CU University of Colorado
Denver
School of Education & Human Development

Doctor of Education (EdD)
Leadership for Educational Equity

Student Handbook

Cohort #14
Summer 2023

DISCLAIMER: This handbook applies <u>only</u> to the admitted doctoral cohort named on the cover page. Program structures, policies, and procedures may differ from previous and subsequent student cohorts. All content is subject to change based on federal, state, institutional, school, and program policies and procedures. All embedded electronic links are subject to change due to alterations in websites and online electronic resources. Personnel named in the handbook are also subject to change.

Table of Contents

Overview of Student Handbook

Your successful experience in the School of Education and Human Development (SEHD) is important to us. This *Handbook* is a tool to assist you in maintaining academic progress according to SEHD and University of Colorado Denver (CU Denver) policies and procedures.

Thoroughly review this document and refer to the SEHD website for additional information about school policies related to the Doctor of Education (EdD) program.

If you have any questions about the information contained in this *Handbook*, contact Dr. Scott Bauer, Professor and Associate Dean, Advanced Education and Doctoral Programs.

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

The University of Colorado Denver and the School of Education and Human Development reserve the right to make changes to the regulations, courses, rules, and other information without advance notice. For updates refer to the SEHD website at:

http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Pages/home.aspx

No verbal modifications to the contents of this *Handbook* are allowed. All modifications must be in writing and approved by the SEHD.

The University of Colorado Denver is accredited by the Higher Learning Commission (HLC). University of Colorado Denver's School of Education & Human Development is approved and accredited by the Colorado Department of Education, the Colorado Department of Higher Education, the Council for Accreditation of Counseling and Related Educational Programs and the National Association of School Psychologists.

Nondiscrimination

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

Qualification for the position and institutional need shall be the sole bases for hiring employees, and the criteria for retaining employees shall be related to performance evaluation, assessment of

institutional need, fiscal constraints, and/or, in the case of exempt professionals, the rational exercise of administrative prerogative.

All students shall have the same fundamental rights to equal respect, due process, and judgment of them based solely on factors demonstrably related to performance and expectations as students. All students share equally the obligations to perform their duties and exercise judgments of others in accordance with the basic standards of fairness, equity, and inquiry that should always guide education. *History: Amended November 8, 2001; September 17, 2013.*

Title IX Notice of Non-Discrimination

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

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

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

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

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

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

I. Welcome

Welcome to the Doctor of Education (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 University of Colorado Denver (UC-Denver), including detailed information on the following topics:

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

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

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

II. The Education Doctorate (EdD)

About the EdD program

Students completing this program earn a Doctor of Education (EdD) degree in the area of Leadership for Educational Equity. Within this degree program, students also pursue a Concentration Area of specialization.

The EdD program is a practice-based, doctoral-level program for professional leadership in PK-20 and community-based educational contexts. The EdD prepares leaders to address complex educational challenges, effectively translate research into practice, influence policy, use data in decision-making, and organize individuals and groups to address challenges collaboratively and successfully.

Through our focus on equity, EdD faculty 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 disparities, and improve policy, structures, and practices to ensure opportunities and participation for all individuals.

Learner Outcomes

The following five learner outcomes are expectations of the EdD program.

1. Analyze and critically evaluate educational theories, policies, research, and practices intended to improve **equity and social justice**.

2. **Collaborate with others** to set direction, design, and enact improvements as **a leader** in education, work, or community settings.

3. Apply principles of **individual and organizational learning** to effect positive change.

4. Design and conduct **research and inquiry** to improve practice and promote equity.

5. **Communicate effectively** to scholarly and practitioner audiences.

Concentration Areas

Students in the EdD program select a Concentration Area from one of the options described below. Students work with faculty mentors/advisors with expertise in research and traditions of practice in the Concentration Area.

It is expected that most students will focus their culminating Doctoral Research Project (DRP) on research impacting practices in the Concentration Area.

Within each concentration area, students complete courses that are in-person with required attendance/activities; online with required attendance/activities; and hybrid (a combination of in-person and online course meetings) with required attendance/activities.

Executive Leadership

The Executive Leadership Concentration Area is designed for professionals in leadership positions in educational, community, and non-profit organizations who wish to acquire learning and experiences related to personnel management, finance, accountability systems, evaluation, community relations, policy development, analysis, and research.

