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MAR 17 2009

COLORADO DEPARTMENT OF
HIGHER EDUCATION

Office of the Vice President for Academic Affairs and Research

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Denver, CO 80203
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FAX #: (303) 860-5620

MEMORANDUM

TO: Julie Carnahan
Chief Academic Officer
Colorado Department of Higher Education

FROM: Kathleen Bollard 
Associate Vice President for Academic Affairs

DATE: March 16, 2009

SUBJECT: Approval of Doctor of Education (EdD) in Leadership for Educational Equity at the University of Colorado Denver

I am writing to notify the Colorado Department of Higher Education of a new degree program recently approved by the Board of Regents of the University of Colorado.

The *Doctor of Education in Leadership for Educational Equity* was reviewed and discussed by the Board of Regents at its Academic Affairs Committee meeting on March 12, 2009. This degree proposal was endorsed by Chancellor M. Roy Wilson and subsequently approved by the board on the same day.

This proposal will be presented to the Colorado Department of Higher Education on March 19, 2009, and we are hopeful it will receive approval by the CDHE for its consistency with meeting the campus's role and mission statement.

The University of Colorado appreciates your support in offering this new degree to our students.

Enclosure



Office of the Chancellor

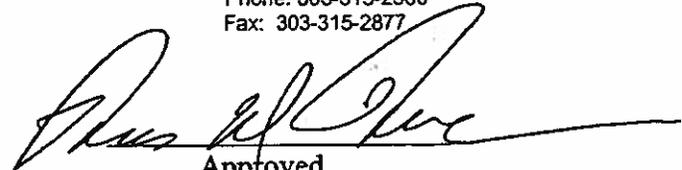
Downtown Campus

Anschutz Medical Campus

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P.O. Box 173364
Denver, Colorado 80217-3364
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Fax: 303-315-2877

Campus Box A005-168
13001 East 17th Place
Aurora, Colorado 80045
Phone: 303-315-2500
Fax: 303-315-2877

TO: President Bruce D. Benson


Approved

FROM: Chancellor M. Roy Wilson


Approved

DATE: February 27, 2009

SUBJECT: New Degree Proposal: Doctor of Education in Leadership for Educational Equity

I. REQUEST FOR ACTION BY THE BOARD OF REGENTS

Upon the recommendation of Provost Roderick Nairn and Dean Lynn Rhodes of the School of Education and Human Development, I recommend that the following resolution be submitted for approval by the Board of Regents on March 12, 2009.

RESOLVED that the degree Doctor of Education in Leadership for Educational Equity at the University of Colorado Denver be approved by the Board of Regents as a new degree program in the School of Education and Human Development. Upon board approval, this request will be transmitted to the Colorado Department of Higher Education for approval.

II. STATEMENT OF INFORMATION

The Doctor of Education Degree (EdD) is a practice-based, doctoral level program for professional leadership in P-12 and community-based educational contexts. The goal of this degree program is to prepare future leaders for equity in P-12 and community-based education contexts who can effectively translate research into practice, influence policy, use data effectively in decision making, and organize individuals and groups to address challenges collaboratively and successfully. The program is fully-funded by tuition from the program, and requires minimal resources from UC Denver.

The structure of the program will allow a cohort of students to work fulltime while attending classes that are offered in weekend, hybrid (part face-to-face and part online), fully online, and summer intensive formats. The Leadership for Educational Equity will link students, professors, and practice-based professionals such as educational coaches, teacher leaders, principals, superintendents, policy researchers, and higher education executives through collaborative course management teams,

collaborative teaching models, and guided inquiry and internship experiences. Students will complete coursework in three core areas: equity, leadership and learning, and inquiry, as well as specific coursework in a concentration area. All courses and experiences in the concentration area will expose students to context-specific best practices, interdisciplinary connections, and applied research in an environment that stresses the application of theory to practice.

The proposed program was thoroughly reviewed by Dr. David G. Imig, Professor, University of Maryland and Visiting Scholar at the Carnegie Foundation for the Advancement of Teaching, and Ms. Jill Perry, Doctoral Student in Education Policy and Leadership at the University of Maryland. In their review they commented that UC Denver "has many strengths, all of which are consistent with developments taking place at institutions in the Carnegie Project on the Education Doctorate (CPED)." In their summary Dr. Imig and Ms. Perry indicated "it is evident that the faculty and leadership have fashioned a proposal based on a demonstrated need, the design conforms to guidelines and standards of the professional community and is consistent with what other schools of education are attempting to establish." Furthermore, the UC Denver Downtown Campus Graduate Council considered the degree program and voted unanimously to approve the degree on October 27, 2008.

This item was reviewed and discussed at the March 12, 2009, Academic Affairs Committee meeting.

III. PREVIOUS ACTION

None.



University of Colorado Denver

Office of the Chancellor

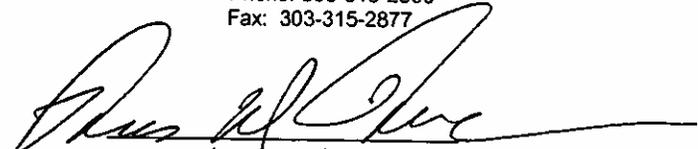
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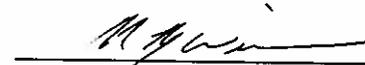
Anschutz Medical Campus

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TO: President Bruce D. Benson


Approved

FROM: Chancellor M. Roy Wilson


Approved

DATE: February 27, 2009

SUBJECT: New Degree Proposal: Doctor of Education in Leadership for Educational Equity

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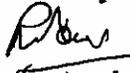
III. PREVIOUS ACTION

None.

University of Colorado Denver
Provost and Vice Chancellor for Academic and Student Affairs

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Fax: 303-315-2115

MEMO TO: Michael Poliakoff, Ph.D.
Vice President for Academic Affairs and Research
University of Colorado

FROM: Roderick Nairn, Ph.D. 
Provost and Vice Chancellor for Academic and Student Affairs
University of Colorado Denver

DATE: February 17, 2009

The Doctor of Education Degree (EdD) proposal was developed over the course of the past two years. The proposal was prepared to be presented at the January 2009 Regent meeting with a target approval date in March 2009. Because of the state budget climate, discussion of the proposal was postponed. As a result, I have discussed the proposal with the dean of the School of Education and Human Development and evaluated program content, enrollment projections and the budget. The fundamentals of the program and curriculum are sound and continue to be developed and refined in anticipation of the first cohort. My recommendation is to continue to pursue this new program proposal because it will meet strong student demand, provide graduates who will enrich our educational system and add to the fiscal resources of UC Denver.

There are two recent developments with budgetary implications on the program. First, student demand for the program has exceeded expectations as evidenced by inquiries from about 300 prospective students. The proposal as submitted for approval projects a class of 20 students. The school now believes they may enroll as many as 30 in the first class. We will watch this enrollment estimate as it progresses and monitor the resource impacts of a larger cohort size. However, if the program enrolls a larger cohort, this will translate to revenue for both the school and UC Denver. Second, the dean and I have agreed that the necessary faculty position may be funded by a budget reallocation within the school. Therefore, the additional new cost of a faculty member requested for this program in year 2 will not be needed, increasing net revenue.

I will continue to work with the dean to evaluate the program and the budget. The school will offer this program using existing resources and the actual implementation could have a stronger budget than that shown in the proposal because of the increase in class size. Every new academic program is reviewed annually to determine whether it is meeting enrollment targets. If the enrollment varies significantly from the original projections, budget adjustments will be made to subsequent fiscal years according to the assumptions used in the proposed budget.

Cc: Lynn Rhodes, Dean, School of Education and Human Development

MEMORANDUM

TO: Chancellor M. Roy Wilson

FROM: Provost Roderick Naim 

DATE: December 8, 2008

SUBJECT: Doctor of Education Degree Proposal

Attached please find the proposal to develop a Doctor of Education (EdD) degree in the School of Education and Human Development. This proposal has been developed by the faculty of the School and has the endorsement of Dean Lynn Rhodes. The dean has included in her letter of support the required statement verifying the adequacy of resources to support the new program, as outlined in the program's budget, and confirmed that projected resources are reasonable. This new degree will provide an avenue for students to pursue an academic career through the existing PhD program or a practice career through this new EdD program. This is consistent with a national conversation convened by the Carnegie Foundation and will fulfill the needs of those who wish to gain the knowledge and skills to be successful in settings that support or provide education to others.

I have reviewed the proposal and observed that offering this new degree is consistent with our role and mission and our new strategic plan. The school has demonstrated that there is strong student demand and will meet a workforce need to develop educators who will be successful in leadership roles and have the knowledge and skills to increase access to and achievement in education for the many underrepresented learners served by the graduates. The curricular plan appears to be strong and the proposal demonstrates that there are faculty to deliver the degree.

As a graduate degree, the proposal is required to have an external review. The proposal was reviewed by Dr. David Imig, Professor of the Practice at the University of Maryland and Visiting Scholar at the Carnegie Foundation for the Advancement of Teacher Education and Ms. Jill Perry, doctoral student in Education Policy and Leadership at the university of Maryland and program director of the Carnegie Project on the Education Doctorate. The reviewers are very supportive of the proposal.

The office of Policy and Fiscal Analysis has worked with the faculty preparing the proposal to develop the enrollment, physical capacity and budget projects. These charts demonstrate that the enrollment will be strong and that graduates will progress in a timely

manner. New space is not required to support the program. The budget for this program has been prepared in combination with the existing PhD program as the two programs will share instructional, administrative and operating resources. At the campus level, every year posts a surplus of revenues over expenses. The school will reallocate resources to support expenses and will request one-time funds and a new faculty line. The Budget Priorities Committee (BPC) of the Downtown Campus has also reviewed and approved the proposal and supports the budget as proposed and supports the faculty hire pending further understanding of the entire campus budget picture.

This degree's focus will not be duplicative of any in the state. It will complement the PhD in Boulder and the EdD of the University of Northern Colorado. Dean Rhodes has been in communication with these deans and they offer their support to this program. A letter from Dean Shepard of Boulder is included in the packet.

In closing, I believe this new degree will be an important addition to the mix of programs offered by the University of Colorado Denver.

EXECUTIVE SUMMARY

Doctor of Education (EdD) Degree Program
Leadership for Educational Equity
School of Education and Human Development
University of Colorado Denver

Faculty in the School of Education and Human Development (SEHD) at the University of Colorado Denver propose offering a Doctor of Education (EdD) degree program beginning in academic year 2009-2010. This proposed degree program is consistent with the statutory role and mission of the downtown campus. The EdD degree is also congruent with the UC Denver's role and mission of excellence in education, research and service for the benefit of communities in Colorado. The goal of this practice-based program is to prepare future leaders for P-12 and community-based education contexts who can effectively translate research into practice, influence policy, use data effectively in decision-making and organize individuals and groups to address challenges collaboratively. In addition, a focus of this degree program is to prepare leaders who have a greater understanding of and who develop the knowledge and skills necessary to support diversity and equity for all students in these environments.

Degree Rationale. The need for this proposed degree program was spurred by several events, including an SEHD program review, new national dialogue about the function of the doctorate in education, and the changing context of the University of Colorado Denver. First, during the spring of 2006 the current PhD in Educational Leadership and Innovation (EDLI) within the SEHD underwent a program review. Two evaluators from universities external to the state of Colorado, as well as three evaluators from PhD programs internal to UC Denver, reviewed the EDLI program. The review involved interviews with former and current students, faculty, and an examination of the curriculum. In addition to recommendations for fine-tuning our PhD program, the reviews recommended that the program faculty (a) revisit the program curriculum to ascertain whether it was addressing the varied professional goals of our current student population, (b) examine and build the curriculum to reflect a focus on issues of diversity and equity; and, (c) explain the program outcomes more explicitly to students. During the course of following up on those recommendations, conversations led faculty to propose that we investigate the need not only to revise our current PhD program, but also to develop an EdD program.

A second, related factor underlying the new degree proposal is based in the emergence of a national movement re-examining the nature of the educational doctorate. Two projects sponsored by the Carnegie Foundation and the Council of Academic Deans in Research Education Institutions have been foundational to this movement: 1) the Carnegie Initiative on the Doctorate (CID) and 2) the Carnegie Project on the Educational Doctorate (CPED). Within and across these two projects, researchers and faculty across the U.S. have examined ways to strengthen and differentiate the educational Doctor of Philosophy (PhD) degree from the Doctor of Education (EdD) degree. Generally, these efforts have differentiated the PhD as a preparation for future scholars who intend to focus their work on research and teaching within Institutions of Higher Education. In contrast, the EdD has been envisioned for the advanced preparation of school/district leaders and clinical faculty, academic leaders and professional staff for the nation's schools, community-based organizations and teaching-focused higher education institutions. About 20 universities, many of whom have launched new or revised PhD and EdD programs, have worked on these projects with support from the Carnegie Foundation,.

This national dialogue is consistent with and parallel to conversations among the EDLI faculty in the SEHD. Thus, this proposal has been developed in response to both local and national needs to clearly distinguish the purpose and function of the educational doctorate to align more closely to the needs of educators. Several national reports and publications have provided a framework for this work and guided the development of this proposal.

A third factor for this proposed degree is to strengthen doctoral work in the SEHD in terms of the current PhD program and to add a new EdD degree program – addressing both the needs of aspiring researchers and academicians and working practitioners in our surrounding communities. Differentiating doctoral programs for practitioners and academicians is also consistent with the offerings of the doctor of philosophy programs and professional practice programs (e.g. in medicine, pharmacy, nursing, and public health) on the Anschutz Medical Center campus.

This proposed doctor of education degree has been developed specifically to meet the needs of practicing professionals who intend to assume leadership roles in P-12 or community-based educational contexts and want to gain a greater understanding of human learning, educational leadership, and the means by which research can be conducted and successfully applied in urban and diverse communities. As well, we have devised a proposal to refine and exclusively market our existing PhD program to students who plan to pursue careers as researchers in institutions of higher education or other research-based organizations.

To meet the needs of the targeted student population, this EdD degree proposal is built with the understanding that (a) students will move through the program in a cohort of about twenty students completing their coursework in three years and using a fourth year to complete their dissertations; (b) core and concentration curricula will have common syllabi, developed collaboratively by teams of faculty and field-based experts, and with students taking the courses in a specified sequence; (c) courses will be offered primarily in weekend, hybrid (part face-to-face and part online instruction), online and summer intensive formats designed for working adults; (d) instructional processes will focus on problems of practice in education and community based contexts, problem solving, discussion and small-group work; (e) concentration courses will build on and integrate the interdisciplinary knowledge gained from core courses; and (f) students will have the option to participate in thematic dissertations with each student writing his or her own unique dissertation while working on common themes or education issues and challenges with small groups of students directed by one or two faculty advisors.

Reflecting on the school's mission, the new program has core coursework in two key areas: (1) equity and 2) leadership and learning. These core courses will employ problem-solving models to help students diagnose and solve education problems and provide common experiences for all students in the program. After completing the core courses, students take a common research core and courses in their choice of an academic concentration. To date, these concentrations include the following areas: 1) Instructional Leadership; 2) Linguistically Diverse Education; 3) Math Education; 4) Executive Leadership; and, 5) Science Education with a focus in Environmental Education. The research core consists of three courses that focus on the following constructs: (a) understanding research (research literacy); (b) designing research; and, (c) analyzing and applying research data. These research courses will emphasize research that is applicable to practice-based settings such as evaluation research, action research, survey research, needs assessment, and policy research. All courses in the concentrations expose students to context-specific best practices, interdisciplinary connections, and applied research in an environment that stresses the application of theory to practice. Course assignments will focus on problem-solving learning experiences.

