



SCHOOL OF EDUCATION

Graduate Handbook

A Resource for Education Graduate Students

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Please keep this document in your records for future reference.
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Graduate Handbook

School of Education—University of Colorado at Boulder Information for All Education Graduate Students

Purpose of This Handbook

This handbook provides graduate students with the rules and procedures that govern the graduate programs of the School of Education at the University of Colorado at Boulder, which is part of the Graduate School of the University of Colorado. Because the rules and policies of the School of Education in some cases provide further restrictions on the rules and policies of the Graduate School, this handbook is designed specifically for use by graduate students enrolled in Education programs.

Degrees, Programs, and Emphases

The School of Education at CU Boulder offers MA and PhD degrees in five general areas: Curriculum and Instruction (EDCI), Educational Psychological Studies (EPSY), Research Evaluation Methodology (REME), Educational Equity and Cultural Diversity (EECD) and Educational Foundations, Policy & Practice (EFPP). See the table below for available programs.

Graduate Programs and degrees in the School of Education Program/Emphasis	Level			
	MA	MA+	MA w/Advanced Endorsement	PhD
Curriculum & Instruction (EDCI)				
Elementary Education				
Elementary Education.....	✓			✓
Elementary Mathematics Education	✓			
Bilingual/ESL Education				
Bilingual Special Education				
Secondary Education				
Humanities Education.....	✓	✓ ¹		✓
Mathematics Education.....	✓	✓ ¹		✓
Science Education	✓	✓ ¹		✓
Literacy Education			✓ ²	✓
Research on Teaching				✓
Educational Equity & Cultural Diversity (EECD)				
Bilingual/Multicultural	✓			
Bilingual Special Education			✓ ³	
Elementary ESL (with or without Bilingual option)			✓ ⁴	
Secondary ESL.....			✓ ⁵	
Educational Foundations, Policy, and Practice (EFPP)				
Educational Policy	✓			✓
Anthropology, sociology, philosophy, history, comparative education, curriculum theories	✓			✓
Educational/Psychology (EPSY)				
	✓			✓
Research and Evaluation Methodology (REME)				
				✓

1 - Includes initial Teacher Certification

2 - Includes a K-12 Reading Teacher Endorsement on an existing Elementary or Secondary Teacher Certificate

3 - Includes Special Education Teacher Endorsement on an existing Teacher Certificate

4 - Includes an Elementary ESL (and optionally, Bilingual) Teacher Endorsement on an existing Elementary Teacher Certificate

5 - Includes a Secondary ESL Teacher Endorsement on an existing Secondary Teacher Certificate

Program Summaries

Curriculum and Instruction (EDCI) programs focus most directly on the practice of teaching. Graduate students must develop expertise drawing from several distinct bodies of knowledge: psychological foundations, research on teaching and learning, curriculum theory, social and philosophical foundations of education, and subject matter knowledge. Students in these programs, especially those in the Secondary EDCI program, take extensive advanced course work in their disciplinary specialty in Arts and Sciences. For example, students whose EDCI focus is mathematics education take advanced courses in mathematics. Those with an emphasis in Social Studies take graduate courses in history, geography and anthropology, and so forth. The MA degree prepares students to become career teachers. Doctoral students are prepared for positions as coordinators in public schools and as faculty in higher education.

In addition to the traditional subdivision of Curriculum and Instruction into Elementary and Secondary Education, a special-focus Literacy Program also exists. Students in this program take course work on dimensions of literacy such as the integration of reading and writing instruction, alternative forms of literacy assessment, and literature-based literacy instruction. Students are expected to view literacy instruction and acquisition from a variety of perspectives as they take courses from scholars in areas such as anthropology, sociology, philosophy, curriculum theory, policy studies, bilingual and multicultural education, evaluation and measurement, teacher education, and instructional and developmental psychology. MA graduates of the program fulfill state requirements for the Reading Teacher endorsement on a teaching certificate. Graduates of the Ph.D. program are prepared as researchers and teacher educators for public school or university positions.

In the Curriculum and Instruction program area it is possible to work on both a Master's degree and teacher certification in specified Masters Plus (MA+) programs (all secondary). In two of the program areas, Educational Equity & Cultural Diversity and Literacy, it is possible to earn advanced teaching endorsements concurrent with work on the Master's degree. To qualify for admission to these advanced teaching endorsement programs students must already be certified teachers and have teaching experience. Students applying to MA programs in EDCI are expected to already hold a teaching certificate. The preceding table (p.2) illustrates the emphases available.

Educational Equity and Cultural Diversity (EECD) offers a program devoted to the critical examination of theory, practice and policy in two major areas of emphasis: the education of culturally and linguistically diverse students and the education of exceptional children. The program stresses analysis, evaluation and implementation of educational programs for students who represent diverse learning needs within the public school system. School culture, language policies, and the social and political context of schooling are examined across contexts. Policies that affect the assessment, placement and services provided for exceptional children are also examined. Program faculty offers courses in first and second language acquisition theory, program development for bilingual and English as a second language, and methodologies appropriate for such programs. Faculty also offers courses in special education methodologies, assessment, and program implementation. Additional related courses are available in other programs of the School of Education and in other departments of the University. The program is designed to train scholars, teachers, resource specialists and administrators for careers in academic institutions, public schools, and federal and state agencies. The Masters curriculum is organized so that students completing a two-year program earn advanced certification either for Linguistically Different Learners or for Special Education. Doctoral level preparation is more research oriented and qualifies graduates to be curriculum specialists in school districts or faculty in universities.