This Concentration Area supports learning activities for individuals who hold or seek to move into senior leadership positions within school districts, community colleges, education policy organizations, and community-based education organizations. Leadership roles may include those of director, deputy, superintendent, or executive officer.

Within this concentration area are two options for professional licensure:

1. Administrative Leadership Program – with option for Administrative Licensure from the Colorado Department of Education (CDE) or
2. Principal Licensure Program – with option for Principal Licensure from CDE.

Refer to the SEHD website for information on the required procedures for receiving a CDE license: http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Academics/Doctorate/Pages/EdD.aspx

Early Childhood Education

The Early Childhood Education Concentration Area is designed for educational professionals interested in issues and practices in early childhood special education and early childhood education to improve outcomes for children with disabilities across early childhood settings.

The program supports administrators in districts, agencies, and programs to effectively improve outcomes of all children, including children with disabilities.

Latinx Learners and Communities

The Latinx Learners and Communities concentration focuses on leadership, organizational change and measurement, research and evidence-informed decision-making, and creating equity and excellence in schools, organizations, and Latinx communities.

Students study restructuring for linguistic diversity, language education policy and politics, and research on issues affecting Latinx students and their communities. Faculty and students investigate current research and apply leadership skills to create real world solutions for change.

Mathematics Education

The Mathematics Education Concentration Area provides learning opportunities for education professionals focused on teacher learning and professional development experiences.

Faculty and students investigate how interventions used in professional development for mathematics teachers impact their content knowledge and pedagogical practices in their classrooms.

The coursework is framed by a situated perspective of learning and incorporates mixed methods to address research questions about interventions that support teacher and student learning.

Professional Learning and Technology

The Professional Learning and Technology (PLT) Concentration Area supports education professionals in PK-12, higher education, and organizational settings who design and implement professional development and learning activities.

Applying principles of adult learning, instructional design, and change leadership, the faculty and students in PLT use a variety of methods to support professional growth and accountability (e.g., mentoring, coaching, site-based communities, e-learning resources, and workshops).

The PLT concentration courses prepare students in leadership roles in professional learning programs at all levels to apply research and best practices.

Science Education

The Science Education Concentration Area prepares educators to explore, understand, and think critically about the nature of science and science education from a 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, and community-based settings.

Students develop a complex view of urban and diverse educational systems, opportunities, and challenges that are influenced by policies and practices in housing, healthcare, employment, urban development, and similar fields.

Students 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 strands.

I.   Core Courses:

All EdD students take a series of required core courses that address equity and diversity, leadership, organizational performance, and learning theory.

II.   Research Methods:

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

III.   Concentration Area:

Each EdD student takes a series of four Concentration Area courses designed to expand expertise in a specialty content area/field of study.

IV.   Elective Cognate:

Each student takes two courses that are selected (in consultation with the faculty mentor/advisor) to provide the student with additional content area knowledge and skills.

The EdD courses and experiences expose students to context-specific best practices, interdisciplinary connections, and applied research in an environment that emphasizes the application of theory to practice. Course assignments focus on problem-solving experiences.

Across the EdD program, students complete courses that are in-person with required attendance/activities; online with required attendance/activities; and hybrid (a combination of in-person and online course meetings) with required attendance/activities.

Please note the following aspects of the EdD courses:

- Courses are taken in a specified sequence (following a 3- or 5-year Plan of Study);

- All courses have components that require students to have access to technology and a high level of comfort with online software and interfaces;

- All courses have required attendance/activities regardless of the format: in-person, online, and hybrid.

- Courses focus on problems of practice in PK-20 and community-based educational contexts and use problem-based activities, discussions, and small-group projects;

- Concentration courses build on and integrate the interdisciplinary knowledge gained from core courses; and

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

The EdD degree in Leadership for Educational Equity program of study requires a **minimum of 54 credit hours beyond a masters' degree** (or equivalent graduate-level degree).

These 54 credits include the following course work and research activities:

- **Twelve** hours in Required Core Courses.
  - Three hours equity core (EDFN 7410 Power & Privilege)

  - Three hours leadership core (EDUC 7100 Leadership in Education)

  - Three hours – chosen from one of the following:
    - EDUC 7230 Organizational Performance in Educational Contexts OR
    - STME 7020 Power of Data

  - Three hours – chosen from one of the following:
    - EDHD 7712: Learning Theory and Learners OR
    - INTE 7100: Designing Professional Learning.

