EdD program has been designed to enable students to complete program requirements in three years, or five years for those taking one class per semester. 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**

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<th>Course</th>
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<td>Leadership</td>
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<td>Power &amp; Privilege: The Social Construction of Difference</td>
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<tr>
<td>School &amp; Society</td>
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<tr>
<td>Leadership in Education</td>
<td>X</td>
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<tr>
<td>Organizational Performance</td>
<td>X</td>
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<tr>
<td>Learning Theory &amp; Learners</td>
<td>X</td>
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<tr>
<td>Adult Learning, Professional Development, &amp; Technology</td>
<td>X</td>
</tr>
<tr>
<td>Research, Statistics, Evaluation &amp; Measurement Courses</td>
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**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://sehdassessment.ucdenver.edu/](http://sehdassessment.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**

The EdD program includes a capstone project as a culminating product, showing your skills in research and inquiry applied to challenging problems of practice. We call the culminating research project your *Dissertation in Practice*. Dissertations in Practice are designed to integrate theories and research methods learned throughout the program toward understanding and addressing problems encountered within schools and educational settings.

The dissertation proposal serves as comprehensive exam (comps) for the EdD program. The main steps of completing a proposal and dissertation are summarized below.

**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 LiveText. 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](http://sehdassessment.ucdenver.edu/).
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 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:


4. How to schedule a room for your dissertation meetings and defense:
   a. Send an email to sehdepthelp@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 capstone project as a culminating product, showing your skills in research and inquiry applied to challenging problems of practice. We call the culminating research project your Dissertation in Practice. Dissertations in Practice are designed to integrate theories and research methods learned throughout the program toward understanding and addressing problems encountered within schools and educational settings.

The dissertation proposal serves as comprehensive exam (comps) for the EdD program. The main steps of completing a proposal and dissertation are summarized below.

In your final RSEM class (RSEM 7003)
- Complete coursework, exploring subjects and research methods in preparation for your work
• Develop a proposal in the third RSEM course, usually taken at the end of your second year

**Comps/proposal defense**
• Share your proposal with your advisor and committee and get their feedback, and meet for a comps exam meeting

**Dissertation in Practice**
• Complete the work specified in the proposal, working with your advisor and committee as needed
• With your advisor’s support, meet with your committee at a thesis defense
• Make final edits to the report and submit to your advisor

The [Doctoral Student Services](#) page from the Graduate School gives more detail about logistics, forms, and deadlines.

Presently, Dissertations in Practice can come in two varieties:
• A *C-PEER project*, working under the C-PEER conceptual framework, which links you to existing field projects in collaboration with local districts and organizations and commonly done in collaborative teams
• An *individualized project*, working with your advisor to pursue your own research questions in a setting of your choice

**The C-PEER Approach**

C-PEER is a model for linking research to practice. The collaborative approach to doing the research stands in contrast to traditional PhD dissertations, in which students typically work alone, with a from-scratch proposal requiring IRB approval and focusing on contributions to theoretical understanding.

The instructor of your final RSEM class (e.g., Dr. Kent Seidel) introduces the C-PEER approach in class. A key part of the C-PEER model is a contract with student colleagues and faculty, specifying the work that you will do as part of a team effort. Comps and dissertation committee consult this contract to appraise your individual scope and contribution to the work.

**Facilitated Study with C-PEER**

C-PEER maintains ongoing relationships with districts, schools, community organizations, and other higher education institutions in order to maintain an ongoing research agenda that is
• Based on field partners’ needs on the ground
• Co-designed with field partners to help ensure the relevance to 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 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 addressing high priorities. In all cases, a study can easily be designed for completion in one academic year (e.g., one summer through the following spring semester).

Many students find the C-PEER approach an attractive option for a few reasons:
- Your work is tied in with a broader project with ready connections to site partners
- IRB approval is secured for this larger project and covers your activity
- Data analysis assistance is available from the C-PEER Center
- Collaboration with peers gives good support for completion of the work – including access to peers from other doctoral programs
- C-PEER helps disseminate the results, to facilitate access and impact on practice

More details about the C-PEER and the processes are available on the Center’s website, www.C-PEER.org.