For the culminating portion of the program, students will participate in two concentration area internships, a guided research experience, and a dissertation proposal course, prior to completing dissertations. The concentration area internships will expose students to alternative contexts and responsibilities and roles associated with their concentration area. The guided research experiences will provide students with the opportunity to conduct, under the guidance of a team of faculty, applied research in areas such as program evaluation, professional development, policy analysis or needs assessment. During the dissertation phase of their program, students will have the option of completing an independent research study or participating in a thematic dissertation. In the thematic dissertation option, each student works with several others in a small group, guided by a faculty member, either on closely related topics or with the same database, to produce her own, unique dissertation. Themes for dissertations will generally be organized around field-based issues or problems, and students will be required to collaborate in developing their proposals and to critique each others' work. In short, a unifying feature will tie together the research of several EdD students such that they can be mentored as a group and have the potential to achieve greater impact through their research. In a thematic dissertation approach to inquiry, students begin with a context-based problem and then analyze the literature to find guidance about how it may be researched and addressed. This thematic dissertation approach differs from the traditional PhD dissertation process wherein students typically work alone and begin by reviewing the literature to identify gaps in the research literature, identify a construct for inquiry and then decide upon the setting in which to conduct a study.

UNIVERSITY OF COLORADO DENVER
School of Education and Human Development

PROPOSAL FOR A DOCTOR OF EDUCATION DEGREE
in *LEADERSHIP FOR EDUCATIONAL EQUITY: Concentration Area*

September, 2008

Prepared for:

University of Colorado Denver Chancellor's Office
University of Colorado President's Office
University of Colorado Board of Regents
Colorado Department of Higher Education

Desired Program Timeline:

First Students Admitted: Summer, 2009

First Graduating Class: Summer 2013

A.1. Description of Program

The Doctor of Education Degree (EdD) is a practice-based, doctoral level program for professional leadership in P-12 or community-based educational contexts. The EdD will prepare leaders within the profession to address complex educational challenges by combining decision-focused analytic and research skills with a broad-based understanding of systems anchored in principles of equity and access to public education.

In the School of Education and Human Development, the EdD program will require students to complete coursework in three core areas, equity, leadership, and research, as well as specific course work in a concentration area. All courses and experiences in the concentration area will expose students to context-specific best practices, interdisciplinary connections, and applied research in an environment that stresses the application of theory to practice. Course assignments will focus on problem-solving experiences. The research methods courses are focused to answer the question, "What are the primary challenges faced by leaders in education contexts that can be illuminated through inquiry?" These courses introduce the knowledge and skills leaders need to make effective decisions. We see this approach as more useful than teaching research and evaluation methods in survey courses that review different methodologies apart from the decision-making context in which the competencies are applied. The culminating experience for the EdD program will require a guided research experience, two concentration area internships, a dissertation proposal course, and an individual dissertation that demonstrates ability to identify and evaluate a major education challenge and initiate a successful program of change to address the problem. The concentration internships are designed to expose students to experiences that broaden their understanding of how their area of focus plays out in other contexts, roles, and responsibilities, and expands their understanding of interdisciplinary connections and organizations that can build on traditional education practices. The guided research internship and dissertation research will rely heavily on experiences within P-12 and community-based educational institutions to gain knowledge and expertise in designing, implementing, and evaluating education

programs and policy. These institutions could be governmental (i.e. international, national, state, or local education departments and agencies) or private (i.e. foundations, community based organizations, or professional associations) that support education for a diverse P-12 student population.

A.2. Program Goals

Goal: Prepare future leaders for equity in P-12 and community-based education contexts who can effectively translate research into practice, influence policy, use data effectively in decision making, and organize individuals and groups to address challenges collaboratively and successfully.

Through our focus on equity, we intend to prepare educational leaders to critically examine the ways in which socio-cultural and political histories of individuals and systems interact to privilege some and marginalize others, resulting in disparate educational opportunities and outcomes for students. Our equity focus will equip educational leaders to recognize, identify, and eliminate those systems that create areas of marginality, and improve policy, structures and practices to ensure opportunities and participation for all individuals.

Degree Title: Students completing this program will earn a Doctorate of Education (EdD) with a major in “Leadership for Educational Equity.” Within this major, students will also pursue a concentration area/track in a particular emphasis area.

EdD students will:

- Reflect and act on the intersection of personal, inter-personal and organizational influences on beliefs, values, policies, practices and structures that prohibit or advantage educational equity and opportunities for all individuals.
- Demonstrate leadership that promotes equitable policies, procedures, and systems that enhance learning within P-12 or community-based education organizations
- Demonstrate effective collaboration and the ability to lead others to achieve greater levels of collaboration in order to achieve diversity and equity for students
- Develop expertise in a primary concentration area
- Demonstrate research literacy skills to address contemporary education challenges

B.1. Bona Fide Need: Student Demand and Workforce Demand

a. Student demand

Follow-up studies of graduates from the SEHD PhD program indicate that nearly 90% of our alumni work in P-12 and community-based educational contexts during their doctoral program and following graduation. As conceptualized nationally and in this proposed degree, an EdD program will better serve the professional goals of those students compared to a PhD program. Thus, the target market for this proposed EdD program is students with a masters-level degree in education or a related field whose long-term goals are to fill leadership positions (executive directors, program coordinators, principals, academic coaches, superintendents) in P-12 and community-based educational contexts. The program will recruit students who seek to develop in-depth knowledge of the field and expand their skills in supporting diverse and urban schools and communities, leadership, applied research and practice. Letters of support from school districts and various educational organizations (Appendix H) indicate a

demand for students who will complete this degree. Indeed, administrators from some districts have requested that whole cohorts of students from within their district be taken through this degree program.

Over the past seven years the faculty in the SEHD has admitted an average 56% of the applicant pool for our existing doctoral program due to a defined set of resources. While in some cases, we did not admit applicants due to their qualifications, in most cases, we were unable to accept otherwise qualified individuals due to resource limitations. We simply did not have the faculty to offer enough sections of courses for more students. Thus, we have been unable to address the needs of individuals who seek a terminal degree in education. Currently, the student academic advisor in the doctorate program has a large database of prospective students who have expressed an interest in applying for admissions to a doctoral program, including an EdD program if approved. Nearly 120 contacts have been made to the SEHD just in the last year.

We have also seen a demand for this program from graduates of our masters degree programs and advanced licensure programs, such as the principal's licensure program. Often, these students want to pursue a terminal degree, but not one focused on scholarship and teaching in higher education. Rather, they want to pursue degrees that help them work more effectively to improve education in public or private institutional settings for K-12 students or adults. Additionally, this degree program will provide students with opportunities to advance on the pay scales of a majority of school districts.

Additionally, in anticipation of putting forth this proposal, the SEHD faculty conducted focus groups over the past year with potential students to determine their interest in pursuing an educational doctorate. It is clear from those conversations that this proposed degree program would meet their needs and fulfill their professional aspirations. There is a backlog of demand for this professional degree in Colorado and neighboring states since the primary doctoral-level education training that has been available is research-based rather than practice-based.

Enrollment Projections

We intend to enroll one cohort of about 20 students per academic year. By year four of the program, program capacity will reach its height of 80 students.

Applicant Pool

Our primary pool of potential applicants is masters-level prepared working professionals in P-12 and community-based educational contexts in the Denver-metropolitan area. Also, students who are seeking to enhance their knowledge to serve in educational leadership positions may be located in rural areas far from campus-based classes, or unable to attend classes due to work schedule constraints. Therefore, the conceptualization of the delivery of this program (online, weekend, hybrid (part face-to-face and part online instruction), and condensed courses offered year-round, including during the summer) will be an integral part of reaching out to and serving an applicant pool who to date have had limited options for pursuing doctoral education. As such, we expect that individuals from across the state, especially those from more rural areas will now have access to more advanced preparation through this proposed degree program.

Under-represented Groups

Instituting a culture of respect for and inclusion of under-served groups, not just representation of diverse individuals in our context, is an underlying premise of the SEHD that will enable the school to recruit and retain a diverse student body. The Associate Dean of Faculty has the leadership role in the SEHD for implementing and promoting the university and school plans for diversity in the student body, faculty and staff. Previous and ongoing efforts have included curriculum review and revision and

integration of cultural competence training in all facets of the education, research and service programs of the school. This provides a base from which to effectively respond to our increasingly diverse student body.

With regard to recruiting a diverse applicant pool for this proposed degree program, the student academic advisor of our current PhD program has had ongoing contact with groups such as the Mentoring Institute for Latino Educators (MILES) since the fall of 2005. At least on an annual basis, he presents information to that group regarding graduate education opportunities in the SEHD. In a recent workshop with the MILES group (May, 2008), the academic advisor presented information about this proposed degree program (as well as our PhD program) and left the workshop with new names of interested parties. Faculty across the SEHD have significant ties with community-based groups through which recruiting activities will be targeted.

b. Workforce Demand

There is considerable national recognition of the importance of developing EdD degree programs to serve P-12 and community-based education contexts (Dembo & Marsh, 2007; Levine, 2007; Shulman, Golde, Conklin-Bueschel, & Garabedian, 2006). Reports from the field nationally see the education doctorate as serving an important function, one “aligned to its professional and disciplinary analog, making a powerful contribution to American education” (Shulman, et al., 2006, p.30).

The focus groups mentioned above, and particularly those with hiring authorities, clearly demonstrated a significant demand for the EdD degree program. The participants strongly supported offering a practice-based education doctorate. Indeed, top administrators from a large metropolitan district have requested that we fill a cohort solely from their employees. Below are several responses that represent the majority of responses in support of the EdD:

“I would support a program that would increase our leadership capacity in buildings through action research – helping us to answer questions such as, “What kids are doing well? Why?”

“We need a program that helps educators answer questions like, “What types of programs can we set up to support the needs of adolescents for whom English is a second language so that they stay in school, develop their literacy skills....”

The SEHD has a wide network of partnerships with multiple P-12 and community based organizations. Workforce demand for this degree has been reinforced by conversations with these various entities. For example, the Colorado Principal Center (CPC) has a membership of 20 school districts, and provides ongoing professional development opportunities to potential and practicing principals. Both principals and district-level administrators serve on the board of the CPC and have indicated in a letter of support their enthusiastic backing for this proposal. The board clearly sees the need for this level of preparation for future education leaders (Appendix F). Additional letters of support addressing the workforce demands for graduates from this proposed program and from potential hiring authorities across several major districts in the Denver-metropolitan area are included in Appendix F.

B2. Role and Mission Criteria

The current statutory role and mission statement for the Denver campus is as follows:

The Denver campus of the University of Colorado Denver shall be an urban comprehensive undergraduate and graduate research university with selective admission standards. The Denver campus shall offer baccalaureate, masters, and a limited number of doctoral degree programs, emphasizing those that serve the needs of the Denver metropolitan area. The Denver campus has statewide authority to offer graduate programs in public administration and exclusive authority in architecture and planning.

This proposed degree program aligns to the statutory role of the campus. The EdD degree is also congruent with the UC Denver's role and mission of excellence in education, research and service for the benefit of communities in Colorado. More specifically, as stated in the 2008 Strategic Plan the mission of UC Denver is:

UC Denver is a diverse teaching and learning community that creates, discovers, and applies knowledge to improve the health and well-being of Colorado and the world.

This degree program will train the future leaders of our educational workforce to provide high quality programs for students and families in P-12 and community-based educational contexts.

In addition to complementing the strategic plan for the campus, this proposed EdD program directly aligns to the mission and vision of the SEHD:

Mission

Leadership for Educational Equity

Prepare and inspire education and mental health leaders to have a profound impact in fostering student opportunity, achievement and success in urban and diverse communities.

Vision

A leading school of education providing national expertise on educational issues and socially-just solutions for urban and diverse communities.

Through innovative research and partnerships, we strive to be passionate agents of change, inspiring upcoming generations to learn from the past and shape the future.

Finally, this program addresses multiple goals and objectives in the SEHD's strategic plan. For example, this degree responds to *Goal 1: Impact leadership and practice through our students and other stakeholders*, as well as its corresponding objectives: (a) establish and maintain high quality and engaging programs; (b) ensure graduates' competence and confidence in working effectively in urban environments and/or with diverse students/clients; and, (c) increase the School's partnerships and advocacy with grass roots organizations. This proposed degree also responds to additional SEHD strategic goals and objectives such as those addressing an increase in cross-disciplinary programs, increasing graduate enrollments and establishing an academic infrastructure that enables the School to effectively meet the needs of the communities, districts and schools we serve. Finally, the SEHD is well-positioned to offer this practice-based degree because of the strong ties it has cultivated with local schools and school districts, community members and organizations, professional education organizations, and the state department of education.

B3. Duplication

While there are a number of doctor of philosophy degree programs in the state of Colorado and specifically in the Denver-metropolitan area (e.g., the University of Denver, the University of Colorado at Colorado Springs, Colorado State University, University of Northern Colorado, and the University of Colorado at Boulder), these programs are research intensive degrees and thus do not address the critical need for a doctor of education program, focused on preparing education leaders for P-12 and community-based education contexts. Currently, there is only one EdD degree-granting institution in the state of Colorado - the University of Northern Colorado (UNC). UNC offers an EdD program in these three areas: Educational Leadership and Policy, Educational Studies, and Special Education. We perceive negligible to no duplication between our proposed EdD program and UNC's. First, an examination of the requirements, mission/focus and features of UNC's EdD program options indicated clear differences between those programs and this proposed degree program. None of UNC's programs are focused specifically on issues of equity and diversity. Only one of UNC's EdD options has a clear focus on leadership. In UNC's materials, there is only minor mention that courses in one of these three degree programs are offered in a format targeted to the needs of working professionals. Second, our degree will offer concentration areas in the following content: Linguistically Diverse Education; Instructional Leadership; Math Education; Science Education; Executive Leadership, and Literacy. Finally, our proposed delivery formats expand the access to this degree to individuals statewide, including in more rural areas.

In her letter of support for the proposed program (Appendix F), Dean Lynn Rhodes indicates that she has spoken to the Dean from the School of Education at the University of Northern Colorado about our proposed EdD program. Because we do not plan to admit more students into the EdD program than what we have been admitting into our previous PhD program and given that nature of our proposed concentration areas, he did not perceive that this proposed degree program would duplicate or infringe upon the program at UNC.

In a recent conversation with Dr. Lorrie Shephard, Dean of the School of Education on the Boulder campus, she endorsed the SEHD in moving forward with this EdD proposal. Indeed, Dr. Shepard wrote a letter in support for this proposed program (See Appendix F). She has been deeply involved at the national level with projects connected to both the National Research Council and the Carnegie Foundation and feels that the differentiation of the EdD and PhD will strengthen the field of education.

B4. Statutory Requirements

The Ed.D degree program conforms fully to statutory requirements including 23-1-125 C.R.S., the Student's Bill of Rights.

