University of Colorado Denver

School of Education & Human Development

Doctorate of Education (EdD) Leadership for Educational Equity

Student Handbook

Cohort #9, Summer 2018 Start

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Your successful experience in the School of Education and Human Development (SEHD) is important to us. This *Handbook* is a tool to ensure you maintain academic progress according to SEHD and University of Colorado Denver (CU Denver) policies and procedures. Take the necessary time to read this Handbook and also refer to the SEHD website. If you have any questions about the information contained in this Handbook, contact the SEHD Academic Services at 303-315-6300.

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

SEHD documents (program handbooks, forms, etc.) can be found at http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx.

In addition to this handbook, doctoral students should refer to the Graduate School's policies and procedures as outlined in the Graduate Student Handbook. The Graduate School's website also has resources that will be helpful to doctoral students as you complete your dissertation or capstone: http://www.ucdenver.edu/academics/colleges/Graduate-School/Pages/default.aspx.

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

Title IX Notice of Non-Discrimination

The University of Colorado Denver | Anschutz Medical Campus ("the University") is committed to maintaining a positive learning, working and living environment. The University prohibits discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities. (Law of the Regents, Article 10).

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

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

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

https://equity.ucdenver.edu/

Physical Location/Mailing:

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

I. About this Handbook

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 CU Graduate School, including detailed information on the following:

- Overview of the EdD program
- Program requirements and expectations
- Guidelines for the Doctoral Research Project
- Timelines and calendars
- Student supports and resources
- Graduate School requirements and rules
- Financial aid

Your success in the School of Education and Human Development (SEHD) is important to us! This Student Handbook is a tool to help 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 website for current policies and procedures outlined in the Graduate Student Handbook and Graduate School Rules. Also, be sure to check the SEHD website for resources that will be helpful for your Doctoral Research Project, the culminating research project for the EdD degree.

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 SEHD prior to addition to the handbook.

II. The Education Doctorate (EdD)

About the EdD program

Students completing this program earn a Doctorate of Education (EdD) in the area of "Leadership for Educational Equity." Within this degree, students also pursue a Concentration Area of specialization, described in detail below. 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, 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. Applicants must hold a master's degree or equivalent, and meet SEHD and Concentration Area requirements for admission.

Core Assumptions

The EdD program was developed with three core assumptions in mind.

Multiple Perspectives through Collaboration

Since the doctoral program values the diverse cultural, social, linguistic, and historical perspectives that 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.

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 equity for all learners.

- Develop expertise in a primary Concentration Area.

- Demonstrate inquiry skills to address contemporary education challenges.

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

Concentration Areas

Students in the EdD program select a Concentration Area from one of the seven options described below. Students work with faculty mentors who possess expertise in the research and traditions of practice in the Concentration Area, and it is expected that most students will focus their culminating Doctoral Research Project on research impacting practices in the Concentration Area.

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:

Add required courses for concentrations

(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 the SEHD website 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.

Leadership for Latin@ Learners and Communities

This concentration focuses 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.

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.

Professional Learning and Technology (PLT)

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](#).

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.

Urban and Diverse Communities

The Urban and Diverse Communities Concentration Area is designed 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.

III. Program Requirements: Coursework

Curriculum Description and Coursework

Students in the EdD program complete coursework in three strands:

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

Research Core: All EdD students also take a 3-semester series of research methods courses. These are designed to provide experiences and skills to enable graduates to use general inquiry processes and a variety of formal research methods in support of data-driven decision-making and leadership of innovation and improvement.

Concentration Area: In addition to the above, EdD students take a series of courses designed to expand their expertise in a Concentration Area specialty.