**Required Components**

Students doing C-PEER studies follow a distinctive approach that **differs** from the Graduate School’s *Style and Policy Manual for Thesis and Dissertations*. Instead, consult this template page for a breakdown of components of the proposal, written report for formal submission, and related products. Key products for C-PEER studies include:

- A **proposal** with all the pieces - intro, method, lit review, scope of work etc.
- A **dissertation in practice** for formal submission to SEHD with pieces 1-5 as specified
- Practitioner paper
- What Next report
- Reflection

See this template page for more detail about each of these items and for a sample timeline.

**Independent Projects**

Students may choose to complete a study outside the C-PEER framework. These “from scratch” projects must receive IRB approval. Independent projects may follow either the template requirements or the Graduate School’s *Style and Policy Manual for Thesis and Dissertations*. Students pursuing independent projects should carefully budget their time to allow time for study design and IRB approval, and work closely with their advisor and committee to ensure success.
Logistics, Forms, and Procedures
This section reviews selective details about procedures, forms, and processes that are distinctive for the EdD program. For general guidance see the [Doctoral Student Services page](#) published by the Graduate School.

Your Committee

The Dissertation in Practice committee consists of the adviser and at least two other faculty members. A typical dissertation committee consists of:

- Your advisor – usually from your concentration area
- A second faculty member from SEHD - an instructor you had, another faculty from your concentration area, or a RSEM professor
- A skilled professional from outside SEHD, e.g., from the school or organization under study; this person would apply for and receive a temporary graduate faculty appointment with the university

You must submit a [Request for Graduate Examination/Thesis Defense form](#) at least 2 weeks prior to your PROPOSAL defense. Please select the Doctoral-Comprehensive Examination option on the form. Please include the vitae 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. A non-approved committee member can delay your graduation!**

AT THE SAME TIME, you will submit your [Application for Admission to Candidacy](#) paperwork.

Human Subject Review Forms

Students doing C-PEER studies work within projects that already have IRB approval. Students doing individual studies 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 be continuously registered for dissertation credits. A maximum of 10 hours of Dissertation in Practice credits may be taken in any one semester. Register for dissertation credits (DSEP 8994) using the [CU-Denver Special Processing Form](#) until you successfully defend your dissertation. Once you have reached the 15 credit hour requirement, you must take 1 dissertation credit per semester (including summer) until you graduate. You MUST be registered in the semester you graduate.
The Oral Defense (Final Exam)

The oral defense involves your dissertation report and your understanding of the work. To schedule your oral defense, you must submit a Request for Graduate Examination/Thesis Defense form at least 2 weeks prior to your FINAL defense. AT THE SAME TIME, you will apply to graduate in your student portal. Please note the Graduate School Deadlines! Failure to follow these deadlines may result in postponing your graduation! To schedule your presentation, work with your adviser, committee and the learning organization to find an appropriate time and venue.

Prior to the scheduling of the oral defense, you should work with your advisor and committee in drafting the written report. Solicit feedback and incorporate edits and suggestions. If needed, you could arrange a meeting to discuss the work as a group.

The oral defense provides the student with an opportunity to demonstrate broad understanding of the substantive and methodological issues in the Dissertation in Practice. Your advisor can help clarify expectations ahead of time about the scope of questions and nature of the meeting.

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; consult the Doctoral Student Services website for those deadlines.

Oral Defense 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 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 signoff 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/or 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.

**Formatting and Submission Procedures**

EdD students have the option to submit their dissertation via ProQuest and should consult with their committee regarding whether or not to submit. It is critical that students follow the [Graduate School Deadlines](#) and the guidelines provided in the [Style and Policy Manual for Theses and Dissertations](#) if you want to submit to ProQuest.

If you are NOT submitting your dissertation to ProQuest, you MUST upload your dissertation to LiveText. The [Style and Policy Manual for Theses and Dissertations](#) is a helpful guide when writing your dissertation.

In addition, there are several forms that must be submitted by the deadlines outlined by the Graduate School. In particular, students must submit:

1. Biographical Sketch
2. Statement of Approval of the Thesis/Dissertation
3. Survey of Earned Doctorates

All of these forms and instructions are found on the Graduate School website at [http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx](http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx).
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

Additional resources for students are located on the Graduate School’s website at http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx.

Additionally, the SEHD Student Policies and Procedures Handbook provides information on school policies and can be found at http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.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 (this is your Proposal defense)
- Complete the IDI at the beginning of the program and at the end of the coursework
- Satisfactorily complete and defend a Dissertation in Practice

Grade Requirements

To maintain satisfactory academic progress, advance to candidacy, and earn the EdD, students are required to maintain a minimum GPA of “B” (3.00). Failure to maintain a 3.00 GPA will result in students being placed on academic probation, as defined below.