Educational Foundations, Policy and Practice (EFPP) offers a program devoted to the examination of the relationships between education, society, and government, with special emphasis on problems of race, gender, social class, and multiculturalism. The program stresses analysis and evaluation of educational theory, practice and policy, by drawing on philosophy, history, law and the social sciences. Its foundation is critical analysis, which examines educational institutions within broad social, political, cultural, and economic contexts, primarily in the United States. Program faculty

offer discipline-based courses. Additional related courses are available in other programs of the School of Education and in other departments of the University. The program is designed to train scholars, teachers, evaluators and policy analysts for careers in academic institutions and agencies at the state, federal and international level.

Educational/Psychological Studies (EPSY) offers a program that integrates both theoretical and professional knowledge in educational psychology. Core requirements at the Masters level include Advanced Child Growth and Educational Development, Cognitive Processes in Education, Instructional Psychology, as well as basic statistics and research methods courses. In addition, at the Ph.D. level students must take advanced courses in human learning, human development, and instructional psychology, as well as advanced research courses. All students are expected to take advanced course work in the Psychology Department. Ph.D. graduates of this program take academic positions in higher education.

Research and Evaluation Methodology (REME) offers only the Ph.D. The course of study varies considerably among students, depending on area of specialization and background. All students are expected to acquire a firm grounding in both quantitative and qualitative methods and must take all of the research methods, measurement, and statistics courses offered in the School. In addition, extensive interdisciplinary course work on the Boulder Campus is expected in areas consistent with the student's specialization. For example, a student may emphasize qualitative research and take additional work in cultural anthropology, or emphasize measurement with a minor in psychology or statistics. In addition to academic course preparation, students are expected to be involved in ongoing research projects with program faculty. Students are required to complete a scholarly paper annually and participate at research conferences. Because much of the student's training occurs outside of formal classes, only full-time students are admitted to the REME program.

Financial Support

Each year a number of merit-based teaching assistantships, research assistantships, and fellowships are available in the School of Education to support full-time doctoral study. Half-time appointments (the maximum allowed) for 20 hours of work per week are the norm. Quarter-time RA and TA appointments (10 hours per week) may also be made.

The monetary amount of stipends paid for assistantships are set by the University. These stipends are taxable income. A student must be considered full-time to hold an assistantship. According to university policy, full-time enrollment prior to completing the comprehensive examination is five (5) hours of course work per semester at the 5000 level or above or eight (8) semester hours of mixed level course work. After passing the comprehensive examination, full-time is considered to be five (5) dissertation hours per semester.

The Office of Financial Aid in conjunction with the Graduate School awards financial aid in the form of grants and work-study jobs on the basis of both need and merit criteria. Financial support in the form of fellowships and assistantships is reserved almost exclusively for PhD students. All doctoral and masters students are encouraged to apply for need-based financial aid. The funds available to the University are determined by the number of applicants.

Appeals Process

Students may appeal any academic decision, including admissions decisions, course grades, and results of comprehensive examination. To appeal, students should first present their reasons for appealing to the original decision maker, i.e. faculty member, faculty committee, or administrator. If the student remains dissatisfied with the result of the appeal, s/he may appeal next to the Associate Dean for Graduate Studies, then to the Dean of the School of Education, and then to the Dean of the Graduate School. Students may also utilize the Boulder Campus Ombudsman in Willard Hall. For more information, see <http://www.colorado.edu/Ombuds/>

Change of Address

Please make sure your name, address, telephone number, and email are current on University records. Report changes to the Office of Student Services, School of Education, University of Colorado, Boulder, CO 80309-0249, Phone: (303) 492-6555 as well as to the Registrar's Office in Regent Hall and/or on the PLUS system.

Leaving School/Time Out Program

Graduate students who have not passed their comprehensive examinations are eligible to enter the Time Out Program. This program guarantees you a place in the University upon your return for up to one year. There is a fee for Time Out but the fee is less than the cost of applying for readmission. Details of the Time Out program are available at the registration window in Regent Hall, or on the web: <http://registrar.colorado.edu/Support/Timeout.htm>

Any semesters on Time Out are included in the time limit to complete the degree. Students who have received an IW or IF grade for a course have one calendar year in which to complete the work. Electing the Time Out Program option does not extend this time limit. Students who do not register during a given fall or spring semester and fail to sign up for the formal Time Out program must fill out a former student application form in order to return. Re-admission is not automatic. If program standards have changed, if a student had not been making satisfactory progress, or if enrollment levels have been reached readmission may be denied. Students who withdraw from school permanently must do so formally with the Registrar's Office.

For Additional Information Contact The School of Education Office of Student Services, or e-mail: EdAdvise@Colorado.EDU

Guidelines for Master's Students

New Student Orientation

At the beginning of each fall semester there is a School of Education **New Student Orientation** session. This session provides timely information about requirements and procedures which are helpful in assisting graduate students in their progress through the degree. All new graduate students are expected to attend these sessions.

Materials/Library Fees

All incoming students will be assessed a nominal one-time fee to support the Equity, Diversity and Education Library housed in the School of Education. This fee will appear on your first tuition bill.

