



University of Colorado
Denver

School of Education & Human Development

Doctor of Philosophy (PhD)

Education and Human Development

Student Handbook

For Students Entering Fall 2025

Table of Contents

Welcome.....	4
Nondiscrimination and Title IX.....	5
Program Overview	6
Expectations for Doctoral Students	6
Expectations of Doctoral Program Faculty.....	7
Milestones and Timelines	7
Plan of Study	8
Coursework.....	8
Program Assessments and Requirements.....	10
Research and Teaching Apprenticeships	11
Annual Reviews	12
Comprehensive Examination Review	13
Dissertation Proposal Defense	15
Final Dissertation Defense	16
The Dissertation Process	17
Colorado Multiple Institutional Review Board (COMIRB)	18
Human Subject Review Forms.....	18
The Dissertation Advisor	18
Dissertation Defense Chair	18
Dissertation (Advisory/Examination) Committee.....	19
Members of the Dissertation Committee	19
Role of Faculty Serving on Dissertation Committees	20
The Final Examination	20
Examination Procedures.....	21
Dissertation Formatting and Electronic Submission	21
Student Exit and Follow up Surveys.....	21
Program Review.....	21
Academic Processes and Procedures	22

Support	22
The Primary Advisor.....	22
The Academic Services Doctoral Program Coordinator	22
Program Committee	23
Grade Requirements.....	23
Incomplete Grade Policy	23
Academic Probation/Discontinuance.....	23
Transfer Credits	24
Leave of Absence	25
Time Limit to Degree	25
Graduation Requirements	26
Conflict Resolution Protocol.....	26
Academic Conduct and Appeals	27
Academic Grievances	27
Academic Misconduct	28
Research Misconduct	28
Financial Aid and Scholarships	29
Appendix A: Concentration Areas	30
Appendix B: COMIRB.....	32
Appendix C: Contact Information	35

Welcome

Congratulations on your admission and on starting your doctoral journey -- the faculty and staff of the School of Education & Human Development at the University of Colorado Denver welcomes you to the PhD program in Education and Human Development.

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

We are affiliated with the American Association of Colleges of Teacher Education, the American Education Research Association, the Council of Great City Schools and Colleges of Education (with Denver Public Schools), the Urban Educator Corps, the National Education Association, A+ Denver Citizens Group, the Colorado Association of School Boards, the Colorado Association of School Executives, the Colorado Council of Deans of Education, and the Colorado Education Association.

Your successful experience in the School of Education and Human Development (SEHD) is important to us. This *PhD Handbook* is a tool to ensure you maintain academic progress according to SEHD and University of Colorado Denver (UCD) policies and procedures. In addition to familiarizing yourself with this handbook, you can refer to the [Graduate Education website](#) for deadlines, forms, policies, Graduate Program resources and campus resources, along with the [SEHD Doctoral Resources page](#). For further information, contact the SEHD Academic Services office at 303-315.6308 or sehdacademicservices@ucdenver.edu.

It is your responsibility, with the assistance of your advisors, program faculty, and SEHD staff, to meet all program requirements including those spelled out in this Handbook and specific requirements defined by your concentration area faculty. We will do our very best to assist you but want to emphasize that your doctoral education is very much driven by you; while similar in important ways, each person's program of study and research is somewhat unique. Your active involvement as a co-constructor of this experience is crucial.

This handbook is intended to pull together a variety of resources that will be helpful to you. Specifically, it provides you with procedures and guidelines to the doctoral program which are aligned with the Rules of the Graduate Education Office.

Please note that 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 policies and procedures included in this handbook without advance notice. All modifications will be approved by the University, SEHD, and/or the Doctoral Faculty and communicated to you in writing.

Nondiscrimination and Title IX

CU Denver is committed to maintaining a positive learning, working, and living environment. University policy and Title IX prohibit 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.

University policy prohibits sexual misconduct, including harassment, domestic and dating violence, sexual assault, stalking, or related retaliation. If you have experienced some sort of sexual misconduct or discrimination, please visit the Office of Equity to learn more about the resources available or contact the Director of Equity/Title IX Coordinator at 303-315-2567. See <https://www.ucdenver.edu/offices/equity> for additional information.

Program Overview

The PhD in Education and Human Development links an intensive research-focused course of study with a concentration area to prepare candidates to assume positions in institutions of higher education, government agencies, or research-based organizations. Each successful applicant will be paired with a faculty mentor with whom the student will engage in research and the development of expertise in scholarship in their concentration over time.

Program Goal

To prepare candidates to serve as educational scholars and researchers who will in turn prepare researchers and future scholars for institutions of higher education (IHEs) or organizations focused on research.

Student Learning Outcomes

The following learning outcomes serve as a basis and guide for course and program development.

Graduates of the PhD in Education & Human Development program will be able to:

1. Apply theories of learning and development to understand fundamental questions involving education, government, communities, and/or families.
2. Identify and analyze an issue related to equity.
3. Apply a critical lens to interrogate existing research and theoretical perspectives.
4. Critically apply theories, methods, and knowledge to address questions in their primary field.
5. Demonstrate skills and knowledge at a level required for college and university teaching.
6. Design and conduct research of significance.
7. Demonstrate skills in oral and written communication sufficient to publish and present work in their field or prepare grant proposals.

Expectations for Doctoral Students

- Students will maintain a strong commitment to intellectual curiosity and inquiry.
- Students will be prepared and professional in courses, meetings, and interactions with SEHD faculty and staff and their doctoral student colleagues.
- Students will practice critical reflection, explore multiple perspectives, and develop a tolerance for ambiguity.
- Students will be self-directed—pursuing knowledge to gain expertise and using resources of the program to further their own skills.

- Students will develop a command of the empirical research in their area, a deep level of expertise on a particular topic, and a research agenda.
- Students will develop their academic writing, time management skills, academic repertoire, and their identity as independent, but collaborative scholars.
- Students will recognize that earning a PhD is a huge commitment.

Expectations of Doctoral Program Faculty

A list of the faculty in the School of Education and Human Development and their respective research interests can be found on the [SEHD website](#). Students can refer to this list as they consider individuals who may be appropriate to serve on their Program Committee during coursework leading up to the Comprehensive Exam, or on their Dissertation Committee.

- The faculty will guide and structure opportunities for learning for students.
- Faculty will be available and provide constructive, honest, and timely feedback.
- Faculty will demonstrate deep commitment to students, being clear about expectations, and guiding students' growth as scholars.
- Faculty will work with students who have advanced to candidacy as novice colleagues.
- Faculty will model practices of academia and faculty life, progressively engaging students in these practices as they advance through the program.
- Faculty will create opportunities for student research, challenge students to meet high academic standards, and encourage students to disseminate their work.
- Faculty will use student feedback and other data to continuously improve the program.
- Faculty will aim to seek external funding to support students in the program.

Milestones and Timelines

The PhD journey is a very individual and personalized one. The following guide is therefore a general outline of activities rather than a prescription.

