University of Colorado
Boulder

SCHOOL OF EDUCATION

Graduate Handbook

A Resource for Education Graduate Students

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Graduate Handbook

School of Education
University of Colorado Boulder

Purpose of 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 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 the University of Colorado Boulder offers M.A. and Ph.D. degrees in five general areas: Curriculum & Instruction (EDCI), Educational Equity and Cultural Diversity (EECD), Educational Foundations, Policy and Practice (EFPP), Educational Psychology and Learning Sciences (EPSY), and Research and Evaluation Methodology (REM).

Program Summaries

Curriculum & Instruction (EDCI) programs focus on the practice of teaching. Graduate students 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 M.A. degree prepares students to become career teachers and specialists. Graduates of the Ph.D. program are prepared as researchers and teacher educators for public school or university positions.

There are four Master's degrees in Curriculum & Instruction: K-12 Literacy (with a Reading Teacher endorsement), K-12 Humanities, Science & Mathematics Education, and the Masters Plus (MA+) programs (all secondary), within which students work simultaneously on a Master's degree and teacher certification.

Ph.D. programs include Literacy Studies, Science & Mathematics Education, and Research on Teaching and Teacher Education.

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 members offer 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 members also offer courses in special education methodologies, assessment, and program implementation. The program is designed to train scholars, teachers, resource specialists and administrators for careers in academic institutions, public schools, and federal and state agencies. There are three M.A. programs: Culturally & Linguistically Diverse Education (with endorsement), Culturally & Linguistically Diverse Education & Special Education Generalist (with endorsement), and Multicultural/Bilingual Foundations of Education (no endorsement). The Master's curriculum is organized so that students completing a two-year endorsement 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 M.A. and Ph.D. programs devoted to the examination of the relationships between education, society, and government, with special emphasis on issues of race and ethnicity, gender, sexual diversity, social class, and multiculturalism. The program stresses analysis and evaluation of education

policy, theory, and practice, 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 members offer discipline-based courses in educational foundations and policy. 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 Psychology and Learning Sciences (EPSY) offers M.A. and Ph.D. programs that integrate both theoretical and professional knowledge in educational psychology and learning sciences. Graduate students take advanced courses in human learning, human development, and instructional psychology, as well as statistics and research methods courses. All students are expected to take course work in the Psychology Department.

Research and Evaluation Methodology (REM) offers a Ph.D. program. The course of study varies considerably among students, depending on area of specialization and background. All students acquire a firm grounding in both quantitative and qualitative methods and 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.

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. Graduate Students must be registered for a minimum of four credits in order to be eligible for Financial Aid.

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 students remain dissatisfied with the result of the appeal, they 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 use the Boulder Campus Ombudsman. For more information, see http://ombuds.colorado.edu/

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 and online. The form can be found at this address:
http://www.colorado.edu/registrar/sites/default/files/forms/name_change_and_record_update_form.pdf

Time Off Program / Withdrawing from Program

Graduate students who have not passed their comprehensive examinations are eligible to enter the Time Off Program. This program guarantees you a place in the University upon your return for up three semesters. There is a $50.00 fee for the Time Off Program. Details of the Time Off program are available on the web:
http://registrar.colorado.edu/students/timeoffprogram.html

Any semesters on Time Off are included in the time limit to complete the degree. Students who have received an "I" grade for a course have one calendar year in which to complete the work. Electing the Time Off Program option does not extend this time limit. If a student has passed the comprehensive examination and wants to apply for the Time Off Program, the student must submit a petition to the School of Education Graduate Studies Office for approval. It will then have to be approved by the Graduate School as well. Doctoral students should note that the Time Off Program post-comps may be appropriate due to health-related or family-related circumstances and requires additional documentation. It is not appropriate due to difficulties with writing the dissertation.

Students who do not register during a given fall or spring semester and fail to sign up for the formal Time Off 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.

For additional information, contact the School of Education Graduate Student Services or e-mail: EdAdvise@Colorado.EDU

Guidelines for Master's Students

New Student Orientation

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

Advisor

The letter of acceptance names 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 by contacting the Graduate Studies Coordinator after discussing the change with both the new and old advisor.

Graduate Degree Plan

During the first year of study, a Graduate Degree Plan must be approved and signed by the student's advisor and 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 degree plan as early in their program as possible rather than waiting until the time for the comprehensive examination. Once a degree plan has been approved, it can be modified by obtaining the same set of signatures required for initial approval.