Advisor

The letter of acceptance from the Associate Dean for Graduate Studies gives the name of a faculty member who has been assigned as advisor. This assignment should be considered temporary but may continue by mutual agreement. Each student should make an appointment with the assigned advisor to establish a program of study for the degree. Students may request a change of advisor if they feel it is warranted by submitting a written request to the School of Education Office of Student Services.

Formal Degree Plan

During the first year of study, a formal Degree Plan must be approved and signed by the student's advisor, the Associate Dean for Graduate Studies for the School of Education. Degree plans will not be approved by the Associate Dean for Graduate Studies if they do not meet the requirements specified below, even if signed by an advisor. Students are responsible for developing with their advisor a substantive course of study that is consistent with these requirements. Note that program areas each have course requirements and guidelines that must be followed in planning a course of study. To avoid any misunderstanding students are encouraged to submit a formal Degree Plan as early in their program as possible rather than waiting until the time for comprehensives. Once a formal plan has been approved it can be modified by obtaining the same set of signatures required for initial approval.

Graduate Faculty

All courses on the degree plan must be taught by faculty who are members of the graduate faculty or who have been approved by the Graduate School. This includes courses taken outside of the student's department. Membership on the University faculty does not automatically constitute membership on the graduate faculty. A faculty member's graduate status can be ascertained by calling the faculty member's department. Transfer courses require the approval of an advisor and the Associate Dean for Graduate Studies.

Course Credit Requirements

The number of credit hours required for the MA in Education are specified below for two different plans. Credit hours alone do not, however, guarantee the adequacy of a program of study. Although students have considerable latitude in developing their Degree Plans with their individual advisors, the particular courses selected must ensure that the student has both general knowledge about education and advanced knowledge in his or her area of specialization.

Course Level

Up to six hours of course work taken in departments outside the School of Education at the 3000 or 4000 level *may* count toward the MA. However, if a 3000 or 4000 level course is used in the degree plan, it must be approved by the major advisor. The Graduate School does not allow 1000 or 2000 level courses to be counted toward the master's degree. No courses numbered EDUC 3xxx or EDUC 4xxx may count toward a graduate degree in education. Any work taken to clear School of Education deficiencies is in addition to the minimum number of hours noted above.

Transfer Hours

Only nine (9) semester hours of courses taken at other schools and or courses taken as a special student at CU can be transferred toward the MA degree. The university from which the transfer course was taken must offer a degree comparable to the one sought at UCB. When transferring courses to CU from another institution, the Request for Transfer Credit form (available in the School of Education Office of Student Services) should be completed, signed by the advisor and the Associate Dean for Graduate Studies, and sent to the Graduate School after six (6) credit hours as a graduate student. The request must be accompanied by an official transcript. Because the relevance of transfer credit must also be judged in relation to a student's total program, the student's Degree Plan must be submitted before approving transfer work. Courses at another university will not be transferred if a grade less than a B was received in the course*. The transfer of credit request for the MA must be received in the Graduate School no later than the beginning of the semester of graduation. Extension courses taken at another university and correspondence courses may not be transferred to an advanced degree.

* Courses taken Pass/Fail can only be transferred with a letter from the professor stating that the course was only offered pass/fail and that if a grade had been assigned it would have been a B or better.

Continuing Education

Once a student is admitted to a graduate program, prior course work taken through the UCB Division of Continuing Education may be counted toward the MA if the instructor is a member of the Graduate Faculty and the course work is appropriate to the student's program. These courses are considered transfer and are counted towards the nine (9) credit hours transfer limit.

Pass/Fail and No-Credit Courses

No course work to be applied toward an advanced degree may be taken pass/fail. A graduate student may not take any course at the 5000 level or above on a pass/fail basis. Course work to be applied to an advanced degree may not be taken for any credit.

¹ Not available in the EFPP program.

Independent Study, Practica and Internships

Normally no more than four hours total of independent study, practicum or internship can be applied toward the minimum number of hours for an MA. Students whose degree plans exceed the minimum number of hours may include more hours of this type of credit.

Maximum/Full Time Course Loads

The maximum course load for a graduate student at the University of Colorado at Boulder is 15 hours each Fall or Spring semester. Summer session students are advised to take no more than six hours; the maximum load is nine hours; within this limit, students may not take more than six hours in any five week summer term or more than three hours in any three week summer term. A full time load during the Fall or Spring semester is five or more semester hours of 5000 or above level courses, or eight semester hours of mixed-level course work.

Time Limits

For the MA degree, students must complete the degree within four years from their initial enrollment. (Note that the University has a policy for "summers only" time limits. However, these rules do not apply in the School of Education because summer course offerings do not make it possible to earn a degree in "summers only.") A one year extension may be granted if formally requested in writing, recommended by the advisor, and approved by the Associate Dean for Graduate Studies and the Dean of the Graduate School. The extension request must show valid reasons as to why an extension is needed. If an extension is granted, all degree requirements must be completed within the extended time period.

Students who receive an IW or IF grade for a course have one calendar year in which to complete the work. Electing the Time Out Program (TOP) option does not extend this time limit.

An MA student who does not complete all degree requirements within the specified period of time may be required to validate any course work.