Courses in which grades below “B-” (2.7) are received cannot be applied toward fulfillment of the requirements for any graduate (PhD or Master’s) degree, and consequently, the course must be retaken in order to achieve a B- or better grade. However, all grades received, including repeat courses, will appear on the student’s transcript and will be included in the GPA calculation, but only one course enrollment may be counted towards graduation credits.

An in-progress (IP) grade is given for thesis or dissertation hours until the final approved thesis/dissertation is submitted to the Graduate School. Once the dissertation is
completed and passed, a grade will be included in the student's cumulative GPA, replacing all IPs.

For other courses, the instructor will assign a letter grade, an Incomplete (I) in rare cases when a student has completed most of the coursework, but had a medical or similar emergency not allowing him to finish the course. A grade of "I" is automatically changed to an "F" after one (1) year unless a grade change is initiated by the course Director. However, no other grade changes are allowed by the Graduate School; i.e., students are not allowed to perform additional work for a course already completed in order to have their grades improved.

**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](http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx)

**Incomplete Grade Policy**

Students requesting a grade of Incomplete (‘I’), should refer to the SEHD Course Completion Agreement for Incomplete available on the website at [http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/all_docs/Incomplete%20Application.pdf](http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/all_docs/Incomplete%20Application.pdf) for the full policy and form. Please note that grades of I, W, NC, and F do NOT satisfy financial aid requirements.

**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](http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/doctoral-services.aspx).

**Time Limit to Degree**

Doctoral students, whether enrolled full time or part time, must complete all degree requirements within eight years of matriculation. Students who fail to complete the degree in this eight-year period are subject to termination from the Graduate School. For a student to continue beyond the time limit, the Program Director must petition the
Dean of the Graduate School for an extension and include 1) reasons why the program faculty believes the student should be allowed to continue in the program and 2) an anticipated timeline for completion of the degree.

**Leave of Absence**
Students who need to leave CU Denver Graduate Programs for a period of time petition for a leave of absence of up to one (1) year. If approved by the Program Director and the Dean of the Graduate School, a copy of the Leave of Absence form is forwarded to the Registrar’s Office. The original is retained in the student’s file. Approved leaves of absence do not automatically extend the time limits for earning a degree, but they may be used as a reason to request an extension if needed. Requests for leaves of absence that exceed one (1) year will not be approved unless the Program Director provides the Dean with a compelling justification why such action should be approved. Students who are absent for longer than one (1) year will be considered to have withdrawn from the Program and will be required to reapply for admission, re-establish residency, and be considered with all other applicants during the next admission deadline. See Appendix F for the Request for Leave of Absence from the PhD Program form.

**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.

**Travel Awards for Student Presenting at National Meetings**
The Graduate School will provide up to $500 to help defray the expenses incurred by a Doctoral student who attends a national meeting and presents his/her work. The $500 can be used to help defray the costs of registration, travel, lodging, food, etc. Funds are distributed once travel is complete and receipts have been submitted for reimbursement. To apply, please go to http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx. You will find a link to the form under the drop-down menu for Students.

**Student Academic Honor and Conduct Code, Misconduct and Appeals**
Students are expected to adhere to the highest standards of personal integrity and professional ethics as detailed in the Graduate School Academic Honor and Conduct Code (http://www.ucdenver.edu/academics/colleges/Graduate-School/Documents/pdf/HonorCode.pdf). Students who do not meet these standards of integrity and ethics, or who violate the honor code may be placed on disciplinary probation by the Dean upon the recommendation of the Academic Conduct and Appeals Committee (ACAC). Generally, procedures for matters involving academic misconduct should emphasize due process,
which should include, at a minimum, notification to the student regarding the alleged violation, an opportunity for the student to gather information in order to properly respond to the allegation, and an impartial hearing to be conducted by the ACAC. The honor code, committee guidelines, and appeal process are on file in the Graduate School office and available in the Graduate School Student Handbook, as well as online at http://www.ucdenver.edu/academics/colleges/Graduate-School/program-resources/Pages/policies.aspx. The Schools or Colleges in which Graduate Programs are housed, or individual Graduate Programs themselves, may have additional policies and/or requirements for student conduct.