C. Program Quality and Institutional Capacity

C. 1. Admission, Transfer and Graduation Standards

a. Admissions requirements

1. Master's degree in education or related field, with a minimum 3.2 GPA. Students without appropriate master's level coursework in P-12 or community-based education fields will be required to complete additional, appropriate coursework; this will vary by concentration area;

2. A 3-5 page essay describing the applicant's background, career goals and reasons for applying to the program. Relevant P-12 or community-based educational experiences are an important factor when considering applicants;
3. Three professional letters of recommendation;
4. One official copy of all academic transcripts;
5. Evidence that documents a minimum of 5 years experience in an appropriate P-12 or community-based educational context;
6. Reports of Graduate Record Examination (GRE) scores taken within the last five years; at a minimum, candidates should have a combined quantitative and verbal score of 1000.
7. Foreign applicants from non-English speaking countries must also submit scores of the Test of English as a Foreign Language (TOEFL) and a financial statement demonstrating support for at least three years of study; with a minimum score of 550;
8. Completion of the first SEHD Diversity Assessment essay at the Developing Level or higher;
9. 2-3 artifacts that clearly demonstrate an applicant's leadership potential within his/her most current position;
10. Completion of a Basic Statistics course with a grade of B or better in the last five years or successful completion of an on-site test and,
11. The doctoral faculty may request a personal interview to complement the information provided in the application materials.

b. Transfer standards

Transfer students from other education programs will be considered under the same criteria as a de novo admission. They will need to meet all of the same requirements for regular admission. The criteria for accepting transfer graduate credits will include:

- The courses are recommended for transfer by the student's advisor and approved by the EdD program leader or faculty;
- Grades of B or better were obtained in the courses. No pass/fail or satisfactory/unsatisfactory grades will be accepted;
- The courses were completed within 5 years of the time of the student's request for transfer.

c. Admissions committee

Faculty within the doctoral program of the SEHD, comprised of graduate faculty in the school, constitute the admissions committee for this program. Any faculty who teach courses within the program, lead concentration areas, or who serve on dissertation committees are eligible to serve as doctoral faculty. Each year the doctoral faculty, as a whole, review and evaluate all applications in accordance with the admissions standards. They will select qualified applicants and assign a graduate advisor to each enrolled student.

d. Academic probation

The GPA of students enrolled in the EdD program must remain at 3.0 or above to qualify for good standing in the program. Should a student's GPA fall below 3.0, the program leader will notify the student (and his/her advisor) that he/she is being placed on academic probation and is required to attain a GPA of 3.0 or above the following semester. If the student's GPA does not meet the 3.0 standard by the end of the second semester on probation, the program leader, in consultation with the Associate Dean for Research and Professional Learning in the SEHD, may suspend 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.

e. Graduation requirements

Students must:

- Complete all required curriculum
- Maintain a 3.0 grade point average
- Pass a comprehensive exam after the completion of all coursework and associated program assessments
- Complete the School of Education and Human Development unit-level assessment prompts upon application, mid-way through the program and upon exit of the program
- Complete two concentration-area internships
- Complete a guided-research experience
- Satisfactorily complete a dissertation.

C. 2. Curriculum Description and Assessment Process

a. Curriculum description

The proposed EdD degree in Leadership for Educational Equity program of study will require a total of 69 credit-hours beyond a masters degree or equivalent. These 69 credit hours will be broken down as follows:

- 9 hours in an equity core (three, 3-credit courses)
- 12 hours in a leadership and learning core (four, 3-credit courses)
- 9 hours in a concentration or focus area to develop depth in education (three, 3-credit courses/experiences)
- 9 hours in a research core (three, 3-credit courses)
- 30 hours of culminating experiences, which include:
 - a 6-credit hour guided research experience,
 - two – 3 credit hour concentration area internships,
 - a dissertation proposal course, and
 - completion of a written dissertation

Within our proposed cohort program delivery model, we expect students to complete their coursework in three full academic years over nine semesters. The coursework is built with the understanding that (a) students will move through the program in a cohort of 20 students completing their coursework in three years and their dissertations over the following one to two years; (b) core and concentration curriculum will have common, collaboratively-designed syllabi, and students will take the courses in a specified sequence; (c) courses will be offered primarily in weekend, hybrid (part face-to-face and part online), online or summer intensive formats; (d) instructional processes will focus on problems of practice in P-12 and community-based educational contexts and invoke problem solving, discussion and small-group work; (e) concentration courses will build on and integrate the interdisciplinary knowledge gained from core courses; and (f) students will complete a more traditional dissertation or have the option to participate in a thematic dissertation, with each student writing his or her own unique dissertation while

working on common themes or education issues and challenges with small groups of students directed by one or two faculty advisors.

We expect also that students applying to the program have previous preparation in education or a related field. Upon examination of an applicant's materials, the admission committee will have the prerogative to require additional courses or experiences to ensure that an individual's prior experiences provide the necessary background to move successfully into the program requirements for the EdD. All applicants will have to have completed a course in basic statistics with a grade of B or better in the previous five years.

Similarities and Dissimilarities with Other Programs

The proposed curriculum is similar in program length and coursework to other educational doctorate degrees, such as those offered among our peers and aspirants, including the University of Southern California, Vanderbilt University, the University of Washington, University of Kansas, University of Florida, and University of Connecticut. During the course of developing this proposal, faculty has been invited to join the second wave of institutions participating in the Carnegie Project for the Education Doctorate (referred to earlier in the Executive Summary). This forum will allow faculty to vet and refine the structures, policies, curriculum, assessments, and practices of this proposed program through a national dialogue with universities offering a Doctor of Education degree program.

b. Courses

The courses listed in the table below constitute the proposed EdD degree in Leadership for Educational Equity. Three of the courses listed are new: Foundations of Education in Urban and Diverse Communities; Designing Education Research, and Analyzing and Applying Research Data and Information. The Foundations of Education course will build upon two existing courses, Race, Class, and Culture in Public Schools and Working with Families and Communities. Together, these three courses comprise the equity core for the program. The two new research courses will build from the existing Introduction to Research course and will be designed specifically to focus on the types of mixed methods inquiry required to address the challenges that face leaders in P-12 and community based educational contexts. These three courses make up the research core for the program. The remaining courses listed are existing courses.

Overall, the equity, leadership and learning, and research courses proposed in this program represent an interdisciplinary approach to curriculum as they are drawn from the following groups of program faculty across the School of Education and Human Development: Language, Literacy and Culture; Administrative Leadership; Research and Evaluation Methods, as well as courses based in the concentration areas in math, science, literacy, linguistically diverse education, and technology. Descriptions for each of these courses are provided in Appendix A.

Topic/Title	Credits
Foundations of Education in Urban and Diverse Communities	3
Race, Class & Culture in Public Schools	3
Working with Families and Communities	3
Leadership for Urban Schools	3
Organizational Performance in School and Community Contexts	3

Psychology and Practice of Individual and Systems Change	3
Learners and Learning Theory	3
Introduction to Research	3
Designing Education Research	3
Analyzing and Applying Research Data and Information	3
Concentration Area Courses	9
Culminating Experiences:	30
Concentration Area Internships (two, 3 credit experiences)	
Guided Research Experience (6 credits)	
Dissertation Hours (18 credits [Including Dissertation Proposal Course])	
Total credit hours	69

Concentration Area Courses: Concentration areas and affiliated courses/experiences will be proposed by faculty in the SEHD, following a set of guiding principles. These principles will outline the circumstances by which a concentration area can be proposed, the nature of courses/experiences that are necessary to meet the function of a concentration area in the program, and will set forth expectations for workload and student assessment. We have proposed six concentration areas to support the initial implementation of the degree.

These concentration areas, as well as any that may be developed in the future, were derived from two important sources of information. First and foremost, these areas have been identified as major topics of need in our local schools, districts and community-based organizations. Within the SEHD our extensive range of partnerships with professional development schools, the Colorado Principals Center, the Center for Collaborative Educational Leadership, and the Front Range Board of Cooperative Educational Services (BOCES) as well as a multitude of partnerships established within different program areas by individual or small groups of faculty, provide us with timely and relevant information regarding the needs of our educational community. We then paired those needs with matching areas of faculty expertise and existing coursework that can be modified to meet the expectations of doctoral study.

Concentration Area Internships. These learning experiences are content based, but may integrate research and provide the candidate with in situ opportunities for expanding his/her experiences (1) outside of traditional educational structures or systems (e.g., community groups, informal education sites, business/industry, etc.) and (2) to gain hands-on experiences in a role related to her/his concentration area (e.g. coaching, curriculum director, business). Each internship will be guided by an individual learning plan, a specified number of contact hours, and result in a reflective analysis of that experience in light of a student's professional goals and related concentration area.

Guided Research Experience. The focus of the guided research experience is on research/inquiry methodology. The goal is to address actual problems of practice that confront education leaders in P-12 and community-based educational contexts. The nature of the research will be guided by the nature of the challenge or question, but will typically involve research in program evaluation, policy, case study, action research, survey research, measurement or needs assessment. Guided research activities will be supported by a team of two faculty, at least one of whom has methodological expertise in the type of research being conducted. The goal of these experiences is for students to conduct inquiry that is applicable to P-12 or community-based educational contexts. Students will select a guided research

experience based on the inquiry method employed, without particular concern for content focus of the problem of practice.

Dissertation. During the dissertation phase of their program, students will have the option of completing an independent research study or participating in a thematic dissertation (the work in this area draws heavily from work done at the University of Southern California, Dembo & Marsh, 2007). In either case, the dissertation will be of an applied, problem-solving nature and each individual must demonstrate the ability to conduct independent research that draws from theory to explore a contemporary education challenge. The dissertation committee will include at least 4 individuals: 1) an advisor, 2) a faculty mentor from the concentration area, 3) a faculty member from outside of the SEHD with background/experiences related to the topic or research methodology, and 4) an expert from an external organization directly related to the problem's focus. The project will focus on innovation in education practice and will involve a written product that comprehensively addresses, generates, and/or interprets knowledge applicable to educational practice. Examples of culminating EdD dissertation projects are outlined in Appendix B.

When a student elects to participate in a thematic dissertation, the student will work with several others in a small group, either on closely-related topics or with the same database, to produce her own, unique dissertation. Themes for dissertations will be organized around field-based issues or problems, and students will be required to collaborate in developing their proposals and to critique each others' work. In short, through a thematic dissertation a unifying feature ties several EdD students together such that they can be mentored as a group and can learn from each others' dissertation. Each individual problem will correspond to areas of need within educational contexts and to SEHD faculty expertise (concentration area and/or research). Three or four problems will be developed each year, with the assumption that no more than about 4-5 students will select into any one problem of practice. Thematic dissertation problems will be presented to each EdD cohort in the fall of the third year. Students will begin with a problem and then analyze the literature to determine how others have researched the problem. During the dissertation course, students will develop a document that outlines the scope and responsibilities for each member of the team. This contract between students and faculty will inform individual evaluations of each student's dissertation committee. This dissertation approach differs from the traditional PhD dissertation process in which students typically work alone and begin by reviewing the literature to identify gaps and constructs, then deciding on the setting in which to conduct their research. This new way of doing EdD dissertations is consistent with recommendations of the Carnegie Foundation and the Council of Academic Deans in Research Education Institutions. This approach is being used at institutions such as University of Southern California and Peabody College, both peer institutions offering the EdD degree.

c. Sample Curriculum.

A typical course sequence for newly-matriculated students is shown below. Following that is an example of coursework in one concentration area. Additional examples of concentration area coursework/ experiences are located in Appendix C of this document. Initially, we propose offering six concentration areas in the following topics: a) Instructional Leadership; b) Linguistically Diverse Education; c) Math Education; d) Science Education; e) Literacy; and, f) Executive Leadership. Additional concentration areas may develop over time, again, based on the needs of our education community, as we come to understand the nature and needs of students and workplace demands, and the degree to which faculty expertise can address those needs. Finally, in this section we illustrate a number of potential guided research course opportunities.

Example of Course Sequencing for EdD Students

Year 1

SUMMER	FALL	JANUARY INTERIM	SPRING
Race, Class and Culture in Public Schools	Foundations of Education in Urban and Diverse Communities	Introduction to Educational Research	Working with Families and Communities
Learners and Learning Theory	Leadership for Urban Schools		Organizational Performance in School and Community Contexts
Total: 6 credit hours	Total: 6 credit hours	Total: 3 credit hours	Total: 6 credit hours

Year 1 Total: 21 credit hours

Year 2

SUMMER	FALL	JANUARY INTERIM	SPRING
Designing Research	Analyzing and Applying Research Data and Information	Guided Research Experience, Part 1	Concentration Area Course/Experience 2
Psychology and Practice of Individual and Systems Change	Concentration Area Course/Experience 1		Guided Research Experience, Part 2
Total: 6 credit hours	Total: 6 credit hours	Total: 3 credit hours	Total: 6 credit hours

Year 2 Total: 21 credit hours

Year 3

SUMMER	FALL	JANUARY INTERIM	SPRING
Concentration Area Internship I	*Option: Concentration Areas Internship II	Comprehensive Exam	Dissertation Proposal Course
*Option: Concentration Area Course/Experience 3	*Option: Concentration Area Course/Experience 3		*Option: Concentration Area Internship II
Total: 3-6 credit hours	Total: 3-6 credit hours		Total: 3-6 credit hours

Year 3 Total: 12 credit hours

*Options refer to temporal options as to when a concentration area internship or course/

experience can be completed.

Year 4 (these credits may extend into Year 5)

Dissertation Credits – 15 credit hours

Sample Concentration Area Courses/Experiences

Doctoral Concentration Area in *Instructional Leadership*

Faculty Sponsors: Joni Dunlap, Nancy Shanklin, Laura Summers, and Brent Wilson

Other potential faculty: Karen Koellner, Ellen Stevens, Bill Goodwin, Julie O'Brian

Overview

This concentration area is intended for individuals in instructional support roles such as teacher leaders, team leaders, instructional coaches, mentors, instructional designers, and other leaders and change agents in school and adult-learning settings. The five courses are designed to prepare you to lead in developing, facilitating, and evaluating professional-learning programs offered to colleagues, co-workers, and clients.

Technology is a continuing theme of this concentration area, but does not constitute a separate course. Instead, all courses will be heavily aided by tech tools, including blogs, wikis, podcasts, and discussion tools – with support for various tools embedded throughout the curriculum. Not just instructors – but all class members – will use these tools as needs arise. We expect all students and faculty in this concentration area to become skilled users of technology, and to integrate appropriate tools into their programs and interventions.

Course Requirements

EPSY 6220 Adult Learning and Education. This course helps you understand how adults learn and how educational programs can be designed to be sensitive to their unique needs. This in turn serves as a foundation for the concentration area. [Change EPSY 5220 to 6220]

SEC 6xxx Professional Learning and Development. This new course provides an orientation to methods and models of professional learning, and examines research on their effectiveness.

Internship I: Professional Development. In this field experience you participate in a professional-development initiative at a level beyond your own department. You will be actively engaged in planning, delivery, and evaluation of a program, and reflect on how your activity connects to ideas from the professional literature.

EDLI 7300 Leadership for Innovation and Change. This doctoral seminar examines organizational change and how to foster productive change in individuals and groups. This course would typically follow the first internship, and give you an opportunity to implement or use the intervention in some way. [Revise EDLI 7300 to focus more explicitly on methods for organizational change]

Sample Internships

Internship II: Leadership for Professional Learning. This final field experience casts you as a leader in a professional-development initiative. You may lead an effort to design a program, or

serve as an outside evaluator for an existing program. You will conduct an action study and prepare a report for a professional audience.

Additional internship options:

- Develop and implement a district- or agency-wide coaching program in a content area of choice
- Co-lead a professional development effort with a high-level professional, for example from CU Denver, CDE, a professional association, the Front Range BOCES, or a school district. This would include planning, delivery, and evaluation of the effort.
- Co-teach a course (including the option of a continuing education course) related to coaching, adult learning, or professional development for a community college, college or university
- Work with the Evaluation Center in the School of Education and Human Development on a project that evaluates an external professional development project
- Work in concert with a professional organization such as the National Council for Staff Development and conduct a program evaluation.

Sample Guided Research Activities

Doctoral students engage in addressing problems such as the following:

1. *Research Focus: Policy Analysis and Development.* A statewide parent support center is concerned about new legislation which requires standardized assessment of all elementary age students, including those for whom English is a second language. Proposed regulations have been disseminated for public comment and review. You need to analyze the regulations from a standpoint of equity for all children as well as interaction with existing regulations and policies, prepare a response to the regulations in light of your findings and present your findings and recommendations to the parent center and appropriate legislative body.

2. *Research Focus: Survey Research.* The Colorado Department of Education has plans to allocate significant resources to pre-service and inservice educators on culturally responsive instructional and curriculum practices. In order to determine how to best use those resources, CDE staff want to conduct a state-wide survey of faculty in teacher education programs and local educational agencies. You need to design and implement a survey which responds to this goal, analyze the data, and prepare to present a report of your findings to the department.

3. *Research Focus: Program Evaluation:* A local district has plans to provide a series of professional development courses to teachers in the area of classroom-based assessment. You will design a program evaluation study to determine the degree to which and the fidelity with which teachers implement the strategies presented through the professional development experiences, collect and analyze the data, and generate a report about your findings to the district.