MA Degree Plan Links:

Curriculum and Instruction:
EDCI-Humanities: http://www.colorado.edu/education/sites/default/files/attached-files/EDCI_HUM_MA.pdf
EDCI-Math/Science: http://www.colorado.edu/education/sites/default/files/attached-files/EDCI_MS_MA.pdf
EDCI-Literacy Studies: http://www.colorado.edu/education/sites/default/files/attached-files/EDCI_LIT_MA.pdf

Educational Psychology and Learning Sciences:
http://www.colorado.edu/education/sites/default/files/attached-files/EPSY_MA.pdf

Educational Foundations, Policy and Practice:
http://www.colorado.edu/education/sites/default/files/attached-files/EFPP_MA.pdf

Educational Equity and Cultural Diversity:
EECD-LDE: http://www.colorado.edu/education/sites/default/files/attached-files/EECD_LDE_MA.pdf
EECD-LDE/Sped Gen: http://www.colorado.edu/education/sites/default/files/attached-files/EECD_SE_LDE_MA_0.pdf
EECD-Non Endorsement: http://www.colorado.edu/education/sites/default/files/attached-files/EECD_BME_MA.pdf

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 M.A. 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 students have both general knowledge about education and advanced knowledge in their area of specialization.

Course Level

Up to six hours of course work taken in departments at the University of Colorado Boulder outside the School of Education at the 3000 or 4000 level *may* count toward the M.A. However, if a 3000 or 4000 level course is used in the degree plan, it must be approved by the faculty advisor. The Graduate School does not allow 1000 or 2000 level courses to be counted toward a 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 semester hours of courses taken at other schools and or courses taken as a non-degree student at University of Colorado Boulder can be transferred toward the M.A. degree. The university from which the transfer course was taken must offer a degree comparable to the one sought at University of Colorado Boulder. When transferring courses to University of Colorado Boulder from another institution, the Request for Transfer Credit form (available http://www.colorado.edu/GraduateSchool/academics/_docs/transfercredit.pdf) should be completed, signed by the advisor, and submitted to the Graduate Studies Office (Room 151) for Associate Dean for Graduate Studies approval after six (6) credit hours as a graduate student. The request must be accompanied by a 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 M.A. must be received in the Graduate School no later than the beginning of the semester of graduation. Extension courses, professional development workshops, and correspondence courses may not be transferred to an advanced degree.

Continuing Education

Once a student is admitted to a graduate program, prior course work taken through University of Colorado Boulder Continuing Education may be counted toward the M.A. 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 courses and are counted towards the nine (9) credit hours transfer limit.

Pass/Fail and No-Credit Courses

Course work applied toward an advanced degree may not be taken pass/fail or as a no-credit course.

Independent Study, Practica, and Internships

Normally no more than six hours total of independent study, practicum, or internship can be applied toward the minimum number of hours for an M.A. Students whose degree plans exceed the minimum number of hours may include more hours of this type of credit. Students enrolled in the Peace Corps Master's International program should work with their faculty advisor to obtain 3-6 credit hours for their Peace Corps service.

Maximum/Full Time Course Loads

The maximum course load for a graduate student at the University of Colorado 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.

Administrative Drop Policy
The School of Education may administratively drop you from a course for multiple reasons including nonattendance and missing required course prerequisites or co-requisites. You must attend class regularly to keep your place in a course during the first two weeks of the semester, or contact the instructor in advance of missing a class. If you fail to attend without contacting the instructor in advance, you may be administratively dropped.

Time Limits
For the M.A. 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 "I" grade for a course have one calendar year in which to complete the work. Electing the Time Off Program (TOP) option does not extend this time limit.

An M.A. 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 based on 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 to insure that students are moving steadily toward their 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. Please see the Graduate Student Bill of Rights and Responsibilities (http://www.colorado.edu/GraduateSchool/policies/billofrights.html) and the Academic Integrity Policy (http://www.colorado.edu/policies/academic-integrity-policy).

Deadlines for Graduation

Deadline sheets for graduation are emailed out to the School of Education graduation student email listservs each semester. The Graduate School determines all deadlines. Students are responsible for meeting all deadlines to ensure graduation during a particular semester.