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?
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 are eligible for federal financial aid, in most cases. 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.

Submit your FAFSA if you will need federal financial aid!

Graduate Scholarships
Graduate scholarships are available within the School of Education & Human Development. 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.

**EDUC 7100 – Leadership in Education**
This course orients students to broad periods of administrative science, philosophical and behavioral underpinnings of various models and types of leadership, and develops doctoral-level analysis and writing skills needed to articulate self-knowledge as leader and the application of appropriate leadership practices in context.

**EDHD 7712 – Seminar: Learning 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.

**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.

**Research Methods Courses**
**RSEM 7001 – Applied Research Methods I**
Introduces students to principles of quality research design, and provides a conceptual and hands-on procedural introduction to quantitative and qualitative methods common in education-related research. Takes an explicit focus on understanding and mitigating potential biases in research methods and design.
RSEM 7002 – Applied Research Methods II
Prepares students with conceptual knowledge and procedural skills of designing quality, applied research from critical and pragmatic perspectives. Focus on quantitative analysis methods, including survey and assessment item development. Students continue deeper review of extant literature for intended dissertation topic.

RSEM 7003 – Applied Research Methods III
Content will focus on qualitative data collection and analysis methods, and mixed methods design including program evaluation and improvement research. Students will work with faculty on development of dissertation in practice design.

DSEP 8994 – Doctoral Dissertation
Appendix B: Concentration Courses

Executive Leadership
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

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

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

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 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.

To complete the concentration credit hour requirement, students can select from a number of elective options. Visit http://bit.ly/PLT-EdD.
Science Education

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 and Diverse Communities Concentration Courses

COUN 3160/7310 - 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 5010/ LCRT 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.
FNDS 5660: History of Schooling in the United States
You will be introduced to the developmental and historical nature of education and public schooling in the United States by examining the implications of race, class, language, gender, ability, and religion on the public schooling.

UEDU 5070/7070: Curriculum Theories in Urban Education
This course is designed to further your understanding of the foundations of curriculum theory. Curriculum is understood as both the explicit planned course of learning put before students, and the hidden or latent experiences students encounter in school settings.

Latin@ Schools and Communities

CLDE 7210: Introduction to Leadership for Latin@ Learners and Communities
(1 credit) – Fall Year 1
In this introductory module, students will move beyond typical discussions of leadership that are neutral with regards to the students and families being served to one that puts linguistic and cultural diversity at the center of the discussion. Students will first survey the current state of Latin@s in education and communities from a local and national perspective. We will then co-construct a set of broad questions and examine theoretical frameworks that set the stage for the remaining courses in the program.

CLDE 7220: Historical, Legal and Policy Foundations For The Education of Latin@ Students
(2 credits) – Fall Year 1
This course is a comprehensive survey of the highlights and lowlights of federal, state, and local history, legislation and policy regarding the education and rights to education and language for Latin@ students. The readings and discussion are around various ideologies, philosophies, and theoretical underpinnings of education. In this class you will develop skills in critical consideration of the rights of all in US society and the responsibilities of the public institution of schools. As the performance assessment for this course you will have an opportunity to focus on a Colorado school district, community or community organization of your choosing. You will outline history, legislation, and policy for that site.

CLDE 7230: Language and Literacy in Bilingual Learners
(3 credits) – Spring Year 1
This course is designed to help participants understand the relationship between language and literacy acquisition. The focus is on both first and second language acquisition and the interaction of two languages and its impact on the acquisition of literacy in young children, elementary and secondary students, and students with special needs. The course lays the foundation for an understanding of the nature of the relationship between cognition and language; language acquisition from the perspective of the individuals within their respective linguistic communities and how literacy is acquired within increasingly broader sociolinguistic contexts. Candidates explore areas of literacy (reading and writing) and responsive teaching, particularly in diverse school settings with the understanding that diversity of culture, language,
gender orientation, abilities and economics is the growing norm in our schools. Topics of interest are literacy development, language acquisition, assessment, culturally responsive teaching practices, professional development and school policies and reform.

**HDFR 7240: Latin@ Families In Schools and Communities**
(3 credits) – *Fall Year 2*
This course will use ecological systems theory perspectives as a foundation for understanding diverse Latino family dynamics, the intersection between Latin@ families, schools and community systems, mental health systems, and other critical issues that Latin@ family systems face in the United States.