4. *Research Focus: Needs Assessment:* A metro area middle school is experiencing challenges in managing student behavior as evidenced by the disproportionate number of African American male students who are suspended or expelled. The school needs to determine what is happening, and develop a plan to respond to this issue. In order to develop this plan, they need to conduct a needs assessment to determine the cause(s) of this pattern. Design a needs assessment that provides the information (from students, teachers, families, etc.) needed to develop an action

plan. Conduct the needs assessment and provide recommendations for action.

d. Assessment Plan

Consistent with efforts across the SEHD and at the campus level, the faculty will integrate formative and summative student assessments across the entire program. Assessments have been designed and will continue to be refined to provide information at both the student and program levels. All assessments will be linked to the desired program outcomes.

Student Assessment

The major outcomes of this program (see section A.2. of this document, above) are as follows:

- Reflect and act on the intersection of personal, inter-personal and organizational influences on beliefs, values, policies, practices and structures that prohibit or advantage educational equity and opportunities for all individuals
- Demonstrate leadership that promote equitable policies, procedures, and systems that enhance learning within P-12 or community-based education organizations
- Demonstrate effective collaboration and the ability to lead others to achieve greater levels of collaboration in order to achieve diversity and equity for students
- Develop expertise in a primary concentration area
- Demonstrate research literacy skills to solve contemporary education challenges

Because most required courses for the proposed program are already being taught or in the process of being revised, we have undertaken a preliminary course-based audit for the purposes of this proposal. Those results are shown in the table below, which indicates by checkmark in which courses students are currently exposed to the learning goals. The table does not reflect a complete, well-defined assessment of the proposed learning goals. Rather, it is our first step in thinking about how existing individual courses might fit together to achieve the learning objectives of a larger degree program in Leadership for Educational Equity.

Course	Major Outcomes			
	Leadership	Equity	Concentration	Inquiry
Foundations of Education in Urban and		X		
Race, Class & Culture in Public Schools		X		
Working with Families and Communities		X		
Leadership for Urban Schools	X	X		
Organizational Performance in School and	X	X		
Psychology and Practice of Individual and	X			
Learners and Learning Theory		X	X	
Understanding Research				X
Designing Research				X
Analyzing and Applying Research Data and				X
Concentration Requirements			X	

Culminating Experiences:				
Guided Research Experience (6 credits)		X		X
Concentration Area Internships (two, 3 credit experiences)	X	X	X	X
Dissertation Proposal Course			X	X
Dissertation (15 credits)	X	X	X	X

Student performance in the program will be assessed in several different ways. Conventional individual course performance measures (including grades and artifacts) will constitute one form of assessment. Each participant must successfully pass a written, comprehensive examination and complete a dissertation. The former serves to display mastery, synthesis, and application of knowledge and skills gained during the EdD program's first three years. The latter will serve as an opportunity to integrate these skills and use skills gained during the course of the program. Additionally, all students will complete the SEHD unit assessment on diversity and equity. This assessment requires students to respond in writing to prompts that are posed at the beginning, middle and upon exit of the program. These prompts are captured by a web-based program, LiveText, allowing faculty to analyze data not only to determine student growth, but for program evaluation purposes.

Comprehensive Exam. After the completion of all coursework students will be required to pass a comprehensive examination administered by the program leader. A student may not participate in the dissertation requirement of the program prior to the successful completion of the comprehensive examination. The purpose of the comprehensive exam is to evaluate a student's level of mastery and synthesis of subject matter, including her capacity to apply this knowledge and these skills to practice-based settings and problems. It is a six-hour, closed-book exam in which students will respond to three questions, incorporating issues related to equity, leadership, a student's concentration area, and research/inquiry. Exams will be evaluated using a blind-review process by a panel of doctoral faculty.

A student will be initially eligible to sit for the examination following the completion of all scheduled courses, with the exception of the dissertation proposal course. The examination will be offered on a Saturday in the month of January during Year Three. The examination will at 8:30 a.m., break for 60 minutes, and resume from 12:30 – 3:30 p.m. Illustrative questions and problem sets (constructed collaboratively among the faculty) will be distributed during the preceding September. A second administration of the examination will be offered, assuming faculty concurrence, three months later, in April, for any student not gaining a passing grade upon initial administration. A student must pass this examination within these boundaries in order to be retained in the program. Students are granted doctoral candidacy upon successful completion of the comprehensive examination, and successful completion of the guided research experience. Candidacy is granted for two calendar years, during which individual students are expected to complete their dissertation.

Culminating Experiences. For the culminating portion of the program, students will participate in two concentration area internships and a guided research experience prior to then completing a dissertation proposal course and dissertation study. Assessment of these experiences will involve individually-specified products related to the internships, the guided research activity, and the nature and type of dissertation to be completed.

Program assessment

SEHD Diversity Assessment. Designed to address the mission and vision of the SEHD, this assessment considers the degree to which a student can reflect upon and apply information regarding the nature of, impact on, and culturally relevant responses to individual, collective, and institutional issues involving diversity across class, culture, ethnicity, race, gender and religion. The assessment is comprised of three prompts. Prompt 1 is administered upon application to the program; prompts 1 and 2 are administered at the mid-point of the program, and all three prompts administered at the end of the program. The prompts are provided through an online, web-based program; students will respond in writing using this tool.

Student Exit and Follow up Surveys. Program assessment of the EdD curriculum and culminating experiences will also 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 (diversity assessment, comprehensive exams, course outcomes, and other assessments as developed) will be examined yearly by the doctoral faculty to determine if various courses and experiences are addressing the goal 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 outcomes assessment of student learning will be conducted through these multiple and varied assessments in an ongoing and systematic way across individual students, courses, and at the program level to meet the Higher Learning Commission of the North Central Association's ten year accreditation review. Finally, through our extended partnership activities, input will be continuously sought from current students, graduates, and the educational community about new issues that should be addressed by the curriculum.

C.3. Professional Requirements or Evaluations

a. Professional accreditation

While there is no current professional organization that specifically provides accreditation for education-based doctoral programs, this proposed degree program is included in the Higher Learning Commission of the North Central Association and will operate under the purview of the UC Denver Graduate School. Further, representatives of this proposed program, including the SEHD Associate Dean for Research and Professional Learning and a member of the doctoral faculty, have been invited to participate in the Carnegie Project for the Education Doctorate (CPED), thereby, establishing a clear link to national conversations, recommendations and research regarding the development and implementation of a high quality doctor of education program. Current conversations among CPED member institutions include dialogue about developing common outcome assessments that would gather annual data on EdD degree granting institutions.

b. Timetable for completion

Upon entering the EdD program, students will have 3 years to pass the comprehensive exam and must complete the dissertation and public defense of the dissertation within 5 years of entering the program. Extensions for reason may be given by the program director to a maximum of 7 years.

c. Program faculty

The faculty of the SEHD will have primary responsibility for program delivery. Faculty who teach in the EdD program will have graduate-level teaching experience and graduate degrees (terminal degrees) in their field of expertise. The faculty is nationally-recognized educators, researchers and education practitioners. While all faculty across the SEHD are considered eligible for contributing to this proposed degree program the faculty vitae of faculty most recently involved in doctoral work (teaching and hosting doctoral research labs) are compiled in Appendix D.

<u>NAME</u>	<u>TITLE</u>	<u>APPOINTMENT</u>	<u>AFFILIATION</u>
Carole Basile, EdD, Associate Professor		Curriculum and Instruction	SEHD, UC Denver
Margarita Bianco, EdD, Assistant Professor		Special Education,	SEHD, UC Denver
Mark Clarke, PhD, Professor		Linguistically Diverse Education	SEHD, UC Denver
Alan Davis, PhD, Associate Professor		Research Evaluation Methods	SEHD, UC Denver
Joanna Dunlap, PhD, Associate Professor,		Instructional Technology	SEHD, UC Denver
Connie Fulmer, PhD, Associate Professor		Administrative Leadership	SEHD, UC Denver
Dorothy Garrison-Wade, PhD, Assistant Professor		Administrative Leadership	SEHD, UC Denver
William Goodwin, Professor		Educational Psychology	SEHD, UC Denver
Karen Koellner, PhD, Associate Professor		Curriculum and Instruction	SEHD, UC Denver
Mike Marlow, PhD, Associate Professor		Curriculum and Instruction	SEHD, UC Denver
Sally Nathenson Mejia, PhD Associate Professor		L2CRT	SEHD, UC Denver
Rodney Muth, PhD, Professor		Administrative Leadership	SEHD, UC Denver
Honorine Nocon, PhD, Associate Professor		Linguistically Diverse Educ.	SEHD, UC Denver
Deanna Iceman Sands, EdD, Professor		Special Education	SEHD, UC Denver
Nancy Shanklin, EdD, Associate Professor		L2CRT	SEHD, UC Denver
Sheila Shannon, PhD, Associate Professor		Linguistically Diverse Education	SEHD, UC Denver
Laura Summers, PhD, Assistant Professor		School Library	SEHD, UC Denver
Bryan Wee, PhD, Assistant Professor		Curriculum and Instruction	SEHD, UC Denver
Shelley Zion, PhD, Executive Director		CCPL	SEHD, UC Denver

4. Institutional Factors

a. Achieving diversity goals

Goal 3 of the SEHD Strategic Plan specifically addresses our diversity goal: Ensure an organizational culture that invites, engages, and retains diverse faculty, staff and students. Under this goal there are six objectives:

- A. Build a framework for a common definition of diversity that directs the work of the School.
- B. Increase the representation of diverse faculty, staff and students.
- C. Develop an infrastructure that increases academic and social supports for a diverse student body.

- D. Develop and maintain a climate that welcomes, supports, and affirms diversity.
- E. Increase awareness, knowledge, and skills of faculty and staff on cultural competency, including privilege and oppression.
- F. Ensure that program curricula reflect the School's mission—addressing diversity, social justice & equity.

This past year, faculty in the SEHD completed objective A. As conceptualized and designed, this proposed EdD directly supports objectives B and F. As such, we believe implementation of this program will then serve to address objectives C, D and E.

b. Effect of the program on other institutional programs and campuses

This proposed program will build the capacity of the University of Colorado system by offering an educational doctorate targeted to professionals who seek to enhance their leadership skills, deepen their knowledge and skills in a concentration area, and strengthen their ability to conduct and apply research to address significant challenges in diverse P-12 and community-based education contexts. Since one of the goals in a concentration area is to build students' interdisciplinary knowledge and skills, this proposed program stands to build upon existing programs in other UC Denver schools and colleges. For example, in the proposed science education concentration area, students will be required to take courses in the College of Liberal Arts and Sciences. Most recent conversations with Dr. Christine Johnson indicated that a concentration area in community college higher education leadership may well align with this proposed degree as well. Finally, based on our external review, Dr. David Imig urged us to consider the positive effect that defining the EdD will have on strengthening the PhD. A key resource for this argument can be found in: Shulman, L., Golde, C., Conklin Bueschel, A., & Garabedian, K. (2006). *Reclaiming Education's Doctorates: A Critique and a Proposal. Educational Researcher.*

c. Effect of the program on existing resources

Earlier in this document, one rationale for requesting this new degree program was to better meet the needs of the vast majority of students who have sought a doctoral degree from the School of Education and Human Development. Those students intend to build their knowledge and skills to assume leadership positions in P-12 and community-based educational contexts. With this proposal, we intend to offer a doctor of education targeted to meet those needs and to admit 20 students per year. Simultaneously, faculty are revising the curriculum of the current doctor of philosophy program in the SEHD to focus on preparing students who plan to become researchers and teachers in institutions of higher education or other similar research organizations. We anticipate admitting about 8 students per year into this PhD program.

Fiscal Resources. Up to now, the SEHD had admitted about 20 doctoral students per year. With this proposal and the curriculum revision of the existing PhD program we will have a net gain of approximately eight doctoral students per year. Our plan is to support these two programs primarily through a re-allocation of resources that have supported the existing PhD in the past. However, new funds are being requested for the following: 1) beginning in the second year of implementation, one new tenure track faculty position; 2) a program leader stipend, 3) a one-time allocation to support stipends for faculty to develop new courses/experiences. In addition, we will seek new resources, primarily in the form of research grant monies, to support students in the PhD program to attend full time (See letter of support from Dr. John Freed, Appendix F). Additional details regarding these requests are outlined below as well as in tables outlining the overall effects of the program on existing resources are provided below and in Appendix E, Tables 1, 2 and 3.

Faculty Resources. The proposed degree is, to a large extent, already in place in the SEHD through the delivery of required and elective courses for other SEHD graduate programs. Thus, existing resources already provide the vast majority of sources to implement the proposed degree program. However, beginning in year 2 of the implementation of this program (Fall, 2010), we are requesting one new, tenure track faculty position in the area of research methodology. This position will be a dedicated doctoral faculty position, responsible for the core research methods courses. This request is based on the fact that with two new research methodology courses, with the thematic dissertation approach, and with the guided research course, in any given year, at a minimum, these course requirements constitute a full-time faculty course load. We have requested \$15,000 as a one-time allocation for faculty recruitment for this position. These funds will offset the money need to both recruit and provide a hiring package that is competitive in the market.

Resources have been requested to support a program leader stipend. This faculty member will be responsible for the day-to-day management of the two doctoral programs, under the supervision of the Associate Dean for Research and Professional Learning. The program leader stipend is to offset the demands of oversight for two doctoral programs. The work of this particular program leader is exacerbated by the fact that in the SEHD, we do not have a dedicated doctoral faculty. In other words, the program faculty is not self-contained. Instead, faculty who support the doctoral program contribute to at least one masters degree program and in some cases, contribute also to licensure and/or endorsement programs. This places an extra burden on faculty as well as on the program leader, as faculty are spread across multiple program curricula, student needs, and teaching assignments. When faculty commit to and support multiple programs, they often face competing demands for their time in support of those programs. Since the doctoral program does not serve as a primary home for any faculty, this often places higher demands for day-to-day operations on the program leader. A stipend, which roughly equals a course buy-out, provides the program leader with time to attend to those details.

Finally, we are asking for a one-time infusion of money to provide faculty with stipends to design four new courses in the program, including the course supporting the guided research experiences and the principles by which the concentration area internships will be structured.

A significant advantage of this proposed program is the opportunity for us to capitalize on a broader representation of faculty resources in the School of Education. The SEHD has a number of fully-funded research faculty who've had a long tradition of knowledge generation, knowledge translation and knowledge dissemination, working intimately with P-12 and community-based education organizations. Up to now, there have been limited opportunities for our research faculty to be involved in doctoral education. Because their work is situated primarily in school or community contexts, opening opportunities for them to participate in a doctoral program will expand their impact on practice. This program will allow us to extend their work, both within the concentration areas as well as the guided research experiences. In addition, the SEHD has supported an Evaluation Center, under the directorship of Bonnie Walters. As indicated in her letter of support (Appendix F), the work of the Evaluation Center can provide a targeted context to support both the concentration internship experiences as well as the guided research course included in this proposal.