All courses and experiences strive to 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 EdD degree in Leadership for Educational Equity program of study requires a **minimum of 54 credit hours beyond a masters' degree** (or equivalent degree). These 54 credits include:

- 18 hours in EdD Core Courses:
    - 6 hours equity core (two 3-credit courses)
    - 6 hours leadership and organizational performance core (two 3-credit courses)
    - 6 hours learning core (two 3-credit courses)
- 9 hours research core (three 3-credit courses)
- 12 hours in one of seven Concentration Areas (four 3-credit hour blocks)
- 15 hours in completion of a culminating Doctoral Research Project (includes 1 hour of mandatory design workshop experiences, 2nd fall semester)

The program Plan of Study Calendar, , shows students moving through the program in a cohort, completing coursework in two years, and a Doctoral Research Project 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 (following either the 3- or 5-year plan);
- Most courses have significant online components, students must have adequate technology and comfort with online activity;
- 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

- The culminating Doctoral Research Project (DRP) expects students to demonstrate their ability to synthesize content and skills from Core, Concentration Area, and Research Methods courses to use research to address some problem or opportunity of practice.

Student Assessment and Grading

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.

Student performance is assessed throughout the program in several ways, all linked to 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 Doctoral Research Project proposal prior to beginning his or her Project, which will be described in detail below. Assessment data are used both formatively and summatively at both the student and program levels.

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 the EdD, 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 Doctoral Research Project hours until the final approved DRP is submitted to the Graduate School. Once the DRP 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.

Academic Probation and Remediation Supports

A student whose GPA falls below 3.00 at any time will be placed on academic probation, with a formal plan for academic support and expectations. This may include adjusting the student's course work plan to take fewer courses per semester (e.g., the 5-year plan), and students must retake courses that received a grade of B- or less.

Our goal is the successful completion of the degree by all students accepted to the program, and we believe that most students accepted will be able to be successful if they take the advice, support, and system guidance provided. To this end, advisors and mentors regularly confer about students'

progress. Even before reaching a point of extreme challenge (such as GPA falling below 3.00), the faculty advisor may counsel a student to consider additional support. Common areas for this support are time management and planning (as many EdD students are also busy working professionals), a writing support plan, and additional methods workshops and tutorials to hone research and inquiry skills.

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, linked HERE.

Incomplete Grade Policy

Students requesting a grade of Incomplete ('I'), should refer to the SEHD Application for Incomplete Grade form available on the website at 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**.

Comprehensive Examination (DRP Proposal)

After the completion of **all** coursework, students are required to pass a comprehensive examination. For the EdD program, the defense of a well-developed short proposal for the student's Doctoral Research Project serves as this exam. A student may not participate in conducting the DRP prior to the successful completion of the defense of the DRP proposal.

In addition to meeting the Graduate School requirement of a comprehensive examination process, the DRP proposal is intended to:

*   foster further conceptualization of a student's Doctoral Research Project and demonstrate the student's capacity to analyze and synthesize relevant literature and personal ideas into a coherent, well-written proposal; and

*   provide 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.

IV: Program Requirements: The Doctoral Research Project

The culminating experience for the EdD program is the design and completion of a Doctoral Research Project (the "DRP"), through which students demonstrate their ability to identify and evaluate a major education challenge and initiate a research inquiry to inform a problem or opportunity of practice. DRPs are designed to integrate theories and research methods learned throughout the program toward understanding and addressing problems encountered within schools and educational settings. The Doctoral Research Project 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 learner population.

Presently, Doctoral Research Projects fall into three general types of design:

1. A "Quality Improvement, QI" project conducted in the site *where the student works or has significant personal connections.* A QI project is distinguished by the research being designed *with and primarily for* a practitioner site that is working to innovate or improve upon a regular course of work in that site.

2. A QI project conducted with a practice-site partner where the student is not an employee or playing some other significant role. Many of these DRP opportunities can be found through connecting with on-going research agendas focused on numerous topics (a list of these is updated regularly, available through the SEHD site). These agendas are managed by the Center for Practice Engaged Education Research, C-PEER, in collaboration with faculty in SEHD and other research institutions in the state. C-PEER also facilitates new partnerships with practice sites that share a student's interest in the area to be researched. C-PEER works directly with students beginning early in the RSEM research methods course series to identify and facilitate partnership agreements appropriate for students' research interests.

3. An *individualized research project focused on generating theoretical and generalizable knowledge.* These DRPs are more similar to a traditional research dissertation, and require more extensive support from academic advisors and the DRP committee. Students wishing to pursue generalizable research projects will need to organize a committee willing to support this more extensive research plan. Students will still work with C-PEER to manage appropriate partnership and Institutional Review Board approvals needed for the study. Students following this DRP path must follow all the rules and expectations in the Graduate School's *Format Guide for Theses 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.