Year 1 and 2

Prior to Fall Semester

- Make sure you've submitted a FAFSA if you will need financial aid.
- We recommend that you meet with your assigned faculty advisor prior to the start of fall semester to determine what courses to take in the fall and spring semesters. Begin creating a program of study that takes advantage of the most current course offerings while fulfilling program requirements.

Fall - Spring Semester

- Meet with your advisor to discuss registration for courses before registration begins.
- Toward the end of the spring semester, plan to meet with your advisor to complete your annual review and update your course plan as needed.
- Establish your dissertation no later than the end of Year 2.

Year 3

- Begin planning for your comprehensive exam and dissertation timeline.
- Toward the end of the spring semester, plan to meet with your advisor to complete your annual review.

Year 3 and beyond (planned with advisor)

- Comprehensive exam
- Proposal Defense
- COM-IRB approval
- Study implementation (data collection and analysis)
- Dissertation writing and defense

Plan of Study

Students should plan to complete a plan of study in their first term with their faculty advisor. Students will submit their approved (initial) plan of study with their first Annual Review. This plan can be updated annually as needed. Depending on a student's background experiences and prior coursework, additional courses may be required to adequately build a deep repertoire of content knowledge and skills. The student's faculty advisor is responsible for making this determination in consultation with concentration area faculty.

Coursework

This degree program consists of a minimum of 75 credit hours post-master's degree. Students complete 48 credit hours in the following areas: 1) core classes; 2) research classes; and 3) concentration area classes. The final 27 credits are completed through dissertation.

The curriculum requirements are grouped by concentration areas into two broad groupings: *Education and Human Development* [Math Education; Science Education; Critical Studies in Education; Leadership for Educational Organizations; and Research & Evaluation Methods] and *Child, Youth and Family Studies* [Inclusive Early Childhood Education; Early Childhood Policy; and Family Science and Human Development].

Please note that concentration areas and faculty are constantly improving the curriculum, so courses may shift. Please work with your advisor to ensure that your program of study takes advantage of the most current course offerings. The format and content of all PhD courses are continuously revised to reflect program improvements. For the most current descriptions of all PhD courses, refer to the [CU Denver Course Catalog](#) each semester.

Core Classes — 12 credits (4 3-credit courses)

Education & Human Development:

- EDFN 7420 Foundations of Education in Urban and Diverse Contexts
- LDFS 7712 Learning Theory and Learners
- EDFN 7400 Epistemologies: Ways of Knowing, Research Paradigms, & Counter-Epistemologies
- EDFN 7833 Culture and Critical Theory

Child, Youth and Family Studies:

- ECED/EDUC 7010 History, Child Development and Equity
- ECED/HDFR 7040 Advanced Studies in Applied Child Development
- ECED 7830 Special Topics - Children in US and World Contexts
- HDFR 7000 Family Theories and Research

Research Methods — 18 credits (6 3-credit courses)

Students in the PhD program will be expected to develop a broad understanding of approaches to research prior to developing deeper skills in a particular methodology or approach. Advanced courses may depend on concentration area requirements and consultation with your primary advisor.

Introductory Course

- RSEM 7000 Doctoral Seminar in Research Methods (every fall semester)

Intermediate Courses:

- RSEM 7110 Intermediate Statistics (every fall semester)
- RSEM 7080 Methods of Qualitative Inquiry (every spring semester)

Advanced Courses:

- RSEM 7150 Mixed Methods Research (spring semester, odd years)
- Elective: An in-depth study of research methods, e.g., Advanced Quantitative or Advanced Qualitative Methods
- Elective: Additional in-depth study of research methods such as discourse analysis, ethnography, or hierarchical linear modeling/SEM; advanced measurement; survey methods; evaluation research

Concentration – 18 credit hours

Doctoral students complete a series of courses/experiences in their specified concentration area. A *concentration area* is defined as a series of courses/experiences that lead to increasing subject matter expertise. Concentration areas are designed to help students focus on a defined discipline or content area in preparation for professional roles as researchers and faculty members. A student may take up to six credit hours of independent study to meet this requirement.

Dissertation: 27 credits total

Students will complete 27 dissertation credits as approved by the Graduate Education Office. No other form of academic credit (e.g., research apprenticeships, independent studies) can be used to meet this requirement. Please note that only a limited number of dissertation credits may be taken before successfully defending the Comprehensive Examination. CYFS students enroll in three one-credit ProSeminars that are counted as dissertation advising credits.

Program Assessments and Requirements

Assessments are in place to mark students' continued progress in the program, provide data for faculty efforts to engage in continuous program improvement, and to address the SEHD's accreditation commitments. Student performance is evaluated through both formative and summative assessments, including conventional individual course measures such as grades, as well as key program assessments outlined below. These assessments provide essential feedback and contribute significantly to degree completion. Failure to participate in and to successfully pass a program assessment is grounds for being placed on academic probation or dismissal from the program. While each assessment has different guidelines, usually students who are experiencing problems will be afforded an opportunity to repeat an assessment after receiving extensive feedback from faculty. Table 1 offers an overview of the required assessments, their purposes, and the participants involved.

Table 1. **PhD program assessment overview.**

<i>Assessment</i>	<i>Purpose</i>	<i>Participants</i>
Research Apprenticeship (page 11)	(Formative) To demonstrate readiness to move on to the dissertation	Student, Advisor and Program Committee
Teaching Apprenticeship (page 11)	(Formative) To demonstrate readiness to take on the academic life of an IHE faculty member	Student, Advisor and Program Committee

Annual Reviews completed each year during coursework (page 12)	(Formative) To ensure progress in developing as a scholar is being made and to set goals for year two.	Student & Primary Advisor
The Comprehensive Examination Review (page 12)	(Summative) To demonstrate readiness to move on to the dissertation.	Student & Program Committee
Dissertation Proposal Defense (page 14)	(Formative) To demonstrate a deep knowledge of relevant literature, a sound data collection/analysis plan, and a clear rationale for the dissertation study.	Doctoral Candidate & Dissertation Committee
(Final) Dissertation and Defense (page 15)	(Summative) To demonstrate scholarly skills worthy of the PhD.	Doctoral Candidate & Dissertation Committee

Research and Teaching Apprenticeships

To support induction into the university research and teaching culture, each PhD student is expected to complete a research and teaching apprenticeship under the guidance of a doctoral faculty member in the SEHD or outside of the SEHD with approval from the Associate Dean. This requirement must be completed before taking the Comprehensive Exam.

The required **research apprenticeship** can be fulfilled in a variety of ways that should be discussed and defined with the primary advisor. Students engaged in this research activity may earn an hourly stipend (the amount will vary) and may receive in-state tuition remission. Students supported in this option are expected to take a full load of coursework (a minimum of 5 credits per semester) concurrent with the assistantship. The student and faculty advisor are responsible for submitting for approval the applicable and necessary payroll and tuition scholarship forms. The most common options are:

1. Full-time (20 hours per week, 32 weeks) work as a Graduate Research Assistant during an academic year, supported by either a grant, contract or faculty award by the School of Education and Human Development.
2. Part-time (10 hours per week, 64 weeks) work as a Graduate Research Assistant across two academic years, supported by either a grant, contract or faculty award by the School of Education and Human Development.