Physical Resources. The implementation of the EdD program should have minimal impact on existing physical resources such as library recourses, facilities, and computers. Office space is available on the downtown campus in the current SEHD space allocations. Impact on the faculty classroom teaching is small, since we anticipate that students recruited into this program will in fact replace the majority of students who previously applied to our PhD program. A concurrent revision of the PhD program speculates that about 8 new students per year will be admitted, thus, a minimal increase in

overall students who will pursue doctoral education, whether the EdD or PhD in the SEHD. Further, with the focus on offering non-traditional course formats and schedules (online, hybrid, weekend, condensed, and summer intensive) we do not project a need for additional classroom spaces. Indeed, this program will free up classrooms during the week days. Existing library resources are more than adequate to suit the needs of the proposed program; we anticipate no additional costs to the Auraria library as the result of implementing the program and consider existing library resources to be adequate. A large proportion of the graduate education students satisfy their computing needs by running required course software on their own personal computers. We see no need for large capacity servers or additional computers beyond those already available in the SEHD computing labs; existing computing resources will be adequate to cover the needs of the proposed program.

d. Formal relationships with institutions

Through our guided research experiences and concentration areas we anticipate building upon the SEHD's established formal relationships with other schools and colleges at UC Denver as well as institutions and organizations in the P-12 and community-based educational communities. For example, in concentration areas, students will be required or encouraged to take coursework and internships outside of education and broaden their knowledge of areas such as communication, ethnic studies, policy, health, and/or political science. Certain concentration areas, such as math and science, may also set students up to participate more fully with colleagues at the Anschutz Medical Center (refer to letter of support from Dr. John Freed, Dean of the Graduate School on the AMC Campus in Appendix F). Mo

5. Physical Capacity and Needs

The EdD in Leadership for Educational Equity will be housed in the SEHD on the downtown Denver campus of the University of Colorado Denver. The administrative and faculty offices will be located on the sixth, seventh, and eleventh floors of the Lawrence Street Center building. This space allocation is approximately 20,000+ square feet. The EdD program delivery will require minimal facilities resources due to the cohort nature of the program, the course-delivery options, and the nature of the experiential and internship work. Current class sizes can accommodate the anticipated number of students in the EdD program without creating additional sections.

Office space

At this point in time, a request has been made for one new faculty member to support this program in the second year of implementation. The SEHD will provide that space.

Classroom Space

Classroom and small group learning rooms and computer laboratories for educational programs will be located in current SEHD space allocation on the downtown Denver campus.

Instructional materials and equipment

Most relevant journals are available through the Auraria Library on the downtown Denver Campus and through other no-cost online sources. Each student will be required to have a lap-top computer when entering the program.

Additional detail about the physical capacity estimates can be reviewed in Appendix E.

6. Cost Description and Source of Funds

Cost description and source of fund information is provided in Appendix E.

7. Other Relevant Information

Letters of Support for this proposal from a variety of institutions and organizations and be reviewed in Appendix F. Letters are included from Dean Lynn Rhodes, Dr. Lorrie Shepard, Dr. John Freed, as well as from a variety of education based organizations. These letters indicate strong support for this proposal; particularly from individuals in or representing a broad spectrum of school districts throughout the metropolitan area.

8. Reviewers Comments

An external review of this project was conducted by Dr. David Imig and Ms. Jill Perry, from the Carnegie Foundation's Project on the Education Doctorate (CPED). A copy of their report can be reviewed in Appendix G. Their review offers significant and positive support for this proposal as well as recommendations for ongoing attention to the refinement of the program, once it has been approved and is implemented. Indeed, based on their experience of having reviewed this proposal, Dr. Imig and Ms. Perry have since requested that faculty in the SEHD participate in the second round of institutions participating in the CPED project. In effect, participation in the CPED project will serve as a platform by which to follow through on the reviewer's recommendations.

Appendices

Appendix A: Course Descriptions

LLC New #: Foundations of Education in Urban and Diverse Communities

Focus on understanding the history and purpose of public school as it has evolved in the law and public policy, with a particular focus on the development of the institutional bureaucracy, the structures which perpetuate divisions in terms of race, language, social class, gender, ability and other “isms”, how identity politics create labels and legal requirements that further divide attitudes, resources, and opportunities, and solutions that require alignment of public policy across employment, housing, transportation, health care, human services, and other arenas of public life.

LLC 5170: Race, Class and Culture in Public Schools

Focus on understanding culture and diversity, an exploration of individual cultural identity, biases, and beliefs, recognizing the role of power and privilege in both individual and institutional interactions, identifying hegemony and social reproduction and the challenges of dismantling those systems, and developing a philosophy of social justice and equity.

LLC 5180: Working with Families and Communities

Focus on the importance of understanding and connecting with the community and families of the students in a school, by exploring the socio-cultural and political histories of students and communities through the development of practical strategies and activities to uncover the rich resources that diverse students and families bring to schools as well as to connect and collaborate with community organizations and activities to increase student engagement and relevance.

EDLI 7100: Leadership for Urban Schools

Orients doctoral students to an array of leadership models and perspectives and provides them with opportunities to analyze how these models and perspectives can be used to guide both research and practice of leadership in urban school contexts.

EDLI 7230: Organizational Performance in School and Community Contexts

Examines notions of organizational performance in urban schools and community contexts as it related to school outcomes, organizational learning, individual and team productivity, and threats to organizational productivity - unintended organizational damage and group think, and how these models and frameworks can be used to guide research and practice focused on organizational performance.

EDLI 7300: Individual and Systems Change

This course covers the theory and practice of psychological change as this change relates to systems and individuals within organizations. In addition, through the course students address the knowledge, understanding and application of the change process.

EDLI 7712: Learners and Learning Theory

This course is designed as a forum for doctoral students to discuss applications of, and implications for, learning theories across a broad spectrum of learning environments. Learning theories will be examined from different traditions, including canonical Western European and US traditions and indigenous and oral traditions. The philosophical assumptions underlying these interpretations of learning and their relation to social-cultural-political contexts of formal and informal education are considered. The

primary goal of the course is to assist students to acquire a thorough knowledge of learning theories so that they can articulate clearly a sound theoretical and evidential base for explaining the process of learning and its application to learners across the lifespan.

EDLI 7000: Introduction to Research

This course introduces the concept of research and the form and function of educational research. Students are exposed to various research methodologies, and learn specific skills for reading research with the purpose in mind of translating that research to inform practice. The goal of this class is to support students to become 'consumers of research' and to possess a set of skills and knowledge that allow them to understand and use research for policy and practice decisions.

REM New #: Designing Research

This course provides students with the skills and knowledge to identify problems of practice in educational contexts and to then design research that helps them address and answer those problems. Within this course students learn various approaches to educational research including quantitative, qualitative and mixed methods. The focus of this course is on research methods that help educational leaders solve problems of practice such as program evaluation, policy analysis, action research, and survey research.

REM New #: Analyzing and Applying Research Data and Information

This course provides students with the skills and knowledge to analyze and then use data for policy and practice decisions.

Appendix B: Samples of Dissertation Experiences

1. **Studies of Successful Practice: Identify 3 high schools in the Denver metropolitan area with the highest graduation rates for low income Latino students and develop case studies of each to explain their success.**

Methodological Skills: qualitative research (interviewing, observing, case study methods), interpretation of quantitative data

2. **Program Evaluation: Lead a coaching initiative for middle school math teachers for two years, and document how it impacts instructional practice of participating teachers and math achievement outcomes of students.**

Methodological skills: interviewing, observation, questionnaire design and analysis, descriptive statistical analysis, knowledge of measurement

3. **Descriptions and Critique of Current Practice: Interview directors of special education in 10 districts to understand how RTI mandates are being enacted in local practice. Visit two sites that emerge from interviews and study in greater detail how RTI is impacting practice. Compare to theoretical models of RTI and discuss discrepancies.**

Methodological skills: interviewing, qualitative analysis, document analysis, observation, literature review

Appendix C: Samples of Concentration Area Curricula

EdD Concentration Area Mathematics Education

Primary Faculty Associated to this Area: Karen Koellner, +2 new mathematics education hires (the SEHD is currently in the process of hiring two, math faculty (unrelated specifically to this proposal) starting Fall, 2009

Need/Rationale: Mathematics education in the United States is under fire. Student achievement scores are down or stagnant across the country and the 2006 PISA study revealed that 23 other industrialized countries across the world scored higher than American students in mathematics. Such reports have spurred the urgent call for mathematics educators, mathematics coordinators, and highly skilled high school and middle school mathematics teachers, and math specialists in elementary schools. A person who acquires an EdD through this proposed degree program will be able to assume strong leadership roles in districts and schools, mentor new teachers, provide professional development, and coach teachers. Additionally this degree would provide the necessary knowledge to conduct programmatic research, select appropriate resources to support mathematics development and creatively problem solve the complex issues around teaching and learning mathematics.

Courses –

Take one of the two following courses:

- 1) **Critique of Literature in Mathematics Education:** Comprehensive critique of mathematics education research. *(This is a cross over course with the PhD program)*
- 2) **Critical Issues in Mathematics Education:** Critical analysis of social, political, economic, and cultural structures as they relate to mathematics teaching, learning, and research. Implications for equitable P-12 mathematics classrooms and mathematics education methods courses will be explored. *(This is a cross over course with the newly proposed Masters in Mathematics Education degree)*

Required courses:

- 3) **Mathematics Education: Theories of Teaching and Learning:** Theoretical based exploration of teaching and learning mathematics as well as an exploration of curricular issues in mathematics education related to theory. *(This is a cross over course with the PhD program)*
- 4) **Mentoring in Mathematics Education:** Theories and practices needed to guide mathematics teachers at all educational levels to improve their teaching practices. Perspectives on content-focused mentoring for pre-service and in-service mathematics teaching will be explored.

Internship Options:

- Work with a district (not your own) conducting professional development for teachers.
- Work with special educators in helping young kids' development in number sense.
- Work with the community to provide support of mathematics education for children (e.g. homeless shelter that includes families and children, hospital care, or preschool)
- Provide professional development for a day care or ECE program using the foundations of number.
- Provide assistance with adult learning of general mathematics for partner schools or other community organizations.
- Work with an organization that provides summer programs for children to integrate mathematics (e.g. Denver Museum Natural Science, children's museum, etc.)
- Work with local high school students that are struggling in a topic such as algebra where diagnostics can be performed and recommendations made at the school level for working with struggling students.

Concentration Area: Literacy, K-12

Primary Faculty Associated with this Area:

Sally Nathenson-Mejia, PhD, Nancy L. Shanklin, EdD

Need/Rationale:

This concentration area would be of interest to doctoral candidates interested in gaining greater expertise in literacy (reading and writing; primary or adolescent literacy; English/Language Arts) and English Language Learners (ELL). This would include doctoral candidates who want to be teacher leaders in their own classrooms and schools; those who want to become professional developers and/or literacy coaches; those wanting to take on central office administrative roles as literacy and ELL curriculum specialists and leaders; those wanting to work for various centers, foundations, and state departments on literacy and ELLs problems and/or policy. The need to improve the literacy abilities of students continues especially with needs to close achievement gaps, to better serve students in urban areas, and to help ELL advance in their abilities to become proficient in English as well as their first languages.

Courses:

- Course 1 Exploring K-12 Research on Literacy and English Language Learners, Part 1
 Course 2 Exploring K-12 Research on Literacy and English Language Learners, Part 2
 OR
 Other Advanced MA course from offerings in the L2CRT Program
 Course 3 Course linked to Teacher & Program Leadership, Multiliteracies,
 or Individually Determined from among:
- EPSY 5220 Adult Learning and Education
 - PAD 5006 Leadership and Professional Ethics
 - Models of Coaching and Professional Learning
 - Learning Processes in IT
 - Research in Information and Learning Technologies
 - REM Program Evaluation
 - Other options: MA or above course in linguistics, cognitive psychology, sociolinguistics, etc. from the UCD English Department or other departments on the Boulder campus

Internships:

A doctoral student would pick two that would complement his/her professional goals.

- Assist L2CRT faculty member with classroom based research, data analysis, and article for publication
- Complete classroom research study with guidance from L2CRT faculty member; could be a pilot for a dissertation study
- Lead the implementation of a major literacy project and evaluation of its implementation in your school, district, or other educational agency
- Lead an action research project and evaluation of its implementation in your school, district, or other educational agency
- Co-lead a professional development effort with a high level professional either from the L2CRT faculty, the Front Range BOCES or school district including planning, delivery, and evaluation of the effort; co-teach a university course; or act as a site professor for a partner school

Proposed Concentration Area in the Ed.D. program: Environmental Science Education

Primary Faculty:

Bryan Shao-Chang Wee, School of Education & Human Development, Curriculum & Pedagogy
Deborah Thomas, College of Liberal Arts & Sciences, Geography & Environmental Science

Need/Rationale

Environmental science education is becoming an increasingly important component of literacy in schools. In addition to a lack of knowledge about basic environmental issues across the U.S. (Coyle, 2005), deteriorating environmental conditions at local/global scales warrants a re-visioning of human-environment relationships from multiple perspectives (Bonnett, 1999; Orr, 2004). In Oct 2007, the National Council for the Accreditation of Teacher Education (NCATE) approved standards for environmental education, a move that emphasized the importance of environmental literacy in the preparation of environmental educators and researchers (North American Association for Environmental Education, 2008). This past summer, the No Child Left *Inside* Act (H.R. 3036) was passed by the House Education and Labor committee, providing additional funding for environmental education, particularly in terms of teacher training (National Science Teachers Association, 2008). This concentration area, therefore, aligns itself with current efforts to strengthen environmental education. It is intended to provide P-20 educators (particularly those in science teaching/administrative positions) with a deeper understanding and appreciation of theories, content and curricula in environmental science education through interdisciplinary courses, research opportunities and internships.

Concentration Area Courses and Internships (15 credits)

Course 1:

ANTH 5150 Human Biocultural Adaptability (3 credits)

The chief concern of this course is the relationship between ourselves, our surroundings and the very immediate ways the environments in which we live affect us. The view is of ourselves as a part of, not apart from, these environments

OR

ANTH 5030 Ethnobiology (3 credits)

Considers the relationship between human society, plants and animals in the natural world. Primary focus on the perception and cognitive organization of the environment and how that affects the definition and use of plants and animals as resources

Course 2:

GEOG 5335 Contemporary Environmental Issues (3 credits)

Provides an overview of environmental challenges facing society today, focusing on how humans impact and challenge the environment. Opposing views and environmental policy at the local, state, national and international levels are explored.

Course 3:**ELED/SECE 5360 Multicultural Science Education (3 credits)**

A critical examination of literature in science and environmental education related to multicultural issues. Topics will be framed by an understanding of equity in diverse, urban classrooms and its implications for curriculum and instruction in environmental science.

Concentration Area Internship I (3 credits)

Students gain a deeper understanding of the connections between environmental science topics/issues and educational practices from applied, interdisciplinary perspectives. Examples of such experiences might include:

- a) an environmental science education seminar (cross-listed with ENVS),
- b) participation in local community projects focused on environmental sustainability, and
- c) working with federal/private/non-profit organizations (e.g. Environmental Protection Agency, National Parks Board, Alliance for Sustainable Colorado) dealing with environmental science outreach and education.

Concentration area internship II (3 credits)

As an extension to guided research experiences, the second (and final) internship will provide opportunities to apply theoretical lenses and research methods, methodologies to current environmental science education topics/issues within a social-cultural framework. Examples might include a) collaborative research with SEHD and/or CLAS faculty on existing projects, b) grant writing/submission experience related to students' doctoral work, and c) developing research (e.g. action research) from school-based programs in environmental science.

References

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Appendix E: Resources

Tables 1A and 1B: Enrollment Projection Table Financial Projections

Table 2: Physical Capacity Estimates

Table 3: Project Expenses for New Program

Appendix E: Resources
CU Board of Regents Interim Policy 4J: New Degree Program Proposals
Required Tables and Supporting Documentation, Calculations, and Assumptions

Table 1: Enrollment Projections

Name of Program: Doctor of Education (Ed.D.)
Name of Institution: University of Colorado Denver

Definitions:

- Academic year is the period beginning July 1 and concluding June 30
- Headcount projections represent an unduplicated count of those students officially admitted to the program and enrolled at the institution during the academic year.
- FTE is defined as the full-time equivalent number of those students majoring in the program, regardless of the classes enrolled, during the academic year.
- Program graduate is defined as a student who finishes all academic program requirements and graduates with a formal award within a particular academic year.

Special Notes:

- To calculate the annual headcount enrollment, add new enrollees to the previous year headcount and subtract the number who graduated in the preceding year. Adjust by the anticipated attrition rate.
- To calculate FTE, multiply the number of students times the projected number of credit hours students will be typically enrolled in per year and divide by 30.
- The data in each column is the annual unduplicated number of declared program majors. Since this table documents program demand, course enrollments are not relevant and shall not be included in the headcount or FTE data.