Masters students may "walk" at the School of Education May Commencement Ceremony if they have passed their Comprehensive Exams and will complete any remaining program requirements (up to two courses) during the following summer semester. This includes submitting the Candidacy Application with the projected summer courses listed during the Spring deadline. In such a case, the student's official diploma and official graduation date will be in August.

> *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.
>
> 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.

Application for Graduation

Students must apply for graduation via the student portal; this is the official notification to the Graduate School of intent to graduate during a given semester. Only students who have applied by the deadline will be permitted to graduate during that semester. If students do not graduate during the semester for which they applied, they must fill out an application online for the new semester. Application submissions are not retained beyond the semester indicated online.

Admission to Candidacy

The admission to candidacy form, containing the student's formal degree plan, is available online at: http://www.colorado.edu/GraduateSchool/academics/_docs/candap.pdf and is to be submitted in addition to applying online 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 Studies Coordinator by announced deadlines.

Comprehensive Examination

All graduate degree candidates must complete a comprehensive examination, the format of which varies by program (examples include capstone, take-home, and portfolio). Students must be registered for at least one credit during the semester in which the comprehensive examination is taken. The comprehensive examination is given twice per calendar year, in the Fall and Spring semesters during a designated comps week in the middle of the semester. A student who fails the comprehensive examination may request to be re-examined once with the re-examination date to be determined by the examining committee, which is made up of three faculty members. 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 M.A. 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 degrees, a minor in education consists of at least nine hours of study in related courses. Not more than two 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 semester there is a School of Education orientation for Ph.D. students, which provides timely information about requirements and procedures that are helpful in assisting graduate students in their progress through the degree. All new Ph.D. students are expected to attend.

Advisor

The letter of acceptance names 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 by contacting the Graduate Studies Coordinator after discussing the change with both the new and old advisor. 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.

Graduate Degree Plan

During the first year of study, a Graduate Degree Plan must be approved and signed by the student's advisor and 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.

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, 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 non-degree student (pre-admission category) may be counted for 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 non-degree hours and transfer hours in combination may not exceed 12 credits.

General Course Work Requirements

- All University of Colorado Boulder 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 website.
- 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.
- No course work to be applied toward an advanced degree may be taken for "No Credit." Doctoral students may audit courses (i.e., officially register for the course for "No Credit," by selecting this option in place of "Letter Grade" when registering through MyCUInfo). However, as per Graduate School rules, courses taken through Continuing Education, Extended Studies or Outreach programs or non-credit (audited) courses do not qualify for tuition remission. "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.
- No more than six hours of independent study may be included for credit 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 12 semester hours total of graduate courses taken at other schools and/or as a non-degree student at University of Colorado Boulder 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 University of Colorado Boulder. When transferring courses to University of Colorado Boulder from another institution, the Request for Transfer Credit form (available http://www.colorado.edu/GraduateSchool/academics/_docs/transfercredit.pdf) should be completed, signed by the advisor, and submitted to the Graduate Studies Office (Room 151) for Associate Dean for Graduate Studies approval after six (6) credit hours as a graduate student. The request must be accompanied by a 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. The faculty advisor or the Associate Dean for Graduate Studies may request additional documents, including syllabi and/or course descriptions. Courses at another university will not be transferred if a grade less than a B was received in the course (i.e., B- or lower cannot be transferred).

General Course Distribution Requirements
All Ph.D. students are required to take the following seven courses in their first and second years:

- 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) (note: this can be taken in the first or second year, decided in consultation with the faculty advisor)
- Qualitative Research Methods II (EDUC 8260)
- Quantitative Research Methods II (EDUC 8240)
- Specialty Seminar (EDUC 69xx, program area dependent) – see the Graduate Studies Coordinator for course number and registration.
- Doctoral Seminar: Multiculturalism & Education (EDUC 8014) (note: this is taken in the Fall of second year).

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

- The Doctoral Core faculty 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. The Graduate Studies Coordinator will supply advisors with copies of their doctoral advisee transcripts for review by the end of April. If there are any concerns with performance, Assistantship Supervisors will email brief feedback to faculty advisors at the end of each semester.
- Program faculty will discuss each student's professional strengths and areas for growth in academics and assistantships, and determine how this should be shared with the student. This meeting should occur either during the last two weeks of Spring semester or the two weeks following Spring semester.
- Students have the responsibility of scheduling an advisor-student review meeting at the end of the first year.
- As deemed appropriate the advisor should review with each first-year 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 Perspectives on Classroom Teaching and Learning course, that would be appropriate.) If advisors would like a member of the Core faculty to attend that first year review meeting, they 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.