Engaging in one of these options for research apprenticeship not only demands meeting the time commitments but also a clear demonstration of your advancing knowledge and

skills in the research process. A formal evaluation of your progress as a researcher will be made through the annual program review process. Students participating in assistantships supported through grants, contracts or faculty awards through the School of Education and Human Development may be held accountable also for the scope of work specified (as per source of funds) by/through the project in addition to the annual program review process.

The required **teaching apprenticeship** involves gaining experience as a teaching assistant and/or instructor of record in a post-secondary setting. This opportunity can be supported in a variety of ways during the coursework phase of the program. Most often, students work with their advisor or a member of the faculty in their concentration area to serve as a teaching assistant or co-instructor of a course, followed by serving as an instructor of record for a course that they are qualified to teach (both compensated by the SEHD). All students must provide evidence of experience with post-secondary teaching as part of their graduation requirements. Specific concentration areas may have more specific requirements related to the teaching practicum; discuss options with your advisor.

Note: Students are expected to submit articles for publication in their areas, present at conferences, and teach as they participate actively in the scholarly community. An overall record of active scholarly contribution and university teaching is expected.

Annual Reviews

Students are encouraged to meet regularly with their primary advisor to develop, review, and periodically amend their program plan during coursework and to discuss, plan, enact and review progress on various elements of their program (e.g., research and teaching apprenticeships). Annually, the student and primary advisor complete a formal review of progress. When the student and advisor review progress each year, they will discuss the student's work looking for evidence that the student is:

- Making progress in scholarly writing and effectively engaging in scholarly discourse,
- Developing a strong sense of research in their field,
- Gaining knowledge about research methodology, and
- Deepening content knowledge and expertise.

During the annual reviews, the advisor will make recommendations to the student regarding strengths as a developing scholar and areas where the student could improve. Collectively the student and the advisor will agree upon attainable goals and activities that will support achieving the goals to support the development of the student as a scholar. The advisor and student will fill out and sign the Annual Review form to indicate that the student's progress was discussed and approved, along with an updated plan of study.

Comprehensive Examination Review

The Comprehensive Exam marks the end of the course-taking portion of your program; it is normally scheduled when you have nearly finished or just completed your didactic courses (i.e., you have taken 42-48 credits of coursework). This examination will test a student's mastery of a broad field of knowledge and readiness to advance to the dissertation stage of the doctorate. The student cannot take the comprehensive examination if on probation, (i.e., cumulative GPA less than 3.00) or before they have completed or registered for all non-thesis coursework required by the program.

The Comprehensive Exam encompasses both written and presentation components. Typically, the written portion takes a significant portion of a semester and is followed by the presentation defense. The advisor and student will agree to a format and content that demonstrates 1) the student's ability to conduct original research, 2) the student's ability to synthesize relevant literature in their field; and 3) the student's emerging expertise regarding a problem or issue in education and ability to argue for the importance of a research study addressing that problem. The written components may include course papers and reflections, the products of independent studies, and often a prospectus for a dissertation. A prospectus is less developed than a dissertation proposal but does include a discussion of the problem and proposed study, a brief review of the relevant research, and a proposed methodology. The prospectus, together with serious reflection on past course products, provides a good basis for determining readiness to move into developing a dissertation proposal.

During the presentation defense, the committee will ask challenging questions and probe for deeper understanding and scholarly proficiencies. After the committee has asked a sufficient number of questions to determine whether the student should pass or not, the committee will ask the student, and anyone else who has attended the exam, to leave the room while the committee deliberates. The committee will decide if the student passes or needs to work on revisions of their work. If revisions are required, the guidelines and timeline for those revisions should be clearly laid out during the committee's deliberation at the end of the defense and later summarized in writing by the Chair. If necessary, the committee may require the student to take more courses, do more work, or completely re-do the comprehensive review at a later date. All students must complete the comprehensive exam by the end of their fourth year in the PhD program, unless specified differently by the concentration faculty.

Once you've selected a semester in which you will submit your exam, you will need to complete and submit an [Exam Request Form](#) *at least 2 weeks prior* to your defense date.

The exam is conducted by the Program Committee, typically comprised of three individuals. A majority of the committee members, including the Chair of the examination meeting, must be members of the degree-granting program, and will normally be members of the concentration area faculty. **The student's advisor may not chair the defense component of the comprehensive examination but is normally one of the committee members attending.** Contact the Doctoral Programs Coordinator to confirm committee members at least 2 weeks before the exam date. All forms are included in the [SEHD Doctoral Studies page](#). The defense part of the comprehensive examination may be open to all members of the Doctoral program, if agreed to by the student and Program Committee.

All members of the committee must be present for the examination, which may be conducted in person, hybrid, or by interactive video. In the event of an *emergency* that prevents *one* (1) faculty committee member from attending the exam, the exam may proceed with the faculty members who can attend, and the student will schedule a separate meeting with the absent faculty member at an alternate time. The examination report must be signed by the committee members and returned to the Doctoral Programs Coordinator. The student must receive votes from the majority of the examination committee for one of the following outcomes: a) Pass; b) Conditional Pass; or c) Fail. If a student receives a Conditional Pass, the examining committee will clearly define the requirements for the student to receive an unconditional passing grade, and these requirements must be completed to the satisfaction of the examination committee within four (4) months. The Comprehensive Exam Chair is responsible for monitoring the conditions and reporting their outcome to the Associate Dean. Failure to satisfy these conditions will result in failure of the examination.

A student who fails the examination is subject to immediate dismissal upon the recommendation of the Program and concurrence of the Dean. At the Program's discretion, a student who fails the examination may retake it once. The re-examination will be in the form designated by the committee and must be completed within twelve (12) months. The original examination form noting the failure is signed by the committee and returned to the Associate Dean. New examination forms will be generated when the examination is rescheduled. The student will be required to meet registration requirements and be registered during the term in which the repeated exam is taken.

Once the required coursework has successfully been completed and the comprehensive exam has been passed, the student will begin registering for Dissertation credits (DSEP 8994) until they successfully defended their final dissertation. They will fill out the Special Processing Form, which is located in the [SEHD Doctoral Studies page](#), have their advisor approve it, and submit it to the Doctoral Programs Coordinator for processing. Once the

student has reached the 27-credit hour requirement, they must continue to take 1 dissertation credit per fall and spring semester. If they plan to defend their proposal or dissertation in the summer term, they must also be registered during that term. The student **MUST** be registered in the semester they defend and/or graduate.

Dissertation Proposal Defense

After a student passes the comprehensive exam, they will need to establish a Dissertation Committee and begin to work with that committee to develop their dissertation proposal. The Dissertation Committee is composed of the Dissertation Advisor and three other committee members, all of whom must be Graduate Faculty members. A majority of the committee members, including the Chair, must be members of the PhD program. Members of the Program Committee (comprehensive exam) may or may not be invited to be members of the Dissertation Committee.

The proposal is generally a solid draft of the first three chapters of a dissertation: (a) A statement of the problem; (b) a review of the literature and a conceptual/theoretical framework; and, (c) a description of the procedures and methods proposed to conduct the study, along with an argument as to why and how the study will be a contribution to the field. However, the Dissertation Committee shall decide with the doctoral candidate what the content of the proposal should be to best fit the planned research and methodology.