Course Validation

If required to validate coursework, students may pick up validation forms and guidelines concerning validation of courses from the School of Education Office of Student Services. Course validation must be done by a member of the Graduate School faculty. Course validation is usually done in one of the following ways: (1) retake the course final examination, (2) prepare a paper on course content, or (3) take an oral examination over course content. In some cases retaking the comprehensive examination in a specific area may validate outdated courses. The student's advisor and the Associate Dean for Graduate Studies make the decision as to whether this is possible for a given student. If retaking a comprehensive examination is used to validate outdated courses, the exam must cover the course content of all courses being validated.

Quality of Work

All students admitted to the Graduate School are required to maintain a minimum cumulative grade point average of 3.00 in all course work taken regardless of the level of course work or the reason it was taken. A master's student may use one class in which a C- was earned toward the degree requirements with department permission and if the GPA on the degree plan is 3.00 or above. Grades earned in transfer courses or courses taken as a special student are not included by the Graduate School in calculating the GPA. A student cannot be admitted to candidacy or be awarded a degree with a cumulative GPA below 3.00.

Graduate students are expected to make regular, steady progress toward their degrees. The advisor will conduct evaluations of students' work each year to assist students in selecting appropriate courses and independent studies, and to insure that a student is moving steadily toward his/her educational goals. Upon recommendation of the advisor and approval by the Graduate School, a student may repeat a class (only once) in which a grade of C, D, or F was received. The new grade will substitute for the old in the computation of the grade point average by the Graduate School; however, all grades appear on the transcript.

A student who fails to do satisfactory work will be subject to probation or suspension from the Graduate School. Appeal of suspension may be made to the Graduate School.

Student Ethics

All students in courses and programs in the School of Education are expected to conduct themselves in accordance with the highest standards of honesty and integrity. Cheating, plagiarism, illegitimate possession and disposition of papers and examinations, alteration, forgery or falsification of official records, and similar acts, or the attempt to engage in such acts are grounds for suspension and/or expulsion from the University.

Deadlines for Graduation

A deadline sheet for graduation may be obtained from the School of Education Office of Student Services or from the Graduate School. All deadlines must be met to ensure graduation during a particular semester.

Diploma Card

The diploma card, available from the School of Education Office of Student Services and at the Graduate School office, is the official notification to the Graduate School of your intent to graduate during a given semester. Only students who have submitted a diploma card by the deadline will be permitted to graduate during that semester. If the student does not graduate during the semester for which a diploma card has been submitted, a new diploma card must be submitted. Diploma cards are not retained beyond the semester indicated for graduation on the card.

Admission to Candidacy Form

The admission to candidacy form, containing the student's formal degree plan, is available in the School of Education Office of Student Services and is to be submitted along with a diploma card and an exam request card at the beginning of the semester the student will be writing the comprehensive exam. The admission to candidacy form must be reviewed and signed by the student's advisor and the Associate Dean for Graduate Studies before it is sent to the Graduate School for approval. Please submit this form to the Graduate Program Assistant by announced deadlines.

Applicants for the MA must have this form signed and submitted to the School of Education Office of Student Services a minimum of 3 months before taking the comprehensive examination. Note: this time requirement is in advance of the deadline listed on the application form itself to allow for processing in the School of Education before submission to the Graduate School. Specific deadlines are posted in the School of Education Office of Student Services each semester.

MA Comprehensive Examination

All graduate degree candidates must complete a comprehensive examination, the format of which varies by program (examples include sit-down, take-home, and portfolio). Students must be registered during the semester in which the comprehensive examination is taken (this may be enrollment as a Candidate for Degree). The comprehensive examination is given three times per calendar year¹. A student who fails the comprehensive examination may request to be re-examined once after three or more months, the re-examination date to be determined by the examining committee. Under no circumstances may the examination be repeated sooner than three months after a failure. The comprehensive examination may be repeated only once.

If a student does poorly on a specific area of the examination, the faculty committee may request that the student prepare for a supplemental exam covering the area(s) of deficiency. Results of the comprehensive exam are not reported to the Graduate School until the supplemental exam is completed and the committee reaches a final pass/fail decision. Master's comprehensive exams or the thesis defense must be scheduled with the Graduate School at least two weeks before the exam is held. The chair of the examining committee must hold a regular (not special) appointment to the graduate faculty; the other committee members must be members of the graduate faculty.

Education as A Minor Field

In MA programs providing for majors outside the School of Education, students may include education as a minor if both their major department and the Associate Dean for Graduate Studies in the School of Education approve. For master's

¹ In the EFPP program, the comprehensive examination is an oral defense of a paper. Times are arranged

degrees, a minor in education consists of at least 9 hours of study in related courses. Not more than 2 semester hours may be transferred from another institution.

Students who propose to minor in education must have had sufficient undergraduate work in education to prepare them for graduate study in the field. Appraisal of undergraduate preparation will be made by the Associate Dean for Graduate Studies.

Guidelines for Doctoral Students

New Student Orientation

At the beginning of each fall and spring semester there is a School of Education orientation for PhD students, which provides timely information about requirements and procedures which are helpful in assisting graduate students in their progress through the degree. All new graduate students are expected to attend.

Materials/Library Fees

All incoming students will be assessed a nominal one-time fee to support the Equity, Diversity and Education Library housed in the School of Education. This fee will appear on your first tuition bill.