- **Nine** hours Research Methods Courses (RSEM 7001, RSEM 7002, and RSEM 7003).

- **Twelve** hours in Concentration Area Courses (four 3-credit hour courses).

- **Six** Hours in Elective Cognate Courses (two 3-credit hour courses).
  - Courses are chosen from the following:
    - EDFN 7250 School & Society;
    - LDFS 7712 Learning and Human Development (if not already taken as required core course);
    - INTE 7100 Designing Professional Learning (if not already taken as required core course); or
    - Other doctoral-level three credit courses (offerings vary each year).

- **Fifteen** hours in completion of a culminating Doctoral Research Project. These 15 hours include five 1-credit Doctoral Seminars (DSEP 8990) taken prior to the DRP Proposal and a minimum of ten credit hours (DSEP 8991) during which candidates conduct and complete their doctoral research study.

The EdD program 3-year Plan of Study, provided in *Section V: Timelines & Calendars*, outlines the process by which students move through the program in a cohort.

A five-year Plan of Study option is available for select students. Students must obtain permission to select the 5-year track. Students should contact the EdD Program Manager or Dr. Scott Bauer, Professor and Associate Dean, Advanced Education and Doctoral Programs for information about the five-year program structure.

A general outline of the EdD 5-year track plan of study calendar is provided in Appendix A of this document.

Student Assessment and Grading

All EdD program faculty use formative and summative student assessments within each course and across the entire program. Assessments are designed to provide information at both the student and program levels. Assessments are linked to the EdD student learning outcomes.

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

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

Annual assessment data are used for formative and summative program review and improvement.

Grade Requirements

To maintain satisfactory academic progress, advance to candidacy, and earn the EdD degree, **students are required to maintain a minimum cumulative GPA of "B" (3.00).**

Failure to maintain a 3.00 cumulative GPA will result in students being placed on academic probation, as defined below.

A course in which a grade below "B-" (2.7) is received cannot be applied toward fulfillment of the requirements for the EdD. Consequently, the course must be retaken with the goal of achieving a B- or better grade.

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

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

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

In rare cases, an Incomplete (I) grade may be assigned when a student has completed a *minimum* of 60% of the coursework and had a medical (or similar) emergency not allowing the student to complete the course requirements. A grade of "I" is automatically changed to an "F" after one (1) calendar year unless a grade change is completed by the course instructor.

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

Academic Probation and Remediation Supports

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

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

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

To this end, advisors and mentors regularly meet to discuss EdD students' progress. Before reaching a point of extreme challenge (e.g., a student's cumulative GPA falling below 3.00), the student's faculty advisor will counsel the student to consider additional academic and university services support. This may include time management and planning activities, an academic support plan, consultation with tutoring and writing center professionals, and additional research methods workshops and tutorials.

Grade Appeals Process

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

1. The student appeals to the individual faculty member who served as the instructor of record for the course and who assigned the course grade.

2. If the student is not satisfied with the instructor's decision, the student can follow the appeals process through the Student Academic Appeals Committee in SEHD.

For additional information, refer to the following webpage:
http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx

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

Incomplete Grade Policy

Students requesting a grade of Incomplete (I) must refer to the SEHD Application for Incomplete Grade policy and form available on the following webpage:
http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx

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

Doctoral Research Proposal Defense

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

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

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

- Identify, analyze, and synthesize relevant literature; create conceptual models; and develop focused research questions as part of a coherent, well-written research proposal; and

- Create and implement a research design that addresses a significant problem of educational practice identified by partner organization and/or within academic field of study.

IV: Program Requirements: The Doctoral Research Project

The culminating experience for the EdD program is the design and completion of a Doctoral Research Project (DRP). With the successful completion of the DRP research study, students demonstrate their ability to identify an educational challenge or problem of practice and complete research inquiry to gather empirical evidence to inform that challenge/problem.

The DRP process is designed to demonstrate students' ability to integrate theories and research methods learned throughout the EdD program to enhance understanding of problems encountered within schools and educational settings.

The Doctoral Research Project requires students to leverage knowledge and experiences within PK-20 and community-based institutions in designing, implementing, and evaluating education programs and policy. These institutions include 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 diverse PK-20 learner populations.