DRP Stages and Procedures

Students work with a variety of supports to design, conduct, and defend a Doctoral Research Project that addresses a clearly defined problem or opportunity of practice. Work on the

culminating DRP begins by working with a Concentration Area faculty member in coordination with the 3-semester research methods course sequence, starting early in the first spring semester of the program. The EdD faculty will work with students early in their program to identify this faculty mentor. Students register for DRP credit hours following the schedule below. Through work in the research methods courses, design workshops, and then work with their DRP committee members, students:

- design the DRP via a formal 3-part proposal,
- defend their proposal,
- obtain needed permissions and IRB approvals,
- collect and analyze data,
- produce the report(s) and deliverable(s) agreed upon with the DRP committee via the DRP proposal document and defense, and then
- defend the final DRP in an oral presentation and defense with the DRP Committee (open to the public).

DRP Credit and Registration Requirements

Following successful completion of the comprehensive review, a student must be continuously registered for DRP credits. Register for DRP credits (DSEP 8994) using the CU-Denver Special Processing Form until you successfully defend your DRP. Once you have reached the 15 credit hour requirement, you must still take 1 DRP credit (DSEP 8994) per semester (including summer) until you graduate, so students should plan their timeline carefully with their committee to avoid extra expense if possible.

Students must be registered during the semester in which they defend and graduate. For example, if a student passes the oral defense in spring, but does not turn in the final Doctoral Research Project and presentation products until summer semester, the student will pay one credit of tuition for summer. A student will **not** graduate until s/he has submitted the DRP in its final form to his or her advisor and the Graduate School by the specified graduation deadlines from the Graduate School.

Developing the DRP proposal

A Doctoral Research Project 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 Doctoral Research Project prospectus/proposal is required prior to data collection.

Proposals are ALL written in standard APA style, and follow a standard academic format for research:

1) The introduction to the topic and justification of need for the research project;

2) A focused review of relevant literature that grounds the proposed work in the current body of research in the field, and grounds the conceptual framework for the study;

3) A description of data collection and analysis procedures (methods), including a justification of these within the conceptual framework; this methods section includes discussion of data sources and recruiting of participants, as well as planned research tools.

4) A description of the format of resulting reports and any deliverables that may be provided to DRP site partners; the format of DRP final products is expected to be responsive to the topic and practice-site partner audiences and needs, and is negotiated with both the partner site(s) and the DRP committee at the proposal stage. *(Note that in the case of a generalizable research study, the format required by the Graduate School for traditional academic dissertations would apply).*

You must submit a *Request for Graduate Examination* form at least 2 weeks prior to your PROPOSAL defense. Please select the Doctoral-Comprehensive Examination option on the form. AT THE SAME TIME, you will submit your *Application for Admission to Candidacy* paperwork. Forms are found at: http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx.

Conducting the DRP study

As part of the research methods courses, all students complete the online CITI training that is required by the university for any researcher working with human subjects or data about human subjects. All students MUST have an internal review with C-PEER of the permissions and IRB approvals needed for their particular DRP study. In many cases—those conducting Quality Improvement studies with a practice-site partner—this will take the form of Memoranda of Understanding between the student, SEHD, and the site(s) of the research project. For others, formal COMIRB review and approval will be needed. C-PEER will work directly with students and their DRP committee chair throughout the DRP design and proposal process to ensure these approvals are identified and appropriately secured BEFORE any research work begins.

Once approvals are in place, students may begin their processes of collecting and analyzing data and developing the DRP report(s) of findings and any other deliverables, in all cases following the plans as described in the approved DRP proposal. Studies will occasionally need modification from original plans for any number of reasons; in these cases, students must confer with their DRP committee chair in advance of any substantive changes.

Final Doctoral Research Project Defense

The oral defense involves presenting your DRP report and your understanding of the work. The oral defense provides the student with an opportunity to demonstrate broad understanding of the substantive and methodological issues in the Doctoral Research Project. Generally, it focuses on the substantive and methodological issues related to the student's inquiry project. Members of the Doctoral Research Project committee may ask the student to connect that learning to the core areas and chosen Concentration Area. 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.