Advisor

The letter of acceptance from the Associate Dean for Graduate Studies gives the name of a faculty member who has been assigned as advisor. This assignment should be considered temporary but may continue by mutual agreement. Prior to the first registration each student should make an appointment with the assigned advisor to establish a program of study for the degree. Students may request a change of advisor if they feel it is warranted by contacting the School of Education Office of Student Services. It is customary for doctoral students to change advisors at the time that they begin work on the dissertation given that the dissertation committee chair must be an expert in the area to be studied by the student. Selection of a dissertation chair must be by mutual consent.

For a Ph.D. offered jointly by the School of Education and another department, at least half of the courses appearing on the degree plan must be in Education if the degree is to be awarded through the School of Education.

Formal Degree Plan

During the first year of study a formal Degree Plan must be approved and signed by the student's advisor, the Associate Dean for Graduate Studies for the School of Education. Degree plans will not be approved by the Associate Dean for Graduate Studies if they do not meet the requirements specified below, even if signed by an advisor. Students are responsible for developing with their advisor a substantive course of study that is consistent with these requirements. Note that program areas each have course requirements and guidelines that must be followed in planning a course of study. To avoid any misunderstanding students are encouraged to submit a formal Degree Plan as early in their program as possible. Once a formal plan has been approved it can be modified by obtaining the same set of signatures required for initial approval.

Graduate Faculty

All courses on the degree plan must be taught by members of the graduate faculty. This includes courses taken outside of the student's department. Membership on the University faculty does not automatically constitute membership on the graduate faculty. A faculty member's graduate status can be ascertained by calling the faculty member's department.

Course Credit Requirements

The Ph.D. degree requires a minimum of 56 hours of course work (40 hours previous to the 2006-2007 academic year), plus a minimum of 30 hours of dissertation credit. Deficiencies are determined by the admissions committee and may require study beyond this minimum.

Any work taken to clear deficiencies is in addition to the minimum number of hours noted above. Courses taken as a "Special Student" (pre-admission category) may be counted on a doctoral degree if the student is admitted during the term they are taking these hours, and if the course is being taught by a member of the Graduate Faculty. The special student hours and transfer hours in combination may not exceed the maximum numbers listed under transfer courses.

General Course Work Requirements

- All CU courses on the degree plan must have been taught by members of the Graduate Faculty or other faculty approved by the Graduate School, must have grades of B- or better, and must be at the 5000 level or above (4000 or above if taken in Arts & Sciences). For policies concerning academic probation, suspension, and provisional students, please refer to the Graduate School section of the UCB Bulletin.
- No courses numbered EDUC 3xxx or EDUC 4xxx may count toward a graduate degree in education.
- No course work to be applied toward an advanced degree may be taken pass/fail. A graduate student may not take any course at the 5000 level or above on a pass/fail basis.
- No course work to be applied to an advanced degree may be taken for No Credit. Doctoral students may audit courses (i.e., officially register for the course for No Credit, using a Special Action Form signed by the instructor). "Sitting in" classes (i.e., not registering officially) is not permitted in the School of Education; only in rare circumstances and with special permission will exceptions be made.
- Normally no more than six hours of independent study may be included on a degree plan for the Ph.D. degree.

Transfer Courses

The Ph.D. degree requires a minimum of 56 hours of course work, plus a minimum of 30 hours of dissertation credit. A maximum of twelve (12) semester hours total of graduate courses taken at other schools and/or as a special student at CU can be transferred toward the Ph.D. degree. The university from which the transfer course was taken must offer a degree comparable to the one sought at UCB. The "Request for Transfer Credit" form (available in the School of Education Office of Student Services) should be completed, signed by the Associate Dean for Graduate Studies, and sent to the Graduate School. This should occur after at least one semester as a graduate student and no later than the end of the third semester. The request must be accompanied by an official transcript. The faculty advisor or the Associate Dean for Graduate Studies may request additional documents, including syllabi and/or course descriptions. Because the relevance of transfer credit must also be judged in relation to a student's total program, the Associate Dean for Graduate Studies will also request that the student's Degree Plan be submitted before approving transfer work. Courses at another university will not be transferred if a grade less than a B was received in the course (B- or lower cannot be transferred). (Approved by School of Education Faculty, April 2008)

General Course Distribution Requirements

All PhD students are required to take the following seven courses in their first year:

- Perspectives on Classrooms Teaching and Learning (EDUC 8210)
- Qualitative Research Methods I (EDUC 8250)
- Quantitative Research Methods I (EDUC 8230)
- Introduction to Educational Research and Social Policy (EDUC 8220)
- Qualitative Research Methods II (EDUC 8260)
- Quantitative Research Methods II (EDUC 8240)
- Specialty Seminar (EDUC 8xxx, program area dependent) – call School of Education Graduate Office for course number (303-735-0096).

First Year Review

The purpose of the *First Year Review* is for the advisor, advisee, and Doc Core faculty to review students' first year progress, identifying scholarly interests as well as academic strengths and weaknesses.

- The Doc Core faculty will meet during the second semester to discuss first year students' scholarly interests, strengths, and weaknesses. When appropriate, core faculty will pass along the substance of these discussions to each advisor.