Table 1A. Enrollment Projections, Proposed Doctor of Education (Ed.D.) Program

		Year 1	Year 2	Year 3	Year 4	Year 5	Full Implemen- tation
		2009-10	2010-11	2011-12	2012-13	2013-14	
1-a	In-state Headcount	18.0	38.0	58.0	78.0	78.0	78.0
1-b	Out-of-State Headcount	2.0	2.0	2.0	2.0	2.0	2.0
2	Program Headcount	20.0	40.0	60.0	80.0	80.0	80.0
3-a	In-state FTE	12.6	26.6	34.6	44.6	44.6	44.6
3-b	Out-of-state FTE	1.4	1.4	1.4	1.4	1.4	1.4
4	Program FTE	14.0	28.0	36.0	46.0	46.0	46.0
5	Program Graduates	0.0	0.0	0.0	20.0	20.0	20.0

The UC Denver School of Education and Human Development (SEHD) will manage both doctoral programs (Ed.D. and Ph.D.) as one unit. Because these degree programs will share administrative, instructional, and operating budgets, this appendix includes an enrollment table with both programs for informational purposes only, illustrating the student headcount and FTE enrolled in SEHD doctoral programs.

Table 1B. Enrollment Projections, UCD School of Education and Human Development Doctoral Programs (proposed Ed.D. and existing Ph.D. cohorts)

		Year 1	Year 2	Year 3	Year 4	Year 5	Full Implemen- tation
		2009-10	2010-11	2011-12	2012-13	2013-14	
1-a	In-state Headcount	25.0	53.0	81.0	109.0	117.0	117.0
1-b	Out-of-State Headcount	3.0	3.0	3.0	3.0	3.0	3.0
2	Program Headcount	28.0	56.0	84.0	112.0	120.0	120.0
3-a	In-state FTE	16.2	34.2	46.2	60.2	64.2	64.2
3-b	Out-of-state FTE	1.8	1.8	1.8	1.8	1.8	1.8
4	Program FTE	18.0	36.0	48.0	62.0	66.0	66.0
5	Program Graduates	0.0	0.0	0.0	20.0	28.0	28.0

Signature of Person who completed the Enrollment Table, Title, Date

Jonathan Lurie 12/9/06
 Jonathan Lurie, Director, UCD Office of Policy and Fiscal Analysis Date

 Signature of Governing Board Information Officer Date

Enrollment Projections Documentation, Calculations, and Assumptions

Headcount and FTE: Enrollment projections are based on a cohort of 20 students a year moving through the Ed.D. program. Based on the sample curriculum of the degree proposal, the enrollment table estimates Ed.D. students will complete the program in four years. The Ed.D. program requires 69 credit hours over four years for an average of 17.25 credit hours a year. At full enrollment, this credit hour load converts 80 Ed.D. students to 46 student FTE (80 students x 17.25 ch / 30 ch per FTE = 46 FTE). An estimated cohort of eight students a year will pursue the Ph.D. degree. Based on the existing Ph.D. curriculum, the enrollment table estimates Ph.D. students will complete the required 70 credit hours in five years. At full enrollment, this credit hour load converts 40 Ph.D. students to 20 FTE. Including both doctoral programs, there will be an estimated 120 students (or 66 student FTE) at full enrollment by year five.

Residency: Based on historical trends in the doctoral program, out-of-state students are estimated to represent 10 percent of each first year's cohort. It is anticipated that after a year of establishing residency, the program's nonresident students will successfully appeal their residency status and receive the resident tuition rate. Therefore, the number of out-of-state students is pegged to the first year cohort size and does not increase as students progress through the program.

Program Graduates: Program graduates equal the headcount enrolled the program's last term. By the fifth year, there will be 20 projected graduates receiving the Ed.D. and 8 projected graduates receiving the Ph.D.

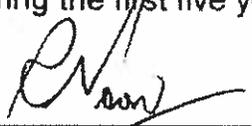
Table 2: Physical Capacity Estimates

Name of Program: Doctor of Education (Ed.D.)
Name of Institution: University of Colorado Denver

Purpose: This table documents the physical capacity of the institution to offer the program and/or the plan for achieving the capacity. Complete Part A or B.

Part A

I certify that this proposed degree program can be fully implemented and accommodate the enrollment projects provided in this proposal without requiring additional space or renovating existing space during the first five years.



Roderick Nairn, PhD ~~UCD~~ Provost and
Vice Chancellor for Academic and Student Affairs

12/9/08
Date

Governing Board Capital Construction Officer

Date

Table 3. Projected Expenses for New Program

I. Summary of Expenses and Resources

Table 3 below illustrates the expenses and resources associated with the doctoral programs at the UC Denver School of Education and Human Development. Since the proposed Ed.D. program and the existing Ph.D. programs will share resources, both will be managed within one budget.

Table 3. UCD SEHD Doctoral Program Budget (Ed.D. and Ph.D. programs)

	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14
Operating Expenses					
1 Faculty	340,000	442,000	442,000	442,000	442,000
2 Scholarships	7,000	7,000	7,000	7,000	7,000
3 Curriculum Development	5,000	-	-	-	-
4 Program Administration	10,000	10,000	10,000	10,000	10,000
5 Rent/Lease	-	-	-	-	-
6 Laboratory & Other Operating Costs	9,412	11,339	12,851	14,363	14,795
7 Subtotal Operating Expenses	371,412	470,339	471,851	473,363	473,795
Program Start-Up Expenses					
8 Capital construction					
9 Equipment Acquisitions	-	-	-	-	-
10 Library Acquisitions	-	-	-	-	-
11 Subtotal Program Start-Up Exp.	-	-	-	-	-
TOTAL PROGRAM EXPENSES	371,412	470,339	471,851	473,363	473,795
Enrollment Revenue					
12 General Fund: State Support					
13 Cash Revenue: Tuition	110,942	201,682	229,602	278,462	222,622
14 Cash Revenue: Fees	6,412	7,924	9,436	10,948	11,380
Other Revenue					
15 Corporate Grants/Donations					
16 Institutional Reallocation	335,000	335,000	335,000	335,000	335,000
Deductions from Revenue					
17 Campus General Administrative Recharge	(39,939)	(72,606)	(82,657)	(100,246)	(80,144)
TOTAL PROGRAM REVENUE	412,415	472,000	491,381	524,164	488,858
TOTAL PROGRAM SURPLUS/DEFICIT	41,003	1,661	19,530	50,801	15,063

II. Explanation of Costs and Sources of Revenue

Note: no revenues or expenses were inflated, per Regent Interim Policy 4J.

Faculty and Instruction: The Ed.D. program will require one new faculty line in the second year to assist with the instructional workload in the two new research courses and the guided research experience component of the program. The guided research experiences will provide students with the opportunity to conduct, under the guidance of a team of faculty, applied research in areas such as program evaluation, professional development, policy analysis or needs assessment. This faculty member is expected to require \$90,000 in salary and \$27,000 in benefits beginning in year two. The budget also includes a one-time expense of \$15,000 in

the first year for faculty recruitment. The remaining \$325,000 represents the amount the School of Education and Human Development will reallocate from other budget organizations to support the doctoral programs. This figure was based upon historical and expected instructional workload of current faculty responsible for existing doctoral course sections. Instructional workload was limited to organized instruction and excluded dissertation, independent study, and research supervision. While these supervision responsibilities are incorporated in faculty evaluation (particularly research), this budget focused on the instructional component of the current doctoral program. Because the \$325,000 represents a reallocation, it is referenced as an expense as well as a resource (line 16, institutional reallocation).

Scholarships: The program will devote \$7,000 toward doctoral scholarships. More funding may be made available from the UC Denver Graduate School in the future. However, at this time, the School of Education and Human Development plans to make \$7,000 available from existing resources. Because this represents a reallocation, it is referenced as an expense as well as a resource (line 16, institutional reallocation).

Curriculum Development: The School of Education and Human Development will require a budget of \$5,000 in one-time monies to assist faculty with revising existing curricula and developing new curricula to fit within the Ed.D. degree program.

Program Administration: Administrative costs include a \$10,000 stipend for an Ed.D. program director. This is equivalent to a one-course off-load for a faculty member to devote resources to direct the program.

Operating Costs: The program will require \$3,000 per year in general operating expenses. This will be offset by a \$3,000 resource from the School of Education and Human Development in institutional reallocation. Beginning in year two, there will be an additional cost of \$415 a year for a phone/data line for a new faculty member. Operating costs also include student support services funded by student fees (see student fees section below). These costs are estimated at \$6,412 in year one, \$7,924 in year two, and \$9,436 in year three. At full enrollment, these support services are estimated at \$11,380 a year. These costs are offset by fees charged to students in the program (see line 14 cash revenue: fees).

Student Tuition: For Fall 2008, resident graduate students enrolled in the School of Education and Human Development are charged \$349 per credit hour (up to 9 credit hours) per term. Nonresident graduate students are charged \$1,126 per credit hour (up to 9 credit hours) per term. This budget includes tuition from students attending the proposed Ed.D. program and the Ph.D. program. The budget also estimates the tuition from students who would have attended the Ph.D. program but are expected to enroll in the Ed.D. program instead. This tuition "transfer" is deducted from tuition revenue. At full enrollment, net tuition revenue is estimated at \$213,298 a year.

Student Fees: Based on the headcount of students entering the Ed.D. and Ph.D. programs, the proposed budget estimated the fee revenue devoted to student support services such as technology support, test protocols, and assessment instruments. This fee revenue offsets the portion of operating costs devoted to student support services. This revenue is estimated at \$6,412 in year one, \$7,924 in year two, and \$9,436 in year three. At full enrollment, this revenue totals \$11,380.

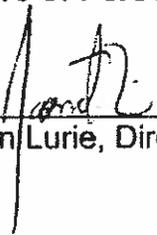
Institutional Reallocation: The School of Education and Human Development will reallocate unrestricted funds from other budget organizations to support the Ed.D. program. Based upon historical and expected instructional workload of current faculty responsible for doctoral course sections, the school will reallocate \$325,000 for instruction, \$3,000 for operating expenses, and \$7,000 for scholarships, for a total of \$335,000 in unrestricted funds a year.

Campus General Administrative Recharge: Traditional programs are required to allocate a portion of total student tuition revenue to cover campus administrative costs. These include institutional services offered by the bursar, registrar, academic and student affairs, university counsel, budget and finance, institutional research, information technology, facility operations, and the offices of the Provost and Chancellor.

III. Dean's Statement

There is an attached statement from the Dean verifying adequacy of resources to support the program and confirming that the projected resources and reallocations are reasonable.

Signature of Person who completed the Budget Table, Title, Date



Jonathan Lurie, Director, UCD Office of Policy and Fiscal Analysis 12/9/08
Date

Signature of Governing Board Financial Officer _____
Date

Appendix F: Letters of Support

From: Schneider, Peter
Sent: Sunday, November 09, 2008 8:00 AM
To: Lurie, Jonathan
Cc: Childs, Marguerite; Vale, Louise; Sands, Deanna
Subject: RE: BPC Approval

Jonathan:

My apologies for the delay in responding to your email, but I needed to wait to get the BPC Minutes before I could reply. The budget Priorities Committee, at its meeting on November 3, 2008, took the following action on the EdD degree proposal and your analysis of the fiscal sustainability of the new program:

A motion to recommend approval of the School of Education and Human Development's proposal for a Doctor of Education degree proposal, including a new faculty hire that will be subject to final budget review in March 2009, was carried with one dissenting vote."

In taking this action the BPC is asking that the timetable for the new faculty hire be reviewed once the budget situation for FY2009 and FY 2010 becomes a little clearer. It is not suggesting that implementation of the new degree program be delayed.

Sincerely

Peter

Peter Schneider, Chair
Budget Priorities Committee of the Faculty Assembly Downtown Campus University of Colorado Denver



University of Colorado Denver

Graduate School
Downtown Campus

Campus Box 163, P.O. Box 173364
Denver, Colorado 80217-3364
Phone: 303-315-5826, Fax: 303-315-5829

Robert Damrauer
Interim Graduate Dean
Professor of Chemistry

October 27, 2008

Deanna Sands
Downtown Denver Campus Box 106
PO Box 173364
Denver, CO 80217-3364

Re: EdD program proposal

Dear Deanna:

After the discussion at the Graduate Council meeting on Friday, October 10, 2008, it was decided that due to time constraints, the Council would vote via email on the School of Education and Human Development's EdD program proposal.

The Council has now approved the new EdD degree. Both the Council and I wish you all the best with the EdD program in the future.

Sincerely,

Bob

Robert Damrauer
Graduate School Dean

cc: Dean Lynn Rhodes, SEHD



University of Colorado Denver

School of Education & Human Development
Downtown Denver

Campus Box 106, P.O. Box 173364
Denver, Colorado 80217-3364
Phone: 303-315-6342

Office of the Dean

Lynn K. Rhodes
Dean

P.O. Box 173364
Campus Box 106
1380 Lawrence Street, Suite 1149
Denver, CO 80217
Office: 303-315-6345
Fax: 303-315-6349
Web: www.cudenver.edu/sehd

October 1, 2008

To whom it concerns:

This letter is intended to indicate my strong support for the EdD proposal that has been developed by the faculty in the School of Education and Human Development.

Several years ago, a national conversation was mounted by the Carnegie Foundation about doctoral degrees in Schools of Education, following on the heels of similar conversations in other professions such as law, nursing and pharmacy. This national conversation mirrored our internal conversations about the nature of our doctoral program, specifically the career paths being planned by students applying to the program. There are two basic career paths for those seeking doctoral degrees in the professions, including education—an academic career and a practice career. In the field of education, administrative positions in districts as well as in other community and/or non-profit education-oriented organizations often require or benefit from practice-oriented degrees. These students are not interested in working in academic settings as researchers but rather interested in gaining the knowledge base and skills that will permit them to succeed in high-level leadership roles in settings that support or provide education to others.

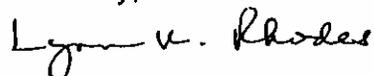
Our proposal clearly sets out a curriculum, a set of experiences, and a dissertation that will enable our students to prepare for and succeed in leadership roles. I am particularly supportive of the equity focus of the program not only because it strongly reflects our School's mission but also because leaders prepared in this program will have the knowledge and skills to increase access to education and achievement in education for the many underrepresented students who are served by the districts and organizations for which our students work.

I have also reviewed the budget behind the proposal with Jonathan Lurie and Deanna Sands, the chair of the School's doctoral programs. The projected resources are

reasonable and we have adequate resources to support the program. The resources we have requested for this program are quite small due to the fact that we are shifting the majority of our resources from our PhD program to the EdD program. In other words, our PhD program will become considerably smaller.

Finally, I have talked with the Dean of Education at the University of Colorado at Boulder which also provides doctoral study in education. CU Boulder's Dean is supportive of our proposal, not only because there is a great need, but also because their program is solidly focused on the preparation of the next generation of professors for academic settings. Dean Shepard's letter is one of the letters included in the packet. Eugene Sheehan, the Dean of the School of Education and Human Development at the University of Northern Colorado, talked with me about our proposal. UNC has several EdD programs but they are content specific in areas where we will not develop concentration areas. In addition, UNC cannot accommodate more students in their EdD program than they already are serving, and they are aware that we are not planning to increase the number of students that we serve. In essence, the program is a positive contribution to what is available in the state for leaders or potential leaders of school districts and other education-related organizations.

Sincerely,

A handwritten signature in cursive script that reads "Lynn K. Rhodes".