Once the candidate has written their proposal, and both the candidate and the Dissertation Advisor feel that the proposal is ready to be defended, the proposal will be given to and read by the entire Dissertation Committee. With their advisor, they will complete the [Exam Request Form](#) and submit it to the Doctoral Programs Coordinator at *least 2 weeks prior to the defense date*.

Students need to make sure all committee members have been approved by the Associate Dean. If unsure, please email the Doctoral Programs Coordinator and they will provide you with the paperwork, if necessary.

The proposal defense is in the form of a meeting that generally begins with the student briefly summarizing the proposal in a formal presentation. Each member of the Dissertation Committee will have read the proposal and will share questions, comments, or suggestions to improve the candidate's work. The committee may approve the proposal, request revisions, or reject the proposal. If a candidate's proposal is rejected, the Dissertation Advisor and Committee will work with the candidate to determine the next steps and path of action toward dissertation completion. Once a student has completed their proposal, a meeting of the Dissertation Committee should be held. The proposal must

be approved unanimously by committee members, and the filled out and signed rubric should be sent to the Doctoral Programs Coordinator.

Final Dissertation Defense

When near-final draft of the dissertation has been approved by the advisor, the candidate works with members of the committee to determine the date of the defense and the date when the committee members will receive a copy of the dissertation, which must be at least 2 weeks prior to the defense meeting. The candidate and the committee need to plan for adequate time for each member of the committee to read the entire dissertation (at least 2 weeks prior to the day of defense, although a month would allow for requested changes prior to the defense) and check-in as a committee to ensure that the defense only moves forward if the committee agrees that the student is likely to successfully defend.

When the student is ready to defend their FINAL Dissertation:

- All members of the dissertation advisory committee should receive a copy of the dissertation at least 2 weeks prior to the final defense.
- Student must submit a [Exam Request form](#) *at least 2 weeks prior* to the FINAL defense.
- Student MUST follow the [Graduation Deadlines](#) per the Graduate Program Website.
- Follow the guidelines for [Theses and Dissertations](#) and the [Style and Policy Manual for Theses and Dissertations](#), along with the corresponding deadlines!

The main purposes of the defense are to allow the candidate to (a) convince the committee of their robust understanding of the research processes and results, and how they contribute to the knowledge in the candidate's field; and (b) provide evidence that the dissertation is an original, authentic contribution made by the candidate. After the dissertation has been completed, a final examination on the dissertation and related topics is conducted in two parts: a presentation of the dissertation research that is open to the public, followed by a Q&A period moderated by the Chair. After this, the candidate and any audience members are asked to leave the room. During their absence, the committee members deliberate, evaluating the quality of the dissertation and whether the dissertation is a "pass," any changes that need to be made, and next steps for the candidate.

The majority of the committee members, including the Chair, must be members of the degree-granting program faculty. All members of the committee must be present for the examination, which may be conducted as a face-to-face meeting or by interactive video. In the event of an *emergency* that prevents *one* (1) faculty committee member from attending the exam, the exam can proceed with the faculty members who can attend, and the student will schedule a separate meeting with the absent faculty member at an alternate

time. The examination form must be signed by the committee and returned to the Associate Dean. The student must receive votes from a strict majority of the examination committee for one of the following outcomes: a) Pass; b) Conditional Pass; or c) Fail. The Dissertation Committee will complete and submit the SEHD PhD Program formative assessment rubric to the Associate Dean after the defense meeting.

If a student receives a Conditional Pass, the examining committee will clearly define the requirements for the student to receive an unconditional passing grade, and these requirements must be completed to the satisfaction of the examination committee within sixty (60) days of the defense. Under extenuating circumstances, the Associate Dean may petition the Graduate Programs Office for additional time. If a student fails the examination, they may not continue in the program.

NOTE: The dissertation must be defended no later than by the end of the student's 8th year of the program and be a demonstration of the scholarly excellence of the candidate. A single extension of up to one year may be requested, but is not automatic.

The Dissertation Process

The dissertation represents an opportunity for students to demonstrate their ability to craft, implement and complete an original research study that meets the expectations for high quality research and writing that contributes new knowledge to their field. This work is a departure from course work and internships in that candidates lead this process from conception to completion with a faculty advisor and Dissertation Committee as supports. When a doctoral student advances to candidacy and begins the dissertation phase of doctoral work, the nature of learning changes to a form of academic apprenticeship with the faculty.

A dissertation based upon original investigation and showing mature scholarship and critical judgment, as well as familiarity with the tools and methods of research, must be written on a subject approved by the student's Dissertation Advisor and the Dissertation Committee. All research conducted for the PhD degree must meet all regulatory standards specified by federal, state, and local agencies regarding ethical research, animal use, human subjects, HIPAA and environmental safety.

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

1. Deadlines for Doctoral Candidates
2. Forms associated with the dissertation process
3. Format Guide for Theses and Dissertations

Colorado Multiple Institutional Review Board (COMIRB)

Researchers must obtain permission to conduct studies that involve human subjects before embarking on any phase of that research. The bedrock principle of this review is that the research proposal (or protocol) must be reviewed and is overseen by an independent body. The Colorado Multiple Institutional Review Board (COMIRB) administration provides office support for the five institutional review board (IRB) panels and processes. COMIRB Policies and Procedures are found [here](#) and in Appendix B.

Human Subject Review Forms

Students must submit and receive approval for human subject research before dissertation data is collected. A copy of the approved form should be filed with the Dissertation Advisor before data collection begins. Approval through human subjects' review is mandatory and ensures that study participants' identities are protected. For additional information see the website for the [Colorado Multiple Institutional Review Board](#).

The Dissertation Advisor

The student invites a Dissertation Advisor to guide and supervise the dissertation process. The Dissertation Advisor may or may not have served as the student's primary faculty program advisor during coursework. The Dissertation Advisor must hold a current tenured or tenure-track position in the School of Education & Human Development. The advisor serves a critical, long-term role, and selection should be given careful consideration. The advisor usually provides key recommendations and on-going professional support long after graduation.

It is not unusual or in any way negative to change advisors as students enter the dissertation phase. The student is responsible for obtaining the Dissertation Advisor's agreement to serve. Requests to change Dissertation Advisors can be made by the student and must be approved in writing by the current Dissertation Advisor; the proposed new Dissertation Advisor; and the Associate Dean.

Students should maintain regular contact with their Dissertation Advisor. The advisor assigns grades of IP ("in progress") for dissertation hours and then changes those "IPs" to final grades when the dissertation is given final approval.

Dissertation Defense Chair

At the defense, the Dissertation Advisor or a different member of the committee chairs the meeting. The Chair is responsible for ensuring that meetings are conducted in a professional and open manner such that the views and positions of all committee

members are aired and considered. The Chair facilitates the meeting, the public and closed discussions, and the final votes of the committee members. The Chair is also responsible for generating a draft document capturing feedback for the student by the committee, vetting the draft by the committee, and then disseminating the final feedback document to the student and her/his Dissertation Advisor. Finally, the Chair is responsible for assuring that any required changes to the dissertation are made before approval of the dissertation is submitted.