Doctoral Research Projects fall into <u>three general types</u> of design:

1. A Quality Improvement (QI) project conducted on a site *where the student is currently employed or has significant professional connections.* In a QI project the research is designed *with* and *primarily for* a practitioner site that is working to innovate or improve ongoing programs and processes in that site. Students collaborate with Center for Practice Engaged Education Research (C-PEER) administrators and staff to identify required partnership external research review processes and SEHD QI Review Board approvals.

2. A QI project conducted with *a practice-site partner where the student is not an employee and/or does not have a significant professional role*. These types of QI projects are often managed by C-PEER in collaboration with faculty in SEHD and other research institutions in the state. C-PEER administrators and staff facilitate new partnerships with practice sites that share SEHD faculty members' and doctoral students' research interests.

    C-PEER administrators and staff work directly with students and their DRP faculty advisors to identify and facilitate partnership agreements appropriate for students' research interests. Students collaborate with C-PEER administrators and staff to identify required partnership external research review processes and SEHD QI Review Board approvals.

3. An *individualized research project focused on generating theoretical and generalizable knowledge.* These doctoral research projects are similar to traditional research dissertations. These types of DRPs often require more extensive support from the student's academic advisor and the DRP committee members.

    Students wishing to pursue generalizable research projects will need to collaborate with their DRP committee to develop an extensive research plan. Students may also need to identify and personally finance additional training in research data collection methods and data analysis outside of their EdD academic program.

Students collaborate with C-PEER administrators and staff to identify required partnership external research review processes and SEHD/university Institutional Review Board approvals.

Students pursuing independent projects should carefully budget their time for study design development and IRB approval, and work closely with their advisor and committee to ensure success.

The Doctoral Research Project Committee

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

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

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

- The faculty advisor – a CU Denver SEHD <u>permanen</u>t graduate faculty member usually from the student's Concentration Area;

- A second <u>permanent</u> graduate faculty member from SEHD – who has expertise in the topic or methodology of the DRP research study; and

- A third member – who may be another CU Denver <u>permanent</u> graduate faculty member, but is often a person with a terminal/doctoral degree from the partner site/organization of the DRP research study. A person from the partner site with **a master's level degree** and unique expertise, knowledge, and skills who plays a critical role in the partner site can be approved to serve on a DRP committee.

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

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

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

DRP Stages and Procedures

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

The faculty advisor serves as the primary member of DRP committee and provides ongoing feedback and support to the student during the DRP proposal development and research study implementation.

As part of the three research methods courses (RSEM 7001, RSEM 7002, and RSEM 7003) and five 1-credit seminars (DSEP 8990), and in collaboration with their DRP committee members, each EdD student completes the following activities **IN THIS EXACT ORDER**:

- Designs the DRP *proposal* (i.e., Chapters 1-3 of the DRP document) in collaboration with DRP faculty advisor, DRP committee, and research partner site(s).

- Completes and submits all required university and SEHD required forms and processes for the DRP *proposal* defense (i.e., the Application for Admission to Candidacy and Request for Graduate Examination Request).

- Defends the DRP *proposal* and receives approval from the committee to proceed to next steps in SEHD QI/IRB approval processes.

- Obtains all required university and SEHD QI/IRB approvals (through either COMIRB or the SEHD Quality Improvement Research Review process – depends upon the DRP research design and required legal approvals).

- Obtains all required external research review board study permissions from partner site/organization.

- Begins implementation of DRP recruitment and research activities; collects, manages, and analyzes all data sets in accordance with the approved research plan and human subjects review board requirements and commitments.

- Creates all report(s) and deliverable(s) agreed upon by the DRP committee and partner site/organization as part of the DRP proposal document and defense.

- Completes and submits all required university and SEHD required forms and processes for the DRP final defense (i.e., Request for Graduate Examination Request).

- Defends the final DRP document (i.e., Chapters 1-5 or Chapters 1-6) with an oral presentation during a defense meeting with the full DRP Committee (NOTE: The final DRP defense is technically open to the public).

- Prepares and submits all revisions to the final DRP document.

DRP Credit and Registration Requirements

Following the successful completion of the DRP *proposal* to be considered an active student, the student must be <u>continuously registered</u> for DRP credits each semester thereafter through the semester in which the student graduates.