Lynn K. Rhodes, Dean

September 22, 2008

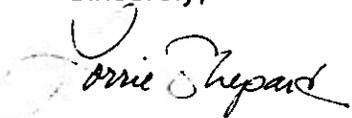
Lynn K. Rhodes, Dean
School of Education and Human Development
University of Colorado at Denver
1380 Lawrence St., Room 1146
Denver, CO 80202

Dear Dean Rhodes:

I am pleased to provide this letter of support as part of UC Denver's proposal to the Colorado Commission on Higher Education for a Doctor of Education degree (Ed.D.) in Leadership for Educational Equity. We, in the School of Education at UC Boulder, agree with your efforts to create a distinctly separate professional practice doctorate that focuses on the needs of educational leaders, who must be able to use the results of research in their on-going decision making, but who themselves are not researchers. This distinction between the Ed.D. and Ph.D. in education is parallel to the distinction between the M.D. and Ph.D. in medicine. Your plans are consistent with a very important national effort led by the Carnegie Foundation to strengthen both the Ph.D. and Ed.D. by highlighting the differences between the two and tailoring each to better prepare its respective candidates. Indeed, in 2003, the School of Education at UC Boulder received a Carnegie Initiative on the Doctorate grant to reexamine and strengthen our own research-focused Ph.D. program.

I concur that your proposal would not duplicate our efforts nor that of other Colorado institutions. Ours is a full-time program that prepares candidates for careers in educational research at Universities or in other public agencies focused on research. Yours is intended to be a part-time program for leaders who will return to P-12 positions. I believe there is a high demand for the type of specialized training that you will provide, and the thoughtful proposal developed by your faculty suggests that it will be very high quality program, indeed.

Sincerely,



Lorrie A. Shepard
Dean and Professor

**University of Colorado Denver
Graduate School**

25 September 2008

Dr. Deanna Sands, Professor and Associate Dean
Of Research and Professional Learning
School of Education and Human Development
University of Colorado Denver
Campus Box 106
PO Box 173364
Denver, CO 80217-3364

Dean's Office
Anschutz Medical Campus

Mail Stop C296
12631 E. 17th Avenue, Room L15-2609
P.O. Box 6511
Aurora, CO 80045
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www.uchsc.edu/gs

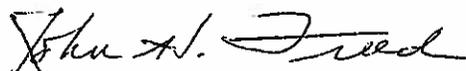
Dear Deanna:

I am writing to you to express my enthusiastic support for the School of Education and Human Development's proposal for a new doctorate of education program in Leadership for Educational Equity. I would like to focus my comments on two areas, one having to do with the need for this program and second, my willingness to work with you to seek needed resources for doctoral education more widely.

In my review of your proposal, it is clear to me that the faculty in the SEHD are making a unambiguous and wise decision by addressing the national need for more clarity and distinctions between doctoral education with a practiced-based focus and that with a researcher/higher education focus. Obviously, this proposal allows the SEHD to expand its offerings to address the former and to redefine the existing PhD program to concentrate on the latter. As you know we offer a variety of similar programs on the Anschutz Medical Campus. Many of our schools and colleges offer a combination of practice-based and research-based doctoral programs. The focus on leadership and equity and access is both timely and responsive to our Denver metropolitan communities and schools.

I am delighted that in concurrent to proposing this new degree that the doctoral faculty are revising the current PhD program to focusing more squarely on the preparation of future researchers/teachers for institutions of higher education. As stated in this proposal, this will involve a goal of supporting more full time doctoral students such that they can be mentored in research and teaching activities by faculty. That said, I know that securing funds for this support, especially in the form of research grants, will take time. I stand ready to support this proposal by working with you to request from the Provost increased financial commitments from the university to augment those research dollars for student scholarships and stipends.

Sincerely yours,



John H. Freed, Ph.D.
Dean of the AMC Graduate School



Dedicated to Excellence

Shawn Colleary
Director of Gifted Education &
Advanced Learning
Educational Services Center
4700 S. Yosemite St. Room #230
Greenwood Village, CO 80111
Voice...720.554.4257
Fax.....720.554.4297
scolleary@cherrycreekschools.org

September 15, 2008

Dr. Deanna Sands, Professor and Associate Dean
School of Education and Human Development
University of Colorado Denver
Campus Box 106
PO Box 173364
Denver, CO 80217-3364

Dear Dr. Sands:

My name is Shawn Colleary and I am the Executive Director for Curriculum and Professional Development for the Cherry Creek School District. I am writing to you today to express my full support for the School of Education and Human Development's proposal for a new Ed.D. program in Leadership for Educational Equity. Our school district, Cherry Creek, has been intimately involved in addressing and confronting the equity issue and has made closing the achievement gap a priority. Having a venue for people to further their education on this topic would be an advantage that will help to serve our district focus and make the education of all students more effective. I have reviewed the proposal and am excited about the proposed curriculum, particularly with the focus on equity. This is a timely topic that needs cutting edge thinking and attention. The proposed practical application, having the learning and research entrenched in current school problems, will make this opportunity even stronger.

After reviewing the proposal, I can say without hesitation that school districts will be eager to hire graduates of this program and will clamor to have participants part of the first cohort. The knowledge and skills gained as part of this study will serve our schools and communities in years to come. Please give this proposal your every consideration. Thank you.

Very sincerely,

Shawn Colleary
Executive Director of Curriculum and Professional Development
Cherry Creek Schools

Colorado Principals' Center



September 19, 2008

Dr. Deanna Sands, Professor and Associate Dean
School of Education and Human Development
University of Colorado Denver
Campus Box 106
PO Box 173364
Denver, CO 80217-3364

Dear Dr. Sands:

On behalf of the Board of Directors for the Colorado Principal's Center, please accept our whole-hearted support for the School of Education and Human Development's proposal for a new EdD program in Leadership for Educational Equity. In reviewing your proposal we were especially impressed with the proposed curriculum, particularly with the focus on equity. In our current and ever-changing context in education, it is critical that we support the development of leaders who can address the increasing disparity in educational opportunities and access for students at the local, state and national levels. Additionally, we were impressed with the focus on practice-based contexts as a driving force for the development of the concentration areas. It is clear that your faculty have a pulse on the critical areas (instructional leadership, linguistically diverse education, math and science education, etc) that are at the center of our work. We also applaud the plan to situate the research experiences of these future leaders in contemporary problems of practice in schools, districts and community-based organization.

Based on our review of this proposal, we can say without hesitation that school districts will be eager to hire graduates of this program. The knowledge and skills addressed in the proposed curriculum will serve as a solid foundation to support the needs of our children and families throughout Colorado.

Very sincerely,

Tammy L. Stewart, Chairperson of Colorado Principals' Center Board, Adams 12 Five Star Schools



Multicultural Student Services
1829 Denver West Drive, Building 27
Golden, CO 80401
office: 303-982-6658
fax: 303-982-0466

September 23, 2008

Dr. Deanna Sands, Professor and Associate Dean
School of Education and Human Development
University of Colorado Denver
Campus Box 106
PO Box 173364
Denver, CO 80217-3364

Dear Dr. Sands:

On behalf of Multicultural Student Services and Grants and Federal Programs, Jeffco County Public Schools, please accept our enthusiastic support for the School of Education and Human Development's proposal for a new EdD program in Leadership for Educational Equity. It is clear to us that that this program would serve a need that is not addressed in any other program. This is the type of leadership program we have been waiting for. It is situated around real-world issues and provides opportunities for leaders to work in "real time" with other leaders who are committed to addressing complex issues, such as issues of equity and access. In our current and ever-changing context in education, it is critical that we support the development of leaders who can address the increasing disparity in educational opportunities and access for students at the local, state and national levels.

As we consider Jeffco Leadership and how our District can benefit from this program, it is clear that there are multiple ways in which we can not only benefit through participation, but also that our participation can, and will be a benefit to the program. Our department has a vital and well-established partnership with the University of Colorado at Denver. Through that partnership we have built a cadre of Jeffco instructors who offer coursework leading towards the Endorsement in Linguistically Diverse Education. These leaders are among the many in Jeffco who will benefit from a doctoral program that provides focus, guidance and university support to address critical issues.

Very sincerely,
Connie Kowal

Coordinator ESL/Bilingual Professional Development
Multicultural Student Services - Jeffco Public Schools
1829 Denver West Drive, Building # 27
Golden, CO 80401
PH: 303-982-0378
Email: ckowal@jeffco.k12.co.us

The Evaluation Center

Bonnie Walters
Director

Campus Box 106
P.O. Box #173364
1380 Lawrence St., Room #610
Denver, CO 80217-3364
Office: (303) 315-4967
Fax: (303) 315-4944
Mobile: (303) 669-9483
E-mail: Bonnie.Walters@ucdenver.edu
Web: www.ucdenver.edu

September 22, 2008

Dr. Deanna Iceman Sands, Professor
Associate Dean for Research and Leadership Education
School of Education and Human Development
University of Colorado Denver
P.O. Box 173364, Campus Box 106
Denver, CO 80217-3364

Dear Deanna,

Congratulations to you and your colleagues on the proposed Doctor of Education Degree (Ed.D.) in Leadership for Educational Equity program. I applaud your recognition that the needs of educators working outside of the Academy are different from those whom work within; as director of The Evaluation Center, I am delighted to offer my support.

The Evaluation Center is a place where masters and doctorate students work to gain real-time experience in evaluation and evidence-based inquiry. Because this is part of our mission, the Center certainly can be a setting for one of the proposed internship experiences outlined in the Ed.D. proposal. I welcome this opportunity. The staff of the Center is well qualified to provide the "along-side" critical practice experience. Our eclectic array of clients and projects can accommodate the variety of needs and interests Ed.D. students will bring to this program.

I look forward to following the progress of this proposal. Upon its approval, I offer my assistance as this program takes flight, particularly as the internship component evolves. Best wishes to you and your team.

Sincerely,

Bonnie J. Walters.

Bonnie J. Walters, Director
The Evaluation Center
School of Education and Human Development
University of Colorado Denver

Appendix G: Reviewer Comments



Carnegie Project on the Education Doctorate
<http://cpedinitiative.org>

External Review of the Proposal for a new Doctor of Education Degree (Ed.D.) in Leadership for Educational Equity at the School of Education and Human Development, University of Colorado, Denver

David G. Imig and Jill A. Perry

Critical friends are peers or colleagues who ask probing questions and offer helpful critiques. While they may be independent of the project/task/issue, their role is to ask probing questions to enable those involved to gain fresh insights into their work. Critical friendships begin by building trust. Critical friends must listen well, offer value judgments on the learner's request, respond honestly and promote the work's success - Costa and Kallick 1993

Introduction

We have been asked by the University of Colorado Denver to provide an external review of a proposal by that institution to offer a new Doctor of Education (Ed.D.) degree beginning in academic year 2009-2010. The task that was assigned was to review the proposal and to provide feedback to Deanna Iceman Sands, Professor & Associate Dean for Research and Leadership Education on the proposal's strengths and needs.

Before getting to the task at hand, it is important to introduce ourselves and the relevance of our role as external reviewers. Dr. David G. Imig is a Professor of the Practice at the University of Maryland and a Visiting Scholar at the Carnegie Foundation for the Advancement of Teaching. He had twenty-five years of leadership of the American Association of Colleges for Teacher Education and is deeply involved in reconsideration of doctoral education in the College of Education at the University of Maryland. Ms. Perry is a doctoral student in Education Policy and Leadership at the University of Maryland. Currently, she is the program director of the Carnegie Project on the Education Doctorate. She has 14 years experience working in large public universities, and large and small private colleges. She has also held adjunct faculty positions at two private colleges.

Together, we coordinate and direct the Carnegie Project on the Education Doctorate (CPED), which is sponsored by the Carnegie Foundation for the Advancement of Teaching and the Council of Academic Deans in Research Education Institutions to strengthen the education doctorate. In this project, two-dozen colleges and universities have committed themselves to working together to undertake a critical examination of the doctorate in education with a particular focus on the highest degree that leads to careers in professional practice. The intent of the project is to redesign and transform doctoral education for the advanced preparation of school practitioners and clinical faculty, academic leaders and professional staff for the nation's schools and colleges and the organizations that support them.

One of the distinguishing characteristics of the CPED project is that all of the participating institutions are struggling to identify the similarities and differences between doctoral programs for future scholars and academicians and those for professional practitioners. According to the National Research Council, some 142 graduate schools of education award both Ph.D and Ed.D. degrees with little differentiation

between the preparation of scholars (or future faculty and researchers) and the preparation of "leading practitioners" (McClintock, 2006 in Shulman, Golde, Bueschel, & Garabedian, 2006, p. 26). Having two degrees with dual purposes has long perpetuated misconceptions about the quality of education doctorates and has led to accusations that both were "second-rate degrees" (Shulman et al, 2006, p. 26). CPED is an innovative, grassroots response to such accusations that has brought together faculty and doctoral student teams from a variety of institutions to discuss the possibilities and challenges in redesigning the education doctorate for the preparation of professional practitioners. The project is a three-year initiative (2007-2010) that is divided into three phases—Concept & Design; Experimental; and Deliberation & Dissemination—and seeks to provide "proofing sites" of new professional practice programs in one of three areas—school leadership, organizational leadership, or teacher education.

We were retained as "critical friends" by Dr. Iceman Sands because of the similarities between the process of development for the new Ed.D. at the University of Colorado Denver (UCD) and the work of CPED. In fact, Dr. Iceman Sands had petitioned to become a part of the initiative and CPED is endeavoring to respond. After studying the proposal, we can confidently say that the proposed development of an Ed.D. at the University of Colorado Denver is consistent with the national conversation taking place within CPED and throughout the field. We are impressed by the work undertaken to differentiate between the existing PhD in Educational Leadership and the proposed EdD to serve the needs of professional practitioners. We believe that it is a worthy proposal that deserves the support of leaders, faculty and graduate students on the Denver campus. Below is our assessment of the strengths of this proposal and some challenges and recommendations to consider.

Strengths

The UCD proposal has many strengths, all of which are consistent with developments taking place at CPED institutions. In particular, we are impressed by the rationale for the program, the program design, the core focus, the proposed internships, and the capstone. Below is a summary of why we believe each is a strong component for this new degree.

Rationale. The rationale for this new degree is a reflection of the goals and objectives outlined in the School of Education and Human Development's (SEHD) strategic plan and will serve as a solid foundation for the creation of the Ed.D. The rationale is also consistent with the new role of UCD as a Research Extensive Institution which will allow SEHD to strengthen the current Ph.D. to become more of a research degree while providing a path for professional practitioners to acquire new leadership skills and knowledge. The information gathered by the SEHD—from surveys, focus groups and outreach efforts to diverse populations—offer evidence of a demand for and interest in such a degree program from practitioners who want to better prepare themselves for advanced leadership roles.

Finally, the rationale for developing a new degree for practitioners is consistent with the wider national conversation which includes demands of the profession for a more rigorous and relevant professional doctorate, new expectations for high quality Ph.D.s in Education with increased attention to advanced research skills and scholarship, greater information demands for professional practitioners (e.g., knowledge of educational reform, assessment and evaluation, evidence-based decision making, etc.), the demands of PK-12 schools for more advanced leadership skills for both teachers and administrators, current and anticipated shortages of personnel at both the school and university level, competition from other academic fields (Social Sciences, Psychology, etc.), the competition arising from the proliferation of providers of doctoral degrees in education, and concerns regarding the way that states and LEAs are transforming licensure and certification requirements to place a premium on practice rather than degree attainment and credit accumulation.

Program design. The design of the Ed.D. program is a strong one, similar to institutions such as Rutgers University, the University of Louisville, and Virginia Commonwealth University. Common elements of the design include a three to four year program with 60 or more credits (beyond the M.A. degree), a cohort group of working professionals, mixed delivery such as on-line, weekends and night courses, mixed instructional methods that emphasize hands-on problem solving and case writing, a foundational core, concentrations that build on the core, a practical experience that allows practitioners to expand their ways of doing, research training that creates a solid understanding of how research informs practice, and a capstone project that more accurately reflects the skills that a highly qualified leader should possess. These components working together develop what Shulman (2005) calls habits of the heart, of the mind and of the hand in professional practice. By enabling the student to “do” over and over again in a variety of settings the tasks of professional practice, students develop the skills and abilities to practice their profession.