Dissertation (Advisory/Examination) Committee

Each student will establish a Dissertation Committee. After selecting a Dissertation Advisor, the student, in collaboration with his or her Dissertation Advisor, will choose a Dissertation Committee, subject to approval of the Associate Dean. The Dissertation Committee will serve as advisors to the student and Dissertation Advisor and will also monitor the student's progress towards completing the dissertation. Please follow the Graduate Program's Rules for composition of your committee.

Members of the Dissertation Committee

The Dissertation Committee will include at least four graduate faculty:

- Dissertation Faculty Advisor, a tenure-track SEHD faculty member who is within the concentration area.
- Two faculty members within the SEHD whose area of expertise builds on the content or method or who bring an interdisciplinary lens to the research question.
- A member from outside of the SEHD (who qualifies for graduate faculty status) with significant academic background/experiences related to the topic or research methodology.

Additional dissertation committee members might include other faculty from the concentration area or members of the community with special expertise. It is important to note, however, that the more members on the committee, the more challenging logistics become in relation to holding meetings.

IMPORTANT: Committee members who are NOT members of the Graduate Faculty must be approved for a Special Graduate Faculty appointment. A special faculty member cannot serve as the Chair of a PhD dissertation committee (although they can be a member) and cannot be the *primary* mentor or advisor of a PhD student. Students who wish to have a committee member who is not a member of the Graduate Faculty must submit the Special Graduate Faculty application along with a resume/cv of the proposed member to the Associate Dean.

Role of Faculty Serving on Dissertation Committees

- Each faculty member should only agree to be on committees when s/he is able to provide the time and support necessary for the candidate during the dissertation process and through the defense.
- Each member of a dissertation committee will read the dissertation in its entirety before the defense and will confer with the other members of the committee to ensure a defense does not move forward without reasonable expectation of candidate success.
- Each member of a dissertation committee will commit to weighing in on a candidate's work and giving approval for the dissertation defense to take place at least 72 hours in advance of the scheduled time. If a dissertation committee member does not feel that the candidate is ready to pass the defense, this concern should be expressed to the Dissertation Advisor and other committee members at least 72 hours prior to the scheduled defense so that the defense can be delayed until the candidate is ready to successfully defend.

Students cannot change their committee in the semester in which they defend unless a compelling reason beyond a committee member's control is approved by the Dissertation Advisor and Associate Dean.

The Final Examination

Throughout the dissertation process, a student typically works with individual members of the approved Dissertation Committee. It is strongly recommended that prior to scheduling the final examination, the committee meet as a whole and provide feedback to the student on a draft of the whole dissertation. Feedback from this session then serves to guide the final draft which is considered at the dissertation defense. Feedback provided at this preliminary meeting should not be construed as final. The committee will again have an opportunity to direct feedback and edits to the dissertation copy presented for the defense.

The final examination provides a student with an opportunity to demonstrate broad understanding of the substantive and methodological issues in the dissertation. The student should clarify expectations with her/his Dissertation Advisor and Chair ahead of time about the scope of questions that will be asked. Passing the final examination does not indicate that the dissertation is complete and has final approval. The examination usually results in recommended revisions to the dissertation, possibly including reanalysis of data or significant rewriting. Students should be prepared to make changes and schedule enough time so that all work is completed by the deadline advertised.

Examination Procedures

A majority vote of the dissertation committee is required for the student to pass. All committee member indicate a pass or fail vote on the score sheet. The committee should agree on which members will supervise recommended changes in the dissertation. Final sign off occurs after successful completion of the final examination and revisions.

The student must be registered during the semester of the final examination. Students may not attend commencement until they have completed all requirements for graduation by the specified deadlines.

To schedule a room for your dissertation meetings and defense, please use this [link](#).

Dissertation defense meetings are open to the public. Please send an email to sehdhelp@ucdenver.edu with the following information: Your name; Defense date and time; Room #/Link; Dissertation Title; Committee members; Subject line: For *The Impact*.

Dissertation Formatting and Electronic Submission

The dissertation is presented in partial fulfillment of the requirements for the PhD degree and must meet the formatting criteria outlined in the CU Denver [Thesis and Dissertation Guide](#). The Writing Center conducts the final review of dissertations for proper formatting. The final, formally approved dissertation must be submitted to ProQuest by the deadline advertised each semester.

Student Exit and Follow up Surveys

Program assessment of the PhD curriculum and culminating experiences will in part be accomplished through student exit and follow-up surveys. Within the SEHD, a formal system is currently in place to conduct exit and follow-up surveys of program graduates, thereby allowing us to track student placement or advancement in professional jobs following degree completion, as well as the long-term success of graduates.

Program Review

Data from the program assessments (comprehensive exams, course outcomes, and other assessments as developed) are examined yearly by the doctoral faculty to determine if courses and experiences are addressing the goals and outcomes of the program. Ongoing curriculum, instruction, and assessment refinements will be made based on that data. In addition, periodic program reviews are required and conducted by the campus-level office of the Associate Vice Chancellor for Academic Affairs. These indicators of program quality

will be used to modify curriculum and program delivery, as necessary. All efforts and rationale for changes will be fully documented in accreditation reports.

Academic Processes and Procedures

The rules of the Graduate Education Office govern this PhD program. All processes and procedures within the PhD program are within guidelines published by this office. The rules can be found on the [Graduate Education Office's website](#). The [SEHD Doctoral Studies page](#) includes more information.

Support

PhD students have access to a variety of individuals and groups to provide support and guidance throughout their program. Meeting with advisors once a semester is encouraged.

The Primary Advisor

When a student is admitted, a primary advisor is assigned with consideration of the areas of interest indicated in the student's application materials. The primary advisor is responsible for determining and monitoring the student's program plan of study in concert with the student's Program Committee, which will be formed as the student approaches the Comprehensive Exam. This includes working with the student to determine the plan of study, select courses, and submit necessary documentation for transfer credits or other coursework-related documentation. The primary advisor also guides the student in development of the student's professional goals. It is the responsibility of the student to make appointments to meet with their faculty advisor at least once per academic year, and to complete an Annual Review each year preceding candidacy.

Students can request to change their primary advisor. These requests must be made by the student and approved in writing by the current primary advisor; the proposed new faculty advisor; and the Associate Dean.

The Academic Services Doctoral Program Coordinator

In addition to the primary advisor, doctoral students may wish to consult with the Doctoral Program Coordinator. The Doctoral Program Coordinator is staff and can assist students with necessary paperwork, policies, and processes. The Coordinator does not provide academic advising (i.e., course selection), nor do they have a decision-making role in relation to coursework, assessments, etc. Rather, the Coordinator assists students with the administrative process of completing a doctoral degree.

Program Committee

Beginning in the first year, the doctoral student and primary advisor will collectively create a three-person program committee (including the advisor) who serve as an advising team and, ultimately, the committee team for the Comprehensive Examination. Members of this committee must be members of the doctoral faculty. Attention should be paid to include varying perspectives and expertise on the committee including methodological expertise. The student may or may not choose to have members of this committee serve on their Dissertation Committee.