Your advisor can help clarify expectations ahead of time about the scope of questions and nature of the meeting. 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 student's approved Doctoral Research Project committee conducts the oral defense. The date and place of the defense must be announced to the Graduate School, via the EdD academic advisor, 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 advisor by the Graduate School.

To schedule your oral defense, you must submit a *Request for Graduate Examination* form *at least 2 weeks prior* to your FINAL defense. AT THE SAME TIME, you 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 advisor, committee and the learning organization to find an appropriate time and venue. Forms are found at: http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx.

Passing the oral defense does not indicate that the Doctoral Research Project 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.

The committee should agree on which members will supervise recommended changes; usually, the advisor 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 and final revisions of the DRP, if any are required.

You must submit a *Request for Graduate Examination* form *at least 2 weeks prior* to your PROPOSAL defense. Please select the Doctoral-Comprehensive Examination option on the form. AT THE SAME TIME, you will submit your *Application for Admission to Candidacy* paperwork.

Once the student has successfully defended their Doctoral Research Project, the student will upload his/her final product to SEHD and the Graduate School, following the current policy expectations (see the SEHD website for latest information when nearing the DRP proposal stage).

Formatting and Submission Procedures

EdD students have the option to submit their Doctoral Research Project via ProQuest and should consult with their committee regarding whether or not to submit. Usually we do NOT recommend submitting the DRP to ProQuest because doing so requires following the limited ProQuest academic style formatting, which is often not the form the DRP reports take, as these are at least in part designed to address specialized practitioner audiences. If students to opt to submit the DRP to ProQuest for publication, then it is critical that students follow the *Graduate School Deadlines* and the guidelines provided in the *Format Guide for Theses and Dissertations* if you want to submit to ProQuest.

Most students will simply file a copy of all DRP reports and deliverables with SEHD and the Graduate School following the current policy expectations (see the SEHD website for latest information when nearing the DRP proposal stage).

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. 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

The Doctoral Research Project Committee

The Doctoral Research Project committee consists of the advisor and at least two other faculty members. The student and the Doctoral Research Project advisor(s) assemble the committee. The advisor(s) must ensure that all members hold a graduate faculty appointment. A typical DRP 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 research methods professor
- A third member with a doctorate – could be another faculty member, but is often a skilled professional from outside SEHD, e.g., from the school or organization partner in the study.

If you include a person on your committee who is not a current faculty member with SEHD, you must work with your DRP committee chair to ensure that the person applies for and receives a special graduate faculty appointment with the university. This is done by sending the vitae of the committee member for whom you are seeking approval along with a Graduate Faculty Appointment request to the Graduate School.

This is a critical step. A non-approved committee member can delay your graduation!

V. Timelines & Calendars

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.

Plan of Study Calendar

Summer 2018	Fall 2018	Spring 2019
EDFN 7410: Power & Privilege: The Social Construction of Difference (summer intensive in-person)	CONCENTRATION COURSE #1 EXL-ALP: EDUC 7500 EXL-PLP: EDUC 5751 ECE: ECED 7200 PL-TECH: INTE 7110 UDC: EDFN 7420	CONCENTRATION COURSE #2 EXL-ALP: EDUC 7520 EXL-PLP: EDUC 5752 ECE: ECED 7070 PL-TECH: INTE 7130 UDC: Registration TBD
DSEP 8994 DRP Design (1 cr)	DSEP 8994 DRP Design (1 cr)	DSEP 8994 DRP Design (1 cr)
EDUC 7100: Leadership in Education – ONLINE	EDHD 7712: Learning Theory and Learners	RSEM 7001: Applied Research I
Summer 2019	**Fall 2019**	**Spring 2020**
INTE 7100: Professional Learning and Technology – ONLINE	CONCENTRATION COURSE #3 EXL-ALP: EDUC 7510 EXL-PLP: EDUC 5753 ECE: ECED 7000 PL-TECH: Elective: see http://bit.ly/PLT-EdD UDC: Registration TBD	CONCENTRATION COURSE #4 ELP-ALP: EDUC 7530 ELP-PLP: EDUC 5754 ECE: ECED 7002 PL-TECH: Elective: see http://bit.ly/PLT-EdD UDC: Registration TBD
RSEM 7002: Applied Research II	RSEM 7003: Applied Research III	EDUC 7230: Organizational Performance in Educational Contexts – ONLINE
	DSEP 8994: DRP Design (1 cr)	DSEP 8994 DRP Design (1 cr)
Summer 2020	**Fall 2020**	**Spring 2021**
EDFN 7250: School & Society	DSEP 8994: DRP (6 Credits)	DSEP 8994: DRP (6 Credits)
DSEP 8994: DRP (2 Credits)		