NOTE: As part of the EdD program all students complete five 1-credit DRP seminars (DSEP 8990) that provide foundational doctoral level research and writing skills to be applied in the development of their DRP proposals.

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

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

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

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

Developing the DRP proposal

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

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

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

All DRP proposals follow a standard academic design for research proposals:

1. An introduction to the topic/area of research and justification of need for the proposed research project.

2. A focused review of relevant literature that grounds the proposed research project in the academic research in the field and identifies the conceptual framework that guides the research design.

3. A thorough description of data collection and analysis procedures (methods), including a justification for the use of the proposed methods in relationship to the conceptual framework. The methods section includes, but is not limited to, a description of the data sources, populations/samples and recruiting of participants, participant consent and protection of human subjects processes, data security procedures, proposed research instruments/tools, data collection timeline and milestones, and data analysis procedures.

4. A description of the resulting reports and other deliverables to be provided to DRP partner site/organization. The format and content of DRP final products is expected to be responsive to the interests and needs of the partner audiences. The design and timeline for reports/deliverables are negotiated with both the partner site/organization and the DRP committee at the proposal stage.

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

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

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

Conducting the DRP study

As part of the EdD research methods course series, each student completes the online *CITI training* required by the university for any researcher working with human subjects or data about human subjects.

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

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

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

In addition to the faculty advisor and DRP committee, C-PEER administrators and staff can provide assistance throughout the DRP design and proposal process to ensure that ALL required approvals are identified and appropriately secured **BEFORE** any DRP research work begins.

Once all required QI/IRB and partner approvals are in place, a student may begin the processes of collecting and analyzing data, and developing the DRP report(s) of findings and other deliverables, following the study design from the approved DRP proposal.

Occasionally, DRP research studies need modification from the original approved plans. The modifications may be due to unforeseen circumstances at the partner site/organization including, but not limited to, changes in leadership and research sponsors; altered timelines for access to

participants and data sources; shifting priorities and timelines for use of findings; and other events that impact the collection, analysis, and reporting of findings from the DRP study.

If modifications are required, the student MUST consult with the DRP advisor in advance of any substantive changes. In collaboration with the DRP advisor, the student will work with the full DRP committee, IRB committees, and relevant contacts at the partner site/organization to revise the proposed research study.

Final Doctoral Research Project Defense

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

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

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

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

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

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

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

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

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

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

However, passing the oral defense does **NOT** indicate that the Doctoral Research Project is complete and has final approval. Most DRP defenses result in additional revisions and in some cases, students are required to reanalyze data and significantly revise findings.

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

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

Submission Procedures

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

V. Timelines & Calendars

The EdD program has been designed to enable students to complete program requirements in three years or five years. Most students in the EdD program complete a 3-year track plan of study as outlined in the following table. Since DRP projects differ substantially from each other, some projects extend beyond the three-year timeframe. Students and their advisors can plan accordingly to manage course registration and DRP requirements.

There may be extenuating circumstances that require a student to step out of the cohort and join a subsequent cohort. Students may apply for extensions to complete the EdD program requirements. These requests are reviewed by the SEHD Associate Dean and the relevant EdD program faculty in the concentration area. However, ALL students MUST complete the EdD requirements of their program **within a maximum of 8 years** from term of admission. Failure to do so will result in dismissal from the EdD program.

EdD Plan of Study: Three-Year Track (GENERIC)

Summer 2023 = 6 credits	Fall 2023 = 7 credits	Spring 2024 = 7 credits
EDFN 7410: Power & Privilege: The Social Construction of Difference (*Core*) EDUC 7100: Leadership in Education (*Core*)	CONCENTRATION COURSE #1 RSEM 7001: Applied Research I DSEP 8990 DRP Design #1 (1 credit seminar)	CONCENTRATION COURSE #2 RSEM 7002: Applied Research II DSEP 8990 DRP Design #2 (1 credit seminar)
Summer 2024 = 7 credits	**Fall 2024 = 7 credits**	**Spring 2025 = 7 credits**
DSEP 8990 DRP Design #3 (1 credit seminar) One of the following CORE COURSES • INTE 7100: Designing Professional Learning (*Core*) **OR** • LDFS 7712: Learning and Human Development (*Core*) **AND** One course chosen from the following: • EDFN 7250 School & Society; • LDFS 7712 Learning and Human Development (if not already taken as required core course); • INTE 7100 Designing Professional Learning (if not already taken as required core course); **or** • Other doctoral-level three credit course (offerings vary each year).	CONCENTRATION COURSE #3 RSEM 7003: Applied Research III DSEP 8990: DRP Design #4 (1 credit seminar)	CONCENTRATION COURSE #4 EDUC 7230: Organizational Performance in Educational Contexts (*Core*) **OR** STME 7020: Power of Data (*Core*) DSEP 8990 DRP Design #5 (1 credit seminar)