- As deemed appropriate the advisor should review with each advisee the final projects/papers (with instructors' comments) from the 2nd semester qualitative, quantitative, and foundations courses as well as grades received in those courses. (If the student/advisor wishes to use the first semester foundations Teaching/Learning course, that would be appropriate.) This meeting should occur either during the last two weeks of Spring semester or the two weeks following Spring semester. If the advisor would like a member of the Core faculty to attend that first year review meeting, s/he can request it.
- Core faculty should flag, to the appropriate advisor and Associate Dean for Graduate Studies, any first year student struggling to meet course/program standards. In such situations the Associate Dean may request a meeting of the advisor, advisee, and the concerned core faculty. In such situations every attempt should be made to provide the support and structure for the student's success.
- In a student's subsequent years doctoral faculty should indicate to the appropriate advisor any concerns about a student's adequate progress. If the concerns merit serious attention, a meeting with the advisor, student, faculty and Associate Dean for Graduate Studies should occur. At that meeting the student's prospects for quality doctoral work should be discussed and, if promising, a plan should be devised that addresses the noted concerns. If the concerns are serious, other vocational plans may need to be considered.
- Advisors and students should attend regularly to the Doctoral Student Progress Checklist so as to facilitate their advisees' progress.

(Approved-School of Education Faculty: Fall Semester – 2009)

Culture/Language Requirement

The culture/language requirement consists of two components: the Multiculturalism seminar (EDUC 8014) and a language component. The Multiculturalism seminar is scheduled every Fall semester, is a doctoral level course, and should be taken in the third semester of the student's course sequence (second year-first semester). *Introductory language courses (see item #1 below) are recorded on the Degree Plan form as having satisfied the language requirement but may not be listed as doctoral course work.* To fulfill the language component one of three options is possible:

1. Satisfactory completion of two semesters' worth of college level conversational language courses taken at an accredited institution within the three years preceding admission with a grade of C- or better. The conversational language requirement also can be met by:
 - a. Conversational courses offered through Continuing Education. If the courses are taken for no credit, the instructor must provide written documentation of second semester oral proficiency. Students should inform instructors before the start of the courses that such certification is sought.
 - b. Introductory Boulder campus courses such as SPAN 1010, ITAL 1010, FREN 1010, GRMN 1010, etc. These traditional courses meet the conversational requirement because instruction is conducted in the language and substantial language labs are part of the course expectations. Courses taken at another institution must be equivalent to the above courses to count towards this requirement.
 - c. Satisfactory performance on an oral proficiency examination indicating sufficient mastery to complete a second semester college course. (Given a specific request, arrangements can be made for such exams to be available through language department faculty or from Continuing Education instructors on a case-by-case basis.)
2. The BUENO Puebla experience or a similar experience (alternative experience to be approved by an EECD faculty member).
3. Course on "Language Issues in Educational Research".
(Approved by School of Education Faculty March, 2008)

Program Area Course Distribution Requirements

Each program area—Educational Equity and Cultural Diversity (EECD); Educational Foundations, Policy and Practice (EFPP); Educational/Psychological Studies (EPSY); Curriculum and Instruction (EDCI), and Research and Evaluation Methodology (REME)—requires students to enroll in specialty seminars in their first year. Other requirements vary by

program area. Consult your academic advisor and the appropriate program area link at <http://www.colorado.edu/education/prospective/gradphd.html> for remaining program area course requirements.

Full-Time Residency Requirements for Ph.D. Students

The School of Education has a residency requirement whereby Ph.D. students must spend at least two semesters as full-time students on campus; (one of these semesters must be during the first two years of doctoral study). Unlike the Graduate School's residence requirement which only requires a certain number of semesters, the School of Education's expectation is that students will not hold a full-time job during their two semesters of residence.

Scholarly Project Requirement

In addition to course work requirements, doctoral students should be immersed in ongoing research with the faculty as early in their program as possible. All doctoral students in the School are required to complete, at a minimum, one scholarly project prior to taking comprehensive examinations; other research endeavors prior to the dissertation are desirable. Each of the program committees has established criteria for implementing this requirement. Presentations at professional meetings and published articles, reviews, etc., are typical ways to satisfy the requirement. Please have your advisor notify the graduate program assistant when this requirement has been met.

Maximum/Full Time Course Loads

The maximum course load for a graduate student at the University of Colorado at Boulder is 15 hours each Fall or Spring semester. Summer session students are advised to take no more than six hours; the maximum load is nine hours. Within this limit, students may not take more than six hours in any five week summer term or no more than three hours in any three week summer term. A full time load during the Fall or Spring semester is five or more semester hours of 5000 or above level courses, or eight semester hours of mixed-level course work.

Student Ethics

All students in courses and programs in the School of Education are expected to conduct themselves in accordance with the highest standards of honesty and integrity. Cheating, plagiarism, illegitimate possession and disposition of papers and examination, alteration, forgery or falsification of official records, and similar acts, or the attempt to engage in such acts are grounds for suspension or expulsion from the university.

Good Standing

All students admitted to the Graduate School are required to maintain a minimum of a 3.00 grade point average each semester/term they are enrolled. For the Ph.D., a grade below **B-** is unsatisfactory and will not be counted toward fulfilling the minimum requirements for the degree. Because a B- is entered as a 2.70, any B- grades must be offset by grades of B+ or better to maintain an overall average of 3.0. A student who fails to do satisfactory work will be subject to probation or suspension from the Graduate School. Appeal of suspension may be made to the Graduate School, whose decision will be final.

Doctoral students are expected to make regular, steady progress toward their degree. The advisor and Associate Dean for Graduate Studies will conduct evaluations of students' work each year to assist students in selecting appropriate courses, and to ensure that a student is moving steadily toward satisfying requirements. Grades in language courses partially fulfilling the Ph.D. foreign language requirement, in courses transferred from other institutions for the degree, and in courses taken as a special student at the University of Colorado are not included by the Graduate School in calculating the GPA.