**CLDE 7250: Systems, Policy, and Advocacy in Latin@ Communities**
(2 credits) – *Spring Year 2*
This hybrid-format 2-credit module is the penultimate module in the special Latin@ cohort EdD trajectory, immediately preceding the culminating module. The course introduces participants to methods of policy research and analysis and then provides participants with opportunities to investigate and apply these methods to relevant policy matters in their communities. Participants will learn about the different levels of policy (federal, state, local) that shape issues in their communities of practice, and will examine some of the historical context behind key policies shaping the Latin@ experience in the US. In addition, participants will gain understanding about leverage points for influencing policies at different levels and how to advocate/organize for impact.

**CLDE 7260: Synthesizing Research in Latin@ Learners and Community**
(1 credit) – *Spring Year 2*
In this final module, students will revisit the theoretical frameworks and research questions they have examined throughout their coursework and: a) identify a problem of practice and research questions they wish to explore in greater depth; b) identify theoretical framework(s) that will guide your research; and, d) develop a comprehensive literature review.
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 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

<table>
<thead>
<tr>
<th>Area</th>
<th>Hours</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equity – 6 hours</td>
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<td></td>
</tr>
<tr>
<td>Core 1</td>
<td>3</td>
<td>EDFN 7410</td>
<td>Power &amp; Privilege: The Social Construction of</td>
<td></td>
</tr>
<tr>
<td>Core 2</td>
<td>3</td>
<td>EDFN 7250</td>
<td>School and Society</td>
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<tr>
<td>Leadership &amp; Organizational Performance – 6 hours</td>
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<tr>
<td>Core 1</td>
<td>3</td>
<td>EDUC 7100</td>
<td>Leadership in Education</td>
<td></td>
</tr>
<tr>
<td>Core 2</td>
<td>3</td>
<td>EDUC 7230</td>
<td>Organizational Performance in Educational Contexts</td>
<td></td>
</tr>
<tr>
<td>Learning Theory &amp; Learners – 3 hours</td>
<td>3</td>
<td>EDHD 7712</td>
<td>Seminar: Learning Theory &amp; Learners</td>
<td></td>
</tr>
<tr>
<td>Adult Learning, Professional Development, &amp; Technology – 3 hours</td>
<td>3</td>
<td>INTE 7100</td>
<td>Professional Learning and Technology</td>
<td></td>
</tr>
<tr>
<td>Concentration Area – 12 hours</td>
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<tr>
<td>Concentration Area 1</td>
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<td>Concentration Area 2</td>
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<tr>
<td>Concentration Area 3</td>
<td>3</td>
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<tr>
<td>Concentration Area 4</td>
<td>3</td>
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<tr>
<td>Additional Concentration Area (if needed)</td>
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<tr>
<td>Research – 9 hours</td>
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<tr>
<td>RSEM 7001</td>
<td>3</td>
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<tr>
<td>RSEM 7002</td>
<td>3</td>
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<tr>
<td>RSEM 7003</td>
<td>3</td>
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<tr>
<td>Dissertation Credits</td>
<td>15 min</td>
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<tr>
<td><strong>TOTAL HOURS</strong></td>
<td>54 min</td>
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</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>My Courses</th>
<th>Status</th>
<th>Completion Reports</th>
<th>Voluntary Satisfaction Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Research</td>
<td>Not Started - Enter</td>
<td>Not Earned</td>
<td>Not Available</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>DEFINE PROBLEM HERE:</th>
<th>ANALYZE THE PROBLEM</th>
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</table>

Use boxes below to list possible solutions:

<table>
<thead>
<tr>
<th>POTENTIAL POSITIVE EFFECTS</th>
<th>SOLUTION #1</th>
<th>POTENTIAL NEGATIVE EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
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List for each solution:

<table>
<thead>
<tr>
<th>SOLUTION #2</th>
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<tbody>
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</table>

Now choose the solution you think is best — check 1 and make it happen.

<table>
<thead>
<tr>
<th>ACTUAL POSITIVE EFFECTS</th>
<th>PRACTICAL ACTION</th>
<th>ACTUAL NEGATIVE EFFECTS</th>
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</thead>
<tbody>
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</table>

FINAL EVALUATION: Was it a good or bad solution?

Source: Based on material created by Frank T. Laumann Jr. and George Boy, 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](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/](http://www.place.nesinc.com/).