EdD Plan of Study: Three-Year Track - CONTINUED

Summer 2025 = 3 credit course + DSEP 8991 hours (#TBD)	Fall 2025 = DSEP 8991 hours	Spring 2026 = DSEP 8991 hours
One course chosen from the following • EDFN 7250 School & Society; • LDFS 7712 Learning and Human Development (if not already taken as required core course); • INTE 7100 Designing Professional Learning (if not already taken as required core course); **or** • Other doctoral-level three credit course (offerings vary each year). **AND** *DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)	*DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)	*DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)
Summer 2026 = DSEP 8991 hours	**Fall 2026 = DSEP 8991 hours**	**Spring 2027 = DSEP 8991 hours**
*DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)	*DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)	*DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)

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

VI. Student Support

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

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

Advising

Upon acceptance into the EdD program each student is assigned a **faculty mentor** within the Concentration Area. The faculty mentor's role is to assist the student to identify the Concentration Area course requirements, provide an overview of doctoral level coursework and expectations, and address questions relating to student's the career goals and research interests.

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

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

The Center for Practice Engaged Education Research (C-PEER) is committed to supporting the co-design and conduct of research and dissemination of findings of research studies that improve educational practice and the policies that support it.

The *PEER* portion of the name reflects the center's investment in a collaborative and productive relationship between educators and researchers. As peers, we work together to define problems of practice and implement quality, applied research to create solutions to address those problems.

More details about C-PEER is available on the center's website:
https://education.ucdenver.edu/research-and-centers/centers-initiatives/c-peer

C-PEER provides numerous supports to the EdD program, including the following activities:

- Coordinates the three research methods course sequence (RSEM 7001, 7002, and 7003).

- Provides oversight and instruction in the DSEP 8990 1-credit seminars in the EdD program.

- Tracks appropriate SEHD QI/IRB reporting of ongoing DRP studies, including providing advising on SEHD QI/COMIRB processes and ensuring that partnership MOUs are in place.

- Works with SEHD administration to ensure that all EdD students have concentration area faculty mentors and, as needed, a methods coach to support the DRP design process.

- Coordinates a variety of research groups led by C-PEER and/or SEHD faculty. These research groups may provide DRP research opportunities for EdD students. C-PEER maintains a variety of research activities, from longitudinal studies that a doctoral student may join to shorter-term studies that address high priorities of partner sites/organizations. In

consultation with C-PEER an EdD student may be able to design a partnered research study that can be completed within recommended scope/scale and timeframe of a DRP.

- Provide assistance gaining access to data sources, systematically collecting data, and designing data analysis procedures.

Financial Aid and Scholarships

Doctoral students may be eligible for federal financial aid.

For information, contact the Office of Financial Aid about the procedures for submitting FAFSA Documentation: http://www.ucdenver.edu/student-services/resources/CostsAndFinancing/FASO/Do/Pages/ApplyforAid.aspx

Select graduate scholarships are available within the School of Education & Human Development. For information, review the following SEHD webpage: http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Aid/Scholarships/Pages/Scholarships.aspx

Writing Resources

Scholarly academic writing is the genre of writing used in all academic fields. For EdD students who do not routinely use scholarly writing, the genre can feel unfamiliar and intimidating.

EdD students gain skills in academic writing by becoming immersed in scholarly literature and completing writing activities across the EdD courses. Throughout the EdD doctoral studies, students read, discuss, and produce scholarly writing from course-based discussion posts through to the final Doctoral Research Project. All EdD students complete intensive academic writing in core, concentration, and research courses.

The Writing Center at CU-Denver provides a variety of resources on scholarly writing: https://clas.ucdenver.edu/writing-center/

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

All EdD students **MUST** purchase a copy (electronic or printed) of the **current edition** of the *APA manual* to use as the primary guide for all academic writing in the EdD program.