Upon recommendation of the advisor and approval by the Associate Dean of the Graduate School, a student may repeat a class (only once) in which a grade of C, D, or F was received. The new grade will substitute for the old in the computation of the grade point average by the Graduate School; however, all grades appear on the transcript.

Admission to Candidacy Form

In order to be advanced to doctoral candidacy, a student must satisfy the foreign language requirement, the scholarly product requirement and submit an Application for Admission to Candidacy form to the Graduate School and pass the comprehensive examination.

The Admission to Candidacy form, obtained in the School of Education Office of Student Services, includes the student's formal degree plan. It must be reviewed and signed by the student's advisor and the Associate Dean for Graduate Studies before it is sent to the Graduate School. Please submit this form to the graduate program assistant by announced deadlines.

Ph.D. candidates must submit the completed form at the beginning of the term in which the examination will be taken. Note: this time requirement is in advance of the deadline listed on the application form itself to allow for processing in the School of Education before submission to the Graduate School. Specific deadlines are posted in the School of Education Office of Student Services each semester.

Students will receive written notification from the Graduate School of admission to candidacy. The letter will also notify the student of the need to register for dissertation hours.

Comprehensive Examination

Comprehensive examinations must be scheduled with the Graduate School by submitting an Exam Request Form which lists the committee members. The examining committee is comprised of at least five faculty members. The chair of the examining committee must hold a current, regular membership on the graduate faculty. The other four members must hold regular or special memberships on the graduate faculty. The student must be registered during the semester that the comprehensive examination is taken.

The format of the comprehensive examination varies by program area (varieties include take-home exams, take-home exam accompanied with an oral defense, and sit-down examinations). Students should consult their advisors concerning the format of the comprehensive examination in their program area.

A student who fails the comprehensive examination may request to be re-examined once after three or more months, the re-examination date to be determined by the examining committee. Under no circumstances may the examination be repeated sooner than three months after a failure. The comprehensive examination may be repeated only once. If a student does poorly on a specific area of the examination, the faculty committee may request that the student prepare for a supplemental exam covering area(s) of deficiency. Results of the comprehensive exam are not reported to the Graduate School until the supplemental exam is completed and the committee reaches a final pass/fail decision.

Comprehensive examinations are to be completed prior to dissertation work.

Dissertation Advisor and Committee

A student's academic advisor does not automatically become a student's dissertation committee chair. Students must seek a chair who is an expert in the area the student wishes to investigate. Identification of a dissertation topic and selection of the chair must be by mutual consent.

Once the student and dissertation advisor have agreed on the topic of the dissertation they should proceed together to identify the full dissertation committee. The student or advisor must ask each faculty member if they are willing to serve on the committee.

All members of the final Ph.D. examining committee are expected to participate at the prospectus oral and sign the formal prospectus. Consistent with the Graduate's School's requirements for the final Ph.D. examination, the committee must include at least five faculty, three of whom must be Boulder campus resident faculty and one of whom must be Boulder Campus resident faculty but outside the student's department. The chair and outside member of the defense

committee must have regular membership on the graduate faculty. The other three members must have regular or special memberships on the graduate faculty. Special membership, which includes faculty from other institutions, requires the approval of the School of Education Associate Dean for Graduate Studies, the Dean of the School of Education, and the Associate Dean of the Graduate School. The entire list of prospective committee members must be approved by the Associate Dean for Graduate Studies and the Associate Dean of the Graduate School prior to the prospectus meeting.

Dissertation Prospectus

The dissertation prospectus must describe the proposed study in sufficient detail so that members of the committee can judge the significance of the intended research and the adequacy of the planned study methods.

The prospectus oral defense is a meeting where the student and members of the committee agree to the purpose and methods of the proposed study.

After it has been reviewed and signed by the dissertation committee, the dissertation prospectus must be filed in the School of Education Office of Student Services

If the proposed study involves human subjects, the student must obtain the approval of the Human Research Committee. Procedures for this process are available in the School of Education Office of Student Services, and on the web at <http://www.colorado.edu/GraduateSchool/HRC/> . A copy of the Human Research Committee approval of the proposed research must accompany the signed prospectus when it is submitted to the School of Education Office of Student Services

The Graduate School dissertation specifications are on the web at <http://www.Colorado.EDU/GraduateSchool/Specs/Specs.html>

Students can request them via email at gradinfo@spot.colorado.edu

Prospectus Defense

The prospectus is a forward looking document that outlines a student's proposed terrain of study through elaborating: a justification for the study; the conceptual framework and review of relevant literature; and the methodology. The written document should provide a clearly articulated and defensible stance, one which will provide the basis for further discussion among and planning by the prospectus committee. The written document can take three distinct forms: the grant proposal model, the three-chapter delineation, and the philosophical and historical inquiry model.

The prospectus defense is an oral defense of the written document and takes no longer than two hours. Feedback should be formative and forward looking, focusing on both conceptual and methodological issues. Faculty should determine whether the student is ready to proceed and what revisions are required. The approved prospectus serves as a formal agreement between student and faculty, covering what the student is expected to do and what the faculty committee has agreed to as the plan.