EdD Matriculation Guide

This matriculation guide outlines what to expect each year.

All forms are available on the Graduate School website at
http://www.ucdenver.edu/academics/colleges/Graduate-School/current/Pages/resources.aspx.

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

Year 2 –   Take classes and begin thinking about your Doctoral Research Project topic in the RSEM courses. Initial DRP design work begins through RSEM class assignments and coaching.

Year 3 –   Take final classes, defend DRP PROPOSAL, conduct DRP, defend FINAL DRP.

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

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

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

- Defend Your Doctoral Research Project. You must submit a *Request for Graduate Examination* form at least 2 weeks prior to your FINAL defense. AT THE SAME TIME, you will apply to graduate in your student portal.

- Submit the following forms to the Graduate School: Biosketch, Statement of Approval (if you are publishing via ProQuest), and take the Survey of Earned Doctorates – instructions will be sent via the Graduate School.

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

- Deadlines for Doctoral Candidates.

- Forms associated with the Doctoral Research Project.

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

- To schedule a room for your DRP meetings and defenses, send an email to sehdhelp@ucdenver.edu, providing the following in your request:

  o Date, start AND end time, number attending/expected (so we know how big a room is needed), and any equipment needs (projector, laptop, etc.)

VI. Student Supports

There are a variety of people and systems designed to support you throughout the process of successfully completing your EdD degree. Students are strongly encouraged to be proactive in making the most of these supports, and to communicate regularly with advisors and faculty about their needs, interests, and successes.

Advising

Students will be assigned a faculty advisor based on their Concentration Area. Students should rely on their faculty advisor for specific course selection, DRP preparation and discussion, and questions relating to their career goals and aspirations. The SEHD website and Doctoral Staff Advisor for the EdD program should be consulted for process questions (i.e., registration, forms).

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

"Practice Engaged Education Research" represents a commitment to co-designing and conducting research and disseminating findings of research studies in ways that will be useful to improving educational practice and the policies that support it. The "PEER" portion of our name is important. It reflects our investment in a collaborative and productive relationship between educators and researchers. As peers, we work together to define problems of practice. Then, we implement quality "on the ground" research to create solutions for those problems. More details about the C-PEER and the processes are available on the Center's website, www.C-PEER.org.

C-PEER organizes numerous supports, including:

- Coordinating the RSEM course sequence.
- Providing research workshops in 1st summer semester (starts with cohort 8), DRP design workshops 2nd fall semester, and methods-focused workshops early 2nd spring semester (designed based on DRP needs).
- Tracking and appropriate reporting of on-going DRP studies, including advising re: COMIRB, ensuring partnership MOUs are in place as needed, and helping districts meet state reporting requirements.
- Ensure students have concentration area mentors and a methods coach for DRP.
- Coordinate a variety of research agendas—some led by C-PEER, some by SEHD faculty—that can provide excellent DRP opportunities. 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).
- Help with data collection & analysis, as appropriate/needed, e.g. in cases where a desirable DRP design needs a design to help avoid potential conflicts of interest in the research site (e.g., when the student researcher is in a leadership role at that site).

Financial Aid

Doctoral students are eligible for federal financial aid, in most cases. Be sure to contact the Office of Financial Aid for additional information. Submit your FAFSA if you will need federal financial aid!

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

Writing Resources

Scholarly writing is also known as academic writing. It is the genre of writing used in all academic fields. Scholarly writing is not better than journalism, fiction, or poetry; it is just a different category. Because most who are not academic faculty are not used to scholarly writing, it can feel unfamiliar and intimidating, but it is a skill that can be learned by immersing yourself in scholarly literature. During your doctoral studies, you will be reading, discussing, and producing scholarly writing in everything from discussion posts to your Doctoral Research Project. For EdD students, there are plenty of opportunities to practice this skill in a writing intensive environment.