Core Curriculum. The program’s focus on leadership and equity shapes the learning outcomes for the program and type of leaders the program seeks to prepare. We believe that there are artifacts from the University of Southern California (particularly in the design elements for the curriculum and the courses that have been developed) that are highly relevant to the dual focus of equity and leadership. We applaud the identification of an outcome that suggests that all graduates, no matter what concentration they choose, will be able to “employ problem-solving models to diagnose and solve education problems” in urban and diverse communities. In many senses, this core represents the beginnings of SEHD’s signature pedagogy for this program. Signature pedagogies are defined as “what counts as knowledge in a field and how things become known” (Shulman, 2006, p. 2) and include the following dimensions:

- Surface structure: concrete, operational acts of teaching and learning, of showing and demonstrating, of questioning and answering, of interacting and withholding, of approaching and withdrawing.
- Deep structure: a set of assumptions about how best to impart a certain body of knowledge and know-how.
- Implicit structure: a moral dimension that comprises a set of beliefs about professional attitudes, values, and dispositions.

As UCD develops this core curriculum for professional training and integrates student skills with inquiry into the two guided research projects they will, in effect, be cultivating the habits of a true professional. Internships. The UCD program proposal calls for two internship experiences aimed at exposing students to non-traditional educational institutions or organizations and offering hands-on experiences for learning. Similar to the University of Oklahoma, the UCD experience offers both new perspectives to students as well as the opportunity to engage in critical practice along-side a current professional. In CPED, such experiences are called “laboratories of practice” – structured experiences designed to give students learning and investigating opportunities that build their abilities to practice the profession. The strategy design of a laboratory lies in its location, structure, and pedagogy, all of which seek to teach ways of doing. UCD’s strong ties with local schools and schools districts, community members and organizations, professional education organizations, and the state department of education will afford the program a wide-range of locations to grow their internship experiences.

Capstone. The SEHD thematic dissertation proposal is similar to the models developed at the University of Southern California and Peabody College. Both of these institutions are still in the beginning stages of evaluating their model but have demonstrated the value and worth of working in groups to produce an individual project that relates to a larger whole. By adopting the thematic dissertation, UCD will join the handful of institutions that are experimenting with this model of a capstone experience. Questions that

will arise will include –What are the merits of a group project or a project rooted in an on-going practical problem faced by a school or college or other learning institution? What is the final product and what form should it take? Should its emphasis be on "original knowledge" (and the generation of a data-set) or should skills be developed and used to interpret and analyze data generated by a school system or district or other source? Who should advise students and who should serve on doctoral committees? As UCD grapples with such questions as these, their voice and experience with process and outcomes will be a valuable contribution to the larger national discussion.

Challenges

Institutional change is never easy. In the case of the University of Colorado Denver, we are impressed by the process employed to arrive at the distinction between the existing degree and the proposed degree. We believe that the role of consultants, the deliberations of faculty, the outreach to the professional and local communities, and the consideration of CPED and other institutional change efforts are commendable efforts on the part of UCD. It is evident that the proposal for a new doctor of education degree represents both college, institutional, and system-wide study. While the proposal makes the case that the degree is much needed in Denver and will be a degree that clearly prepares educational practitioners for roles in schools and other learning organizations to confront equity and diversity challenges, the UCD leadership knows that there are many challenges that lie ahead in implementing the new degree program. Many of these challenges will be contextual and are beyond the scope of this review. Others are relevant to schools of education. What follows are some lessons learned from the CPED initiative as they relate to the UCD proposal.

Defining the outcome. While it is fairly obvious that the Ed.D. needs to be tailored to the future needs of practitioners, it is less obvious what those needs are or what a degree program will offer to provide the necessary skills, attitudes and commitments. It is our experience that many programs are designed to meet the availability of faculty or instructional staff rather than the needs of clients or future school leaders. An exercise that has been useful for CPED institutions to consider has been to carefully define the knowledge, skills and dispositions that program graduates will have and to map backward to design the program that will serve that practitioner. Defining the ideal candidate or highly qualified practitioner that the program intends to produce will allow the UCD faculty a better way of thinking through the courses and experiences, expectations and demands they are prepared to include in the program design. We are aware that the faculty did a backward mapping design which has also been very useful to CPED member institutions. Backward mapping is an idea way for thinking about the ideal outcome. As the faculty continue to finalize the courses, experiences, and assessment, it may be helpful to always keep the following questions in mind:

- What is our ideal candidate? What does a good candidate look like? What are we sure we don't want?
- Who are we sending out as our graduates? What should they know and be able to do?
- How do we know if we've met this profile?

Faculty engagement. Finding effective ways to engage home institution faculty in the change process is crucial to reaching the goals and objectives of the new degree. Many faculty who are accustomed to pursuing their own teaching and research agendas are being asked to take on program-wide responsibilities which require additional time commitments and ingenuity. They are, in short, being asked to critically examine their own practices and to identify with a particular group of students doing very special work. In the UCD proposal, faculty have increased roles and responsibilities in guided research projects, internships, and group mentoring that go beyond their regular teaching which will

require substantial rethinking of loads and assignments. Given what we have learned from various CPED institutions, we would encourage a substantial investment in various types of professional development for the Ed.D. faculty. Questions to consider might be:

- What should be the expectations for faculty who teach and advise Ph.D. candidates vis a vis Ed.D. candidates?
- What sort of faculty development is need relative to program goals, program changes, program content--guided research, internship experiences, and capstones?
- How should faculty involved in the processes of answering what professional practice students need to know?

Conclusion & Recommendations

“To be effective, leadership programs must provide the opportunity to grow the skill set of the next generation of leaders in experiences that immerse the learner in the worlds they will face daily without putting students at risk. We need to build a program that can offer participants the practice of reflection and the habits of mind to analyze knowledge, understand it, and have the wisdom of practice and experience to respond. A learning environment built around a series of problems and questions of practice and simulations will help develop leadership for complex organizations.” -Virginia Commonwealth University Ed.D. in Leadership Proposal.

After a cursory review of the proposal for an Ed.D. in Leadership for Educational Equity at the School of Education and Human Development, University of Colorado Denver, it is evident that there the faculty and leadership have fashioned a proposal based on demonstrated need. It is also obvious that the design conforms to guidelines and standards of the professional community and is consistent with what other schools of education are attempting to establish. It is our conclusion that the proposal with need only minor revisions before being adopted and implemented by SEHD. In the short run, the proposal only needs a few revisions based on the challenges listed above and the recommendations described below. It will be in the long run, as the program develops and faculty and administration engage in the change process, that the program will face the true test of preparing future leaders. We anticipate that the SEHD faculty and administrators will meet this test and develop an outstanding program that will serve future educational leaders in Colorado and other areas in the region.

Recommendations for the Ed.D. proposal. Under section 4. Institutional Factors, part B. Effect of the program on other institutional programs “no anticipated effect” is listed. To build the argument for the Ed.D. degree, SEHD might consider articulating the positive effect that defining the Ed.D. will have on strengthening the Ph.D. A key resource for this argument can be found in: Shulman, L., Golde, C., Conklin Bueschel, A., & Garabedian, K. (2006). Reclaiming Education’s Doctorates: A Critique and a Proposal. Educational Researcher

Likewise, to reinforce the statistical information that the proposal provides for the creation of a new Ed.D., SEHD might consider grounding the need for the new degree as well as the program design in the extant literature to both give credibility to the terrific beginnings already documented and to maintain the focus for the design of program. Below is a list of literature that has served as a foundation for CPED.

Recommendations for process. As the Ed.D. program moves forward (once approved), we would recommend a useful exercise for faculty and administration—to document the change process. Documentation of the process— everything from meetings, resources, faculty training/development,

management of cohorts, and guided research project designs— will help the faculty and administration to identify threats to the integrity of program and work through them as they go. We would also recommend that the faculty consider advertising the program as "a work in progress" (seeking the necessary latitude from institutional governance) to permit the "tweaking and modifying" of all elements as the program is implemented. The hands-on learning experience, one that gives the first cohort of students the opportunity to contribute to the process of implementation, will be beneficial for the program and attract attention from the public. Virginia Commonwealth University, which has spent more than a year in full-time planning by a dedicated faculty, is the "poster child" for this approach. The Arizona State University West CPED team likes to point out that the best way to develop a new program is to "start before you have the program completely ready and to be flexible as it forms."

Sincerely,

David G. Imig, Ph.D.

Jill A. Perry, Doctoral student

Appendix A (External Review): Additional resources

A) A 2006 comparison of Ed.D. programs and Ph.D. programs in Educational Leadership by the University Council for Education Administration may be helpful as you move forward with your design and implementation. It offers both potential students and the public ways of differentiating the differences in the two doctoral programs. Source: M.D. Young, UCEA Review, XLV (2), Summer 2006.

	Ed.D.	Ph.D.
Primary Career Intention	Administrative leadership in educational institutions or related organizations	Scholarly practice, research, and/or teaching at university, college, institute or educational agency
Degree Objective	Preparation of professional leaders competent in identifying and solving complex problems in education. Emphasis is on developing thoughtful and reflective practitioners	Preparation of professional researchers, scholars, or scholar practitioners. Develops competencies in educational scholarship and research that focuses on acquiring new knowledge.
Knowledge Base	Develops and applies knowledge for practice. Research-based content themes and theory are integrated with practice with emphasis on application of knowledge base.	Fosters theoretical and conceptual knowledge. Content is investigative in nature with an emphasis on understanding the relationships to leadership practice and policy.
Research Methods	Develops an overview and understanding of research including data collection skills for action research, program measurement, and program evaluation.	Courses develop an understanding of inquiry, and qualitative and quantitative research. Developing competencies in research design, analysis, synthesis, and writing
Comprehensive Knowledge Assessment	Knowledge and practice portfolios provide evidence of ability to improve practice.	Written and oral assessments are used to understand theoretical and conceptual knowledge in the field.
Capstone	Well-designed applied research of value for informing educational practice.	Original research illustrating a mastery of competing theories with the clear goal of informing disciplinary knowledge.

Capstone Committee	Committee includes at least one practicing professional in an area of relevance to the candidate's program	Composed primarily of active researchers in areas relevant to students' areas of interests.
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B) The Carnegie Project on the Education Doctorate website: <http://cpedinitiative.org/>

C) CPED institutions that are developing new Ed.D. programs in school leadership.

Virginia Commonwealth University
 Dr. Henry T. Clark, Ph.D.
 Professor & Assoc Dean for Academic Affairs
 School of Education
 htclark@vcu.edu

University of Central Florida
 Dr. David Boote, Ph.D.
 Associate Professor
 Educational Studies
 dboote@mail.ucf.edu

D) Consider investigating other professional practice schools regarding their models for practical experience. CPED is encouraging institutions to do this as there are additional attempts to differentiate between the two models. We encourage CPED members to identify the departments or schools (other than Education) at their institution that offer clinically-based professional practice degrees and to examine them to see if there are innovative approaches or examples of laboratories of practice. We promote the idea of faculty-to-faculty conversations around these ideas so as to benefit both programs.

- What do these programs look like?
- What are the expectations of preparation in these programs?
- What is the relation of the laboratory of practice to the course work and dissertation work?
- How are these elements identified and evaluated?
- Is there a step or staging process in the laboratory of practice/fieldwork/internship? If yes, what does it look like?
- What do graduate students and faculty identify as the advantages/disadvantages of the laboratory of practice?

Appendix H

References

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- Walker, G., Golde, C., Jones, L., Conklin Bueschel, A., & Hutchings, P. (2008). *The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century*. Stanford: Jossey-Bass.

INTEROFFICE MEMORANDUM

TO: MARGUERITE CHILDS
FROM: DEANNA SANDS
SUBJECT: RESPONSE TO EXTERNAL REVIEW LETTER EDD PROPOSAL
DATE: 2/24/2009
CC: LYNN RHODES

As you know Dr. David Imig from the Carnegie Project for the Education Doctorate (CPED) project conducted an external review on the School of Education and Human Development's proposal for a new Doctor of Education (EdD) program. Below, I summarize the challenges and recommendations that Dr. Imig outlined with regards to our proposal and provide for you our response.

Defining the outcome. One of the challenges cited was for our faculty to be clear regarding the candidates to whom this degree is targeted. The following questions were posed:

- What is our ideal candidate? What does a good candidate look like? What are we sure we don't want?
- Who are we sending out as our graduates? What should they know and be able to do?
- How do we know if we've met this profile?

Response: We agree whole-heartedly that knowing the type of candidate we want is important. In our admissions requirements we are requesting that applicants show a minimum of 5 years experience in an appropriate P-12 or community-based educational context and that they provide a written statement in which each individual describes his/her background, career goals and reasons for applying to the program in 5-7 pages. Within this statement, applicants must delineate a significant problem of practice or pressing question that they hope to explore through inquiry in this program and provide a rationale as to why this problem or question is relevant to today's educational contexts. We want individuals with experience who want to engage in inquiry about how to better serve all students and who are prepared to commit three years to advanced study in equity and leadership.

The doctoral faculty will monitor our admissions criteria carefully through our admissions process and will then reflect upon the products and dissertations generated through this program. This will help us understand how well we are preparing people with the knowledge, skills and dispositions which serve as a basis for our curriculum.

Faculty engagement. The reviewer raised issues related to strategies for engaging faculty in the proposed program changes as well as identifying needed professional development. Questions to consider included:

- What should be the expectations for faculty who teach and advise PhD candidates vis a vis EdD candidates?
- What sort of faculty development is needed relative to program goals, program changes, program content--guided research, internship experiences, and capstones?
- How should faculty be involved in the processes of answering what professional practice students need to know?

Response: Because the School of Education has had a school-wide PhD program, our faculty have had a long-standing history of working collaboratively to support doctoral work. Indeed it has been through their ongoing commitment that the development of this degree and the redesign of our PhD has occurred. The questions posed above have been a point of conversation and we are developing program policies. For example, we are addressing the number of advisees any one faculty member can have, particularly in light of the thematic dissertation approach integrated into the EdD program. Our Dean has been highly supportive. Just last year she designated a 2 – 2 teaching load for all faculty (down from a 3 – 2 load) in order to encourage faculty participation in the doctoral programs. The thematic dissertation groups will be organized in a fashion that will actually be built in to an individual faculty member’s teaching load so as not to constitute work above and beyond.

We have reached out and included a core group of community leaders to help design this program and individual courses. Through retreats and monthly meetings our conversations have revealed areas for professional development. Beginning in March, 2009 for example, we plan to have ongoing training in our monthly meetings on technology applications for the delivery and management of the EdD program. We are also pairing faculty with community based leaders for the development and delivery of each course in the program. We will be constituting core course management teams on which faculty and community members will serve and they will be responsible for the ongoing oversight and revision of the core areas: equity and diversity; leadership; inquiry; and concentration areas. The course management teams will also serve as a venue for community members to raise the critical problems of practice that should serve as the basis of coursework.

Recommendations for the EdD proposal. Dr. Imig proposed that we be quite clear as to the rationale for the EdD.

Response: In the executive summary of the degree proposal, we outline the rationale for this degree. Offering an EdD for practicing professionals will allow the School of

Education and Human Development the opportunity to redesign the existing PhD to more clearly serve the needs of students whose career goals are to become researchers in institutions of higher education. Our rationale did refer to the national context and incorporated the ideas and writings of the multiple references provided by the external reviewers.

Recommendations for process. The final recommendation was that as the EdD program moves forward that we document the change process.

Response: We agree! The process which we have undergone to design this program and the process we will use to implement it deserves to be captured and shared with colleagues across the nation. Given the national move to differentiate the educational EdD from the PhD -- our efforts will serve to assist others who pursue similar work. Having already participated in one CPED convening, our faculty are already learning from colleagues who have been doing this work for 3-5 years. We also appreciate the encouragement to remain flexible, especially as we unroll this program to our first cohort. We plan to engage in ongoing formative and then summative assessment to discern what is and is not working, which in turn will lead to ongoing refinement of the curriculum and instruction.

If you have any questions or comments regarding our responses, please do not hesitate to contact me.