Grade Requirements

To maintain satisfactory academic progress, advance to candidacy, and earn the PhD, students are required to maintain a minimum GPA of 3.00 or “B”. Failure to maintain will result in being placed on academic probation, as defined below. Courses in which grades below “B-” (2.7) are received, cannot be applied toward fulfillment of the requirements for any graduate (PhD or Master’s) degree, and consequently, the course must be retaken in order to achieve a B- or better. All grades received, including repeat courses, will appear on the student’s transcript and will be included in the GPA calculation. Only one course enrollment may be counted towards graduation credits. Please note this GPA requirement is a SEHD PhD program policy and supersedes the GPA policy set by the Graduate Programs Office.

An in-progress (IP) grade is given for dissertation hours until the final approved dissertation is submitted to the program. Once the dissertation is completed and passed, the Ips will be replaced by a grade, which will be included in the student's cumulative GPA. For other courses, the instructor will assign a letter grade.

Incomplete Grade Policy

An Incomplete (I) may be used in rare cases when a student has completed most of the coursework but had a medical or similar emergency, not allowing the course to be completed. A grade of "I" is automatically changed to an "F" after one (1) year unless a grade change is initiated by the instructor. The [SEHD Application for Incomplete Grade](#) has more information. Please note that grades of I, W, NC, and F do NOT satisfy financial aid requirements.

Academic Probation/Discontinuance

The GPA of students enrolled in the PhD program must remain at 3.0 or above to maintain good standing in the program. Should a student’s GPA fall below 3.0, the student will be notified that they will be placed on academic probation. The student is then required to

attain an overall GPA of 3.0 or above, the following enrolled semester. If the student's GPA does not meet the 3.0 standard by the end of the second semester on probation, the Associate Dean will suspend or dismiss the student from the program. A student may petition the program leader for an extension of the probation period in the case of extenuating circumstances.

Students may be dismissed from the program if they fail to demonstrate adequate progress (including meeting timelines for degree completion); do not meet annual review criteria; fail the Comprehensive Exam; or for violations of university and school ethical and professional standards of conduct.

Any student who is dismissed from the program following unsuccessful academic probation or failure to meet their program's guidelines for satisfactory academic progress may reapply for admission to the same or a different graduate program in the School of Education and Human Development after one (1) year. The student should consult with the Associate Dean before applying.

Transfer Credits

Transfer credit is defined as any credit earned at another accredited institution either in the United States or abroad, or credits earned as a non-degree student within the CU system. Graduate courses taken while the student was enrolled in a graduate degree program anywhere in the CU system are considered resident, not transfer, and therefore fall outside the limits on transfer credits. Program faculty can approve resident credits toward fulfilling degree requirement.

Students wishing to *transfer* course credits from other accredited non-CU system institutions must complete the [Request for Transfer of Credit](#) form and have your faculty advisor and program lead of the substituted class approve it. Conditions listed below must be fulfilled before request can be acted upon.

1. Official transcript showing courses recommended for transfer must accompany this request. To be official, a transcript must show the seal of the institution.
2. Appropriate courses used toward a master's degree may be used toward a doctoral degree.
3. Grades in the courses recommended for transfer must be no lower than a B-.
4. Courses with "Pass/Fail" or "Satisfactory/Unsatisfactory" grades will not be transferred.
5. Institutions for which courses are recommended for transfer must be accredited.

6. Quarter hours will be converted to semester hours by multiplying the number of quarter hours by 2/3.
7. Students must have satisfactorily completed one semester as a regular degree student before transfer of credit is recommended.
8. The student's grade-point average on all work taken must be no lower than 3.0.
9. The Rules of the Graduate Program stipulate a maximum of 30 hours may be transferred into a PhD program. Up to 6 credits may be applied to core courses.
10. Courses taken more than 7 years prior to the date of graduation must be revalidated by examination.
11. Courses recommended for transfer must be equal in level to courses applicable to the degree at this institution.
12. Grades for transferred classes are not calculated into the graduate grade point average.

Leave of Absence

Students who need to leave CU Denver Graduate Programs for a period 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.

If a student does not register for three consecutive semesters (including summer) and does not apply for a Leave of Absence, they will be discontinued from the program. Students may apply for readmission, and faculty will review the application to determine whether they can provide the necessary support for the student's return. If a student does not enroll in classes for three consecutive years, they will have to start a new application as a new applicant. More information can be found [here](#).

Time Limit to Degree

Doctoral students, whether enrolled full time or part time, must complete all degree requirements **within eight years of starting the PhD program**. Students who fail to complete their degree in this eight-year period are subject to termination from the university.

Discontinued enrollment (3 semesters, including summer) without an approved leave of absence does not extend the time to degree limit. In the case of a doctoral degree program change (e.g., from a PhD to an EdD), the time to degree clock will re-start.

Students may apply for a time extension to complete the PhD program requirements. These requests are reviewed by the SEHD Associate Dean for Research and Academic Affairs and relevant PhD program faculty in the concentration area. For a student to continue beyond

the eight-year limit, the student and advisor must petition for an extension and provide 1) reasons why the PhD faculty members believe the student should be allowed to continue in the program and 2) an anticipated timeline for completion of the PhD degree.

Graduation Requirements

In order to graduate the student must:

- Complete all coursework with a minimum grade of at least B- for individual classes.
- Maintain an overall 3.0 grade point average.
- Successfully complete a Research and Teaching Apprenticeship
- Pass a Comprehensive Examination Review after the completion of all coursework.
- Satisfactorily complete and successfully defend a dissertation.

Conflict Resolution Protocol

Teaching and learning are collaborative endeavors, and like any close relationship, professional relationships require excellent communication and problem-solving skills. Conflict is inevitable during doctoral preparation and in future careers. Developing the skills to navigate it effectively is an essential part of doctoral preparation. We coach students to apply guiding principles in 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.

The **principles** underlying conflict resolution are:

1. We filter our experiences through our personal lenses. Your standards or norms may be different from the other person, resulting in your perception of a problem.
2. Those who are in the situation can usually best solve the problem, not someone outside of the situation. If possible, talk to the person that you perceive to be a part of the problem, rather than to others. If needed, first speak to the academic advisor who can coach you around language and ways to interact with the person.
3. Most problems are best solved when addressed as soon as possible. Consider setting up a private meeting that works well for both of you.
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. 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. Your first idea may not always be the most satisfying to everyone involved.

6. We all tend to assume that the other person involved in problem solving with us has not listened when they do not agree with us. Although this is possible, it is not necessarily the case. When you feel that you haven't been listened to, ask the other person to summarize what they have heard you say. You may find that the person has listened but simply doesn't agree with you.
8. Practice confidentiality! Resist the urge to share the issue with others not involved in the problem, including those in your class or your peers. Please know, though, that university faculty and the academic advisor are helpful mentors.
9. Avoid the tendency to make generalities regarding the situation (i.e., "everyone in our class feels this way"; "all these students think and act alike").
9. When problems are well defined, resolutions follow more easily. To help define the problem consider the following process:
 - Suspend judgment.
 - Clearly define the problem for yourself as soon as you notice it.
 - Reflect on who or what is contributing- including your role.
 - What is within your and others' control regarding the problem? If the problem is outside of yours and others' control, practice acceptance.
 - Consider how the other person might see the situation.
 - Restate the problem. Are you ready to present the problem to those involved?