The resources provided The Writing Center include important foundations for scholarly writing. For the EdD program, we require students to follow the general guidelines of the APA manual, and you can find more APA help by clicking here: *APA Guidelines*   and here: http://www.apastyle.org/

Scholarly writing includes careful citation of sources and the presence of a bibliography or reference list. The writing is informed by and shows engagement with the larger body of literature on the topic at hand, and all assertions are supported by relevant sources. How-to guides on writing an annotated bibliography, avoiding plagiarism, grammar and syntax, and other topics are available on The Writing Center's website.

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 the Graduate School website. You will find a link to the form under the drop-down menu for Students.

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.

VII. Graduate School Rules & 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 and 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

To complete the EdD program and graduate, students must (within an 8 year period):

- Complete all coursework
- Maintain a 3.0 grade point average (SEE: Grading Requirements, page 10, for more details)
- 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)
- Satisfactorily complete and defend a Doctoral Research Project

Transfer Students

Transfer students from other accredited education programs will be considered under the same criteria as those seeking new, non-transfer 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** toward meeting EdD course requirements. Students should refer to the Request for Transfer of Credit form for the full policy and process found at the Graduate School website.

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. Courses already applied to another degree may not be used toward EdD requirements, but 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 advisor as soon as you are admitted if you would like to substitute, waive, or transfer a prior course. If your advisor agrees that grounds for waiving or substituting the course may exist, you should proceed to complete and submit the required forms.

Time Limit to Degree

Doctoral students, whether enrolled full time or part time, must complete all degree requirements **within eight years of formally starting the program**. Students who fail to complete the degree in

this eight-year period are subject to termination from the Graduate School. For a student to continue beyond the 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. The Request for Leave of Absence is available on the Graduate School website.

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,* found on the Graduate School website*.*

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 their website.

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.

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.

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 some sort of 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 a 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 at the SEHD resources site to copy and use when needed.

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 advisor 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 advisor 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").

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?

Review, Evaluation, and Accreditation of the EdD Program

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.

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

Occasionally, we invite randomly-selected students from individual cohorts to talk with program leaders about strengths of the 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.

Course Descriptions

Core Courses

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 — DRP (Doctoral Dissertation) Requires a Special Processing Form

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 7751 – 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 7752 – 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 7753 – 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 7754 – 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.

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.

Urban and Diverse Communities Concentration Courses

Registration for courses in the UDC concentration are emailed to students prior to registration opening for the upcoming semester. Students may also contact Dr. Antwan Jefferson for advisement on a course(s) you would like to take to fulfill this concentration area requirement.

3 Year and 5 Year Course Plan

3 Year EdD Course Plan

Year 1		
Summer	Fall	Spring
EDFN 7410	CC1	CC2
EDUC 7100	EDHD 7712	RSEM 7001

Year 2		
Summer	Fall	Spring
INTE 7100	CC3	CC4
RSEM 7002	RSEM 7003	EDUC 7230

Year 3		
Summer	Fall	Spring
EDFN 7250	DSEP 8994	DSEP 8994
DSEP 8994		Graduate

Course Info

EDFN 7410	power & privilege, social construction of difference
EDFN 7250	nature of work in schools
EDUC 7100	leadership in education
EDUC 7230	organizational performance in educational contexts
INTE 7100	professional learning & technology
CC	concentration courses
DSEP 8994	Doctoral Research Project

5 Year EdD Course Plan

Year 1		
Summer	Fall	Spring
EDUC 7100	EDHD 7712	CC1

Year 2		
Summer	Fall	Spring
EDFN 7410	CC2	EDUC 7230

Year 3		
Summer	Fall	Spring
EDFN 7250	CC3	RSEM 7001

Year 4		
Summer	Fall	Spring
RSEM 7002	RSEM 7003	CC4

Year 5		
Summer	Fall	Spring
INTE 7100	DSEP 8994	DSEP 8994
	5 credits	5 credits

Year 6
Summer
DSEP 8994
5 credits
Graduate