EdD scholarly writing always includes proper citation of sources and the use of an APA formatted bibliography or reference list. Scholarly writing is informed by and shows engagement with the larger body of literature on the topic, and all assertions are supported by research evidence from appropriate academic sources. Guides on plagiarism, rules of grammar and syntax, and other foundational writing skills are available on the CU-Denver Writing Center's website.

Disability Resources and Medical Issues

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

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

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

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

VII. University Graduate Program Rules & Procedures

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

The School of Education and Human Development's student policies and procedures are located at the following webpage:
http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/CurrentResources.aspx

Graduation Requirements

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

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

Time Limit to Degree

Doctoral students, whether enrolled full time or part time, must complete all degree requirements **within eight years of starting the EdD program**.

Students who fail to complete the degree in this eight-year period are subject to termination from the university.

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

Leave of Absence

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

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

Student Academic Honor and Conduct Code, Misconduct and Appeals

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

Students who do not meet these standards of integrity and ethics, or who violate the honor code, may be placed on disciplinary probation upon the recommendation of the Academic Conduct and Appeals Committee (ACAC).

Procedures for matters involving academic misconduct use due process, including at a minimum, 1) notification to the student regarding the alleged violation, 2) the opportunity for the student to gather information to respond to the allegation, and 3) an impartial hearing to be conducted by the ACAC.

The CU Denver schools and colleges in which graduate programs are housed, or individual graduate-level programs, may have additional policies and/or requirements for student conduct in addition to those set by the university.

Program Discontinuance

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

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

Review, Evaluation, and Accreditation of the EdD Program

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

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

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

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

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

Faculty Course Questionnaires

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

Student Exit and Follow-up Surveys

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

EdD Course Descriptions

The following EdD course descriptions provide a general overview of the core, research methods, and concentration area courses. The format and content of all EdD courses are continuously revised to reflect program improvements.

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

Required Core Courses (Required for all EdD students: Twelve credit hours)

EDFN 7410 – Power and Privilege: The Social Construction of Difference
This course focuses on understanding culture and diversity, recognizing the role of power and privilege in both individual and institutional interactions, and developing a philosophy of social justice and equity.

EDUC 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.

EDUC 7230 – Organizational Performance in Educational Contexts
This course explores connections between organizational behaviors and outcomes, as well as external and internal factors influencing organizational behavior. The course focuses on how educational organizations learn, how they use that learning to improve performance, and what techniques are available to help understand present performance and affect future performance.

INTE 7100 – Designing Professional Learning
This course examines research surrounding the design and delivery of professional development (PD) programs in PK-20 and workplace settings. Course projects and activities address adult learning, PD models, design and performance support and evaluation, career development and digital presence, and online tools.

LDFS 7712 – Learning and Human Development
In this course students apply major issues from learning theories and development to problems of practice related to educational leadership and innovation.

STME 7020 -- Power of Data
In this course students explore the historical use of data in STEM and its (dis)advantages. Topics may include the use of artificial intelligence, machine learning, and large data sets and their Implications for practice, policy, and institutional systems.

Elective Cognate Courses (Six credit hours)

EDFN 7250 – School and Society
This course focuses on 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.

Other elective cognate doctoral-level 3-credit course offerings vary by year.

Research Methods Courses (Required for all EdD students: Nine credit hours)

RSEM 7001 – Applied Research Methods I
This course introduces students to the principles of quality research design, and provides a conceptual and hands-on procedural introduction to quantitative and qualitative methods common in education-related research. The course activities engage students in understanding and identifying strategies for mitigating potential biases in research methods and design.

RSEM 7002 – Applied Research Methods II
This course prepares students with conceptual knowledge and procedural skills of designing quality, applied research from critical and pragmatic perspectives. Course activities focus on quantitative analysis methods, including survey and assessment item development.

RSEM 7003 – Applied Research Methods III
This course focuses on qualitative data collection and analysis methods, and mixed methods design including program evaluation and improvement research.

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

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

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

Concentration Area Courses

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

Students in the Executive Leadership concentration area **who are pursuing a license MUST** meet with their faculty mentor to <u>discuss</u> their four concentration area courses.