Academic Conduct 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 Student Honor Code, may be placed on disciplinary probation.

Procedures for matters involving academic misconduct use, 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.

Academic Grievances

Students who feel that they have been treated unfairly or outside of normal programmatic/departmental policies, may file an appeal using the established SEHD policy and, if this process is exhausted, with the Graduate Education Office.

The designation academic grievance covers those problems related to academic issues. Such issues are distinguished from academic ethics cases and disciplinary cases for which separate procedures exist. Included within academic grievance cases are faculty, program, departmental, College or School (including Graduate Programs Office) policies affecting individual student prerogatives; deviations from stated grading procedures (excluding individual grade challenges); unfair treatment and related issues.

Academic Misconduct

The Academic Conduct and Appeals Committee (ACAC) has responsibility for reviewing and resolving cases of honor code misconduct or student academic grievances unless the School or College in which the Graduate Program resides has established its own policy. For those Schools and Colleges that have their own academic misconduct policies and procedures, and which meet the standards of due process, such Schools and Colleges will have the original jurisdiction in cases involving honor code misconduct or student academic grievances. The ACAC may act as an appellate review board for the final action taken by the School or College.

Research Misconduct

The University of Colorado policy on misconduct in research, scholarship, and creative activities can be found [here](#). Students are covered under this policy if the work in question meets the definition of research (usually theses and dissertations are covered). As such, most (but not all) course-related work is covered by student disciplinary/honor code policies, rather than by this policy.

The University of Colorado's definition of research misconduct includes a number of categories and carries with it firm and decisive consequences. Research misconduct does not include honest error or differences of opinion.

Plagiarism

Plagiarism involves portraying another person's intellectual property as one's own. The most obvious form of plagiarism is using another's words without using quotation marks and citing the source. More subtle forms may involve appropriating ideas, concepts, or data without credit and then changing the actual language so as to give the impression that the ideas are one's own, or providing a citation for one particular use, but then making extended future use of the original work without further citation.

Fabrication of Data

Fabrication involves making up data, notes, or other research information and reporting

them. “Data” refers to whatever forms of evidence are relevant to publication of research in a particular discipline.

Falsification of Data

Falsification involves manipulation of the research process, or altering or misrepresenting data, so that reported results are not accurate.

Other Violations

- Failure to comply with established standards regarding author names on publications.
- Material failure to comply with Federal requirements for protection of researchers, human subjects, or the public or for ensuring the welfare of laboratory animals.
- Retaliation of any kind against a person who reported or provided information about suspected or alleged misconduct and who has not acted in bad faith.

Other serious deviation from accepted practices in proposing, carrying out, reviewing, or reporting results from research. Here is the [Federal Policy on Research Misconduct](#).

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. Select graduate scholarships are available within the School of Education & Human Development. For more information, review the following [SEHD webpage](#).

External Funding

There are a number of organizations that will fund doctoral students. You are encouraged to scour the internet for opportunities that fit with your work. Suggested websites include, [AERA](#), [Air](#), and [APA](#).

Appendix A: Concentration Areas

Currently, there are seven approved concentration areas in the Educational and Human Development Doctor of Philosophy program.

Math Education

Students and faculty in this concentration area focus on teacher learning and professional development experiences. Specifically, projects investigate the ways that particular interventions used in professional development for mathematics teachers impact 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 research questions and grain size.

Science Education

The goal of this area is to prepare 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.

Critical Studies in Education

This concentration area houses faculty who approach their research and teaching in education with a transdisciplinary and critical lens, especially with respect to race, gender, class, disability, sexuality, language, and culture. Faculty members ground their approach in social justice in education and promote the ideas of educational equity, transformative education, and educational activism in nontraditional ways. Particularly, how schooling, society, and policies are dialectical sites of oppression and liberation, and the role of educators is that of intellectual activists to facilitate that liberation. Because an activist approach is necessary, this concentration area offers a monthly faculty and student meeting where students and faculty can collaboratively work on research, publications, conference presentations, and theory building. The faculty of Critical Studies in Education approach education in critical ways to ensure the futurity of a more transformational, liberatory, and humanizing educational system and society.

Leadership for Educational Organizations

This concentration serves as a key area for those concerned about leadership in schools and a key focus for research by scholars in higher education. A crucial assumption that underlies this concentration area is that school leadership makes the difference in how schools succeed in improving learning outcomes for all students, but we are only beginning to scratch the surface in understanding why leadership is successful and in which

contexts, what the interactions are between effective leadership and effective teaching, and those interactions' collective impact on learning outcomes at all levels in schools.

Inclusive Early Childhood Education

The goal of this concentration area is to introduce students to the issues and practices in early childhood special education and to prepare students to provide leadership to improve outcomes for children with disabilities. The purpose is to provide students with the necessary skills and knowledge of evidence-based practices to prepare them to meet state and national leadership needs within IHEs to address issues in Early Childhood Special Education/Early Childhood Education/early childhood special education (ECE/ECSE). Graduates will be prepared to: (1) conduct rigorous research related to culturally responsive, evidence-based practices, (2) translate research into practice, thus expanding the use of evidence-based practice in the field; (3) create, evaluate, and improve blended pre-service teacher education programs in ECE / ECSE, and (4) align ECE curriculum to current state standards for early learning.

Research, Evaluation, and Methods

The goal of this concentration area is to prepare students to design and carry out significant applied research on individual and organizational change in the field of education and human development. Through problem-based pedagogy and hands-on learning, students will be prepared to be collaborative applied researchers who work with community, university, and school partners. Students will learn advanced quantitative, advanced qualitative, and mixed methods research techniques. Course content includes mixed methods, advanced statistics, advanced qualitative data analysis, systems analysis, collaborative team research, and practicum experiences. Graduates of the program are prepared to work as faculty members, school district and organizational researchers, data analysts, and assessment coordinators.

Family Science and Human Development

The goal of this concentration is to prepare students to critically examine and understand family science within an ecological life span development lens. This program prepares students to work in academic careers as professors, researchers and scholars in Family Science and Human Development. Students are provided with a rich curriculum that centers on theoretical and scholarly based knowledge in family science, human development, and research inquiry. Another objective of this program is to integrate the importance of family diversity (which includes race, ethnicity, culture, class, gender, sexual orientation, age, religion, ability, language) into the curriculum as it relates to social justice in family science and child, adolescent and adult development. Central to the Family Science and Human Development concentration is the conceptual framework of family and human ecological systems and how that impacts research, practice, and policy with diverse families in the United States and at the global level.