Prospectuses are usually defended during the school year (not summer). Students should submit their paper two weeks prior to the defense. Three to four days prior to the defense the advisor should check in with committee members to see if any concerns merit a separate meeting with faculty or a delay of the defense.

After consultation with the advisor, the advisee may invite student colleagues to observe (but not participate in) the defense. The committee must be approved (by the Graduate School) prior to the prospectus defense.
(Approved School of Education Faculty: Fall Semester – 2009)

Ph.D. Dissertation Credit

Thirty (30) hours of dissertation credit are required for all Ph.D. programs. Ten hours may be taken prior to the semester in which the comprehensive examination is taken. Ten hours may be taken in the semester during which the student takes the comprehensive examination. The section on continuous registration below gives specific guidelines for registration in periods during which the dissertation is being prepared. A grade of IP (in-progress) is reported on each dissertation registration until the final examination, at which time a grade for all dissertation hours is submitted to the Graduate School.

Students may obtain a copy of an unofficial transcript to determine the exact number of dissertation hours on their record (Currently enrolled students may access their unofficial transcript via the PLUS+ system at <http://www.colorado.edu/plus>). A student does not have to be registered to turn in the dissertation to the Graduate School if the defense was held in a prior semester.

Continuous Registration/Time Out Exemption - Ph.D. Students

Ph.D. students who have passed their comprehensive examinations are required to be continuously registered for at least five dissertation credits each fall and spring semester until the dissertation is completed and successfully defended or the student formally withdraws from the program. This requirement includes the term in which the dissertation is defended. Off-campus students may register for only three semester hours of dissertation credit (called Off-Campus status). Off-campus status does not extend a student's time limit for completion of the degree, and off-campus students must register for five dissertation hours during the semester of their dissertation defense. (Note: These requirements were in flux at this writing.)

Doctoral students who have passed their comprehensive examinations must petition for an exemption to take part in the Time Out Program. Parental leave is an established reason for exemption.

Doctoral students should consult with the School of Education, Graduate Program Office, for appropriate course numbers before registering for dissertation hours.

Dissertation and Final Oral Examination

The Graduate School dissertation specifications are on the web at <http://www.Colorado.EDU/GraduateSchool/Specs/Specs.html>

Students can also to request them via email at gradinfo@spot.colorado.edu

Students should read carefully the Graduate School Specifications Manual (revised Feb. 2000), which is distributed upon successful completion of comprehensive exams. The form of dissertations is approved or disapproved by the Graduate School on the basis of guidelines listed in this manual.

The requirements for the composition of the final Ph.D. examination committee are described above in the section on Dissertation Advisor and Committee.

Doctoral students should obtain the required paperwork for defending the dissertation from the Office of Graduate Studies at the beginning of the term in which they will defend the dissertation.

The School of Education will follow the Graduate School schedule requirements for graduation. (The School will no longer have an extended "Walking" option.)

Effective in academic year 2010-2011, barring extraordinary circumstances, students must deliver the final text three weeks before the scheduled defense. The Chair will contact committee members one week prior to defense to request substantive feedback (preferably in writing) about the dissertation and to inquire if the document is defense ready.

The defense should progress along the following model:

Step 1: Chair sets the stage for defense; 10-20 minute presentation by the student; committee and public members welcome.

Step 2: The sequence of the next two items will be determined in consultation with the candidate:

- Committee takes the next 60-80 minutes to question the candidate.
- 10-15 minute audience participation with questions and discussion.

Step 3: Candidate and public asked to leave, committee discusses defense. Committee decides on needed revisions and who among the committee will read/oversee revisions.

Step 4: Candidate returns to room, final discussion.

(Approved School of Education Faculty: Spring Semester – 2010)

Time Limits

For the Ph.D. degree, students must complete all requirements for the degree within six years, including defending the dissertation and submitting it to the Graduate School. A one year extension may be granted if formally requested in writing, recommended by the advisor, and approved by the Associate Dean for Graduate Studies and the Dean of the Graduate School. The extension request must show valid reasons as to why an extension is needed. If an extension is granted, all degree requirements must be completed within the extended time period.

Deadlines for Graduation

A deadline sheet for graduation may be obtained from the School of Education, Graduate Program Office, or the Graduate School. All deadlines must be met to assure graduation during a particular semester.

Masters students may “walk” at the School of Education May Commencement Ceremony if they have taken and passed comprehensive exams and have no more than one course to complete their degree program, and that course must be taken in the summer.

Clarification

This policy applies to the School of Education Spring Commencement ceremony and is distinct from the Graduate School policy for “walking” at the campus-wide commencement. Graduate School policy indicates that departments or colleges may set their own “walking” policy for college or departmental ceremonies. So in this case the School’s “walking” requirement of Spring comprehensive exams takes precedence over the Graduate School, summer exam date of mid-July.

Masters students who wish to graduate in the Spring and walk in the School’s May Commencement Ceremony must follow the established Graduate School deadlines for Spring graduation. (As approved by the School of Education Faculty January 31, 2007)

Diploma Card

The diploma card, available from the School of Education Office of Student Services, is the official notification to the Graduate School of your intent to graduate during a given semester. Only students who have submitted a diploma card by the deadline will be permitted to graduate during that semester. If the student does not graduate during the semester for which a diploma card has been submitted, a new diploma card must be submitted. Diploma cards are not retained beyond the semester indicated for graduation on the card.

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