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

Executive Leadership Principal Leadership Concentration Area *(can earn CDE Principal License)*

Students in the Executive Leadership concentration area **who are pursuing a license MUST** meet with their faculty mentor to discuss their four concentration area courses.

EDUC 7751 – Principal Licensure EDD Concentration Course I
This course (1 of 4) within the Principal Licensure course sequence begins the study of 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.

EDUC 7752 – Principal Licensure EDD Concentration Course II
This course (2 of 4) within Principal Licensure course sequence continues the study of 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.

EDUC 7753 – Principal Licensure EDD Concentration Course III
This course (3 of 4) within the Principal Licensure course sequence continues the study of 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.

EDUC 7754 – Principal Licensure EDD Concentration Course IV
This course (4 of 4) within the Principal Licensure course sequence concludes the study of 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.

Early Childhood Education Concentration Area

Students in the Early Childhood Education concentration area **MUST** meet with their faculty mentor to identify their four concentration area courses.

Latinx Learners and Communities Concentration Area

Students in the Latinx Learners and Communities concentration area **MUST** meet with their faculty mentor to identify their four concentration area courses.

Mathematics Concentration Area

Students in the Mathematics concentration area **MUST** meet with their faculty mentor to identify their four concentration area courses.

Professional Learning and Technology Concentration Area

Students in the PLT concentration area **MUST** meet with their faculty mentor to identify their four concentration area courses.

Science Concentration Area

Students in the Science concentration area **MUST** meet with their faculty mentor to identify their four concentration area courses.

Urban and Diverse Communities Concentration Area

Students in the Urban and Diverse Communities (UDC) concentration area **MUST** meet with their faculty mentor to identify their four concentration area courses.

Appendix A

A five-year Plan of Study option is available for <u>select</u> students. Students must <u>obtain permission</u> to select the 5-year track.

EdD Plan of Study Calendar – FIVE YEAR TRACK (Generic)

Summer 2023 = 3 credits	Fall 2023 = 3 credits	Spring 2024 = 3 credits
EDUC 7100: Leadership in Education (*Core*)	CONCENTRATION COURSE #1	CONCENTRATION COURSE #2
Summer 2024 = 3 credits	**Fall 2024 = 3 credits**	**Spring 2025 = 3 credits**
EDFN 7410: Power & Privilege (*Core*)	CONCENTRATION COURSE #3	CONCENTRATION COURSE #4
Summer 2025 = 3 credits	**Fall 2025 = 4 credits**	**Spring 2026 = 4 credits**
INTE 7100: Designing Professional Learning (*Core*) **OR** LDFS 7712: Learning and Human Development (*Core*)	RSEM 7001: Applied Research I DSEP 8990 DRP Design #1 (1 credit seminar)	RSEM 7002: Applied Research II DSEP 8990 DRP Design #2 (1 credit seminar)
Summer 2026 = 4 credits	**Fall 2026 = 4 credits**	**Spring 2027 = 4 credits**
DSEP 8990 DRP Design #3 (1 credit seminar) One course chosen from the following: • EDFN 7250 School & Society; • LDFS 7712 Learning and Human Development (if not already taken as required core course); • INTE 7100 Designing Professional Learning (if not already taken as required core course); **or** • Other doctoral-level three credit course (offerings vary each year).	RSEM 7003: Applied Research III DSEP 8990 DRP Design #4 (1 credit seminar)	EDUC 7230: Organizational Performance in Educational Contexts (*Core*) **OR** STME 7020: Power of Data (*Core*) DSEP 8990 DRP Design #5 (1 credit seminar)

Continued on next page

EdD Plan of Study: Five-Year Track - CONTINUED

Summer 2027 = 3 credit course + DSEP 8991 hours	Fall 2027 = DSEP 8991 hours	Spring 2028 = DSEP 8991 hours
One course chosen from the following: • EDFN 7250 School & Society; • LDFS 7712 Learning and Human Development (if not already taken as required core course); • INTE 7100 Designing Professional Learning (if not already taken as required core course); **or** • Other doctoral-level three credit course (offerings vary each year). **AND** *DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)	*DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)	*DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)
Summer 2028 = DSEP 8991 hours	**Fall 2028 = DSEP 8991 hours**	**Spring 2029 = DSEP 8991 hours**
*DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)	*DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)	*DSEP 8991: DRP (1 credit hour or more as determined in consultation with faculty advisor on DRP)

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