Appendix B: COMIRB

The COMIRB (**Colorado Multiple Institutional Review Board**) reviews research to ensure that the federal regulations for protecting human research subjects outlined in COMIRB policy, University of Colorado Denver policy, the Department of Health and Human Services (DHHS) regulations (45 CFR 46) and the Food and Drug Administration (FDA) regulations (21 CFR Parts 50 & 56) as well as other requirements are met. The University of Colorado Denver (UCD) Federal wide Assurance (FWA # 00005070) awarded by the Office for Human Research Protections (OHRP) at DHHS, is a written pledge to follow federal guidelines for protecting human research subjects in accordance with the principles of the Belmont Report. The Colorado Multiple Institutional Review Board (COMIRB) must review and approve your research before you can begin the study.

All trainees (includes students, residents, fellows, and other trainees) and mentors/advisors must read the Belmont Report and understand their ethical responsibilities in conducting human subject research that are outlined in this document.

Students should visit the COMIRB website for full instructions on COMIRB submission [here](#). The following principles and policies apply and must be upheld by investigators conducting research approved by COMIRB:

1. **Conducting the Research.** You, in conjunction with your named mentor/advisor, are responsible for making sure that the research is conducted according to the COMIRB approved research protocol. As the Principal Investigator, you may delegate the authority to make decisions about the study but may *not* delegate the responsibility for proper conduct of the study. You are responsible for the actions of all your co-investigators and research staff involved with this research.
2. **Conflict of Interest.** The PI, investigators and research team must disclose any existing conflicts of interest and follow any management plan agreed to by all interested parties and approved by COMIRB. Any new conflicts of interest must be reported to the COI Officer and COMIRB within 30 days.
3. **Sufficient Resources.** Ensure that you have sufficient resources to conduct your study properly, including:
 - Access to a **population** that will allow you to recruit the required number of subjects.
 - Sufficient **time** to conduct and complete your research.
 - Adequate **facilities** for the type of research you are doing.
 - A process to check that any staff assisting you fully **understand** the protocol and their duties in the research.
 - Available **medical or psychological resources** that subjects may need if they suffer consequences from your research.

4. **Subject Enrollment.** You may not recruit or enroll subjects prior to the COMIRB approval date or after the expiration date of COMIRB approval. All recruitment materials for any form of media must be approved by the COMIRB prior to their use. Only the stamped, COMIRB-approved format and text of the recruitment materials may be utilized. If you need to recruit more subjects than was noted in your COMIRB approval letter, you must submit an amendment requesting an increase in the number of subjects and obtain COMIRB approval prior to enrolling additional subjects.
5. **Informed Consent.** You are responsible for obtaining and documenting effective informed consent using **only** copies of the stamped, COMIRB-approved consent documents, and for ensuring that no human subjects are involved in research prior to obtaining their informed consent. Please give all subjects copies of the signed informed consent documents. Keep the originals in your secured research files for at least five (5) years. When appropriate, you should place a copy of the signed informed consent document in the subject's medical record.
6. **Continuing Review.** The COMIRB must review and approve all COMIRB-approved research protocols at intervals appropriate to the degree of risk but not less than once per year. There is **no grace period**. Prior to the date on which the COMIRB approval of the research expires, the COMIRB Office will send you a reminder to submit a Continuing Review Application. Although the COMIRB sends reminders, **it is ultimately your responsibility to submit the continuing review report in a timely fashion to ensure a lapse in COMIRB approval does not occur.** If COMIRB approval of your research lapses, you must stop new subject enrollment and contact COMIRB immediately. It is suggested that the continuing review be submitted approximately 45 days prior to the expiration of COMIRB approval.
7. **Amendments and Changes.** If you wish to amend or change any aspect of your research (such as research design, interventions or procedures, number of subjects, subject population, informed consent document, instruments, surveys or recruiting material), you must submit the amendment to the COMIRB for review using the COMIRB Change Form. You **may not initiate** any amendments or changes to your research without first obtaining written COMIRB review and approval.
8. **Data Safety Monitoring.** All research involving more than minimal risk to subjects must have a data safety monitoring plan to ensure subject safety during the course of the research. You should have a plan for monitoring subject reactions and reporting any unanticipated problems or adverse events.
9. **Unanticipated Problems.** Any reportable events must be reported to the COMIRB within **five (5) days** of discovery of the incident as outlined in the COMIRB Policies and Procedures. Reportable events include:
 - An actual unforeseen harmful or unfavorable occurrence to participants or others that relates to the research protocol (injuries, psychological events).

- Adverse events which, in the opinion of the principal investigator, are both unexpected and probably related to the intervention.
- An unforeseen development that potentially increases the likelihood of harm to participants or others in the future.
 - Information that indicates a change to the risks or potential benefits of the research. *For example:* A paper is published from another study that shows that the risks or potential benefits of your research may be different than initially presented to the COMIRB.
- A problem involving data collection, data storage, privacy, or confidentiality.
- Incarceration of a participant in a protocol not approved to enroll prisoners.
- Complaint of a participant when the complaint indicates unexpected risks or cannot be resolved by the research team.
- Any other problem that caused a risk to the participant or others

10. Serious or Continued Non-Compliance. You must also self-report any instances of serious or continuing non-compliance with the COMIRB's requirements for protecting human research subjects, as well. All reportable events should be submitted to the COMIRB using the Unanticipated Problem Form.

11. Research Record Keeping. You must keep originals of the following research-related records in a secure location for a minimum of five (5) years after study completion: the COMIRB approved research protocol and amendments; COMIRB-approved and signed (when required) informed consent documents; recruitment materials; continuing review reports; unanticipated event reports; and all correspondence from the COMIRB.

12. Final Reports. When you have completed or stopped work on your research (no further subject enrollment, interactions, interventions, or data analysis), you must close the study with COMIRB by submitting a final continuing review form with a closure letter. Analysis of a stripped anonymous data set with no link to identifiers is not human subject research.

If you have any questions or need assistance, please contact the UCD Compliance Office at 303-724-1010.

Note: if you are using a test article under the jurisdiction of the FDA then additional responsibilities will also apply. Please check the COMIRB website for more information at: www.ucdenver.edu/research/comirb.

Appendix C: Contact Information

Please note that all personnel and titles are subject to change. Refer [here](#) for up to date contacts.

Concentration Program Leaders:

Critical Studies in Education:

Dr. Ester de Jong (interim) ester.dejong@ucdenver.edu

Inclusive Early Childhood Education (paused AY 25):

Dr. Elizabeth Steed elizabeth.steed@ucdenver.edu

Family Science and Human Development:

Dr. Jorge Chavez jorge.chavez@ucdenver.edu

Leadership for Educational Organizations:

Dr. Scott McLeod scott.mcleod@ucdenver.edu

Mathematics Education and Science Education:

Dr. Heather Johnson heather.johnson@ucdenver.edu

Research and Evaluation Methods:

Dr. Courtney Donovan courtney.donovan@ucdenver.edu

Associate Dean for Research and Academic Affairs:

Dr. Ester de Jong ester.dejong@ucdenver.edu

Assistant Dean for Student Success & Enrollment Management:

Dr. Sandy Mondragon sandy.mondragon@ucdenver.edu

SEHD Doctoral Programs Coordinator:

Carol Wahby carol.wahby@ucdenver.edu