Culture/Language Requirement

The culture/language requirement consists of two components: the Doctoral Seminar: Multiculturalism & Education (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 University of Colorado 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".

Program Area Course Distribution Requirements

Each program area—Educational Equity and Cultural Diversity (EECD); Educational Foundations, Policy and Practice (EFPP); Educational Psychology and Learning Sciences (EPSY); Curriculum & Instruction (EDCI), and Research and Evaluation Methodology (REM)—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/graduate-programs 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 Studies Coordinator when this requirement has been met.

Maximum/Full Time Course Loads

The maximum course load for a graduate student at the University of Colorado 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.

Administrative Drop Policy

The School of Education may administratively drop you from a course for multiple reasons including nonattendance and missing required course prerequisites or co-requisites. You must attend class regularly to keep your place in a course during the first two weeks of the semester, or contact the instructor in advance of missing a class. If you fail to attend without contacting the instructor in advance, you may be administratively dropped.

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. Please see the Graduate Student Bill of Rights and Responsibilities (http://www.colorado.edu/GraduateSchool/policies/billofrights.html) and the Academic Integrity Policy (http://www.colorado.edu/policies/academic-integrity-policy).

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. culture/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

In order to be advanced to doctoral candidacy, a student submits an Application for Admission to Candidacy form to the Graduate School and pass the comprehensive examination.

The Admission to Candidacy form, obtained online at:
http://www.colorado.edu/GraduateSchool/academics/_docs/candap.pdf includes the student's graduate 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 Studies Coordinator by announced deadlines.

Ph.D. students 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. The Graduate Studies Coordinator announces specific deadlines via email 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 a minimum of 5 dissertation hours each semester after passing the comprehensive examination.

Comprehensive Examination

Comprehensive examinations must be scheduled with the Department by emailing the Graduate Studies Coordinator with the names of your committee members and the date of your exam. If needed, you can schedule a room with the building proctor. 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 two 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, with the re-examination date to be determined by the examining committee. 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 completion of the dissertation.

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 dissertation 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 Dean of the Graduate School. The entire list of prospective committee members must be approved by the Associate Dean for Graduate Studies at the start of the semester during which the prospectus will be defended, and then re-approved at the start of the semester during which the dissertation will be defended.

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 the dissertation committee members have reviewed the prospectus and signed the prospectus signature page, the dissertation prospectus must be sent electronically to the Graduate Studies Coordinator and the signature page delivered to the Graduate Studies Office.

If the proposed study involves human subjects, the student must obtain the approval of the University of Colorado Boulder Institutional Review Board (IRB). Procedures for this process are available on the web at http://www.colorado.edu/vcr/irb A copy of the IRB approval of the proposed research must accompany the signed prospectus signature page when it is submitted to the School of Education Graduate Studies Office.

The Graduate School dissertation specifications are on their website at:
http://www.colorado.edu/GraduateSchool/academics/index.html

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

Prospectus Defense

The prospectus is a forward looking document that outlines a student's proposed terrain of study through elaborating the following: 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.

Ph.D. Dissertation Credit

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 via the Final Grade Card which should be submitted by the advisor.

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 Off 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). Students may be considered to have off-campus status if they are not taking courses or are not employed in a graduate assistantship. Off-campus status does not extend a student's time limit for completion of the degree, and all students (including off-campus students) must register for five dissertation hours during the semester of their dissertation defense.

Doctoral students who have passed their comprehensive examinations must petition for an exemption to take part in the Time Off Program and only rare circumstances are considered.

Doctoral students should consult with the School of Education's Graduate Studies Coordinator for appropriate course numbers and registering for dissertation hours.

Dissertation and Final Oral Examination

The Graduate School dissertation specifications are on their website at:
http://www.colorado.edu/GraduateSchool/academics/index.html

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

Students should read carefully the Graduate School Specifications. Dissertations are approved by the Graduate School on the basis of guidelines listed in this manual. The Graduate School offers a "pre-check" service in order to ensure your dissertation will be approved prior to submission. You can email the table of contents, first chapter and any graphs/tables to gradinfo@colorado.edu for approval prior to the deadline.

The requirements for the composition of the final Ph.D. examination committee are described above in the section on Dissertation Advisor and Committee. Dissertation Committee members must be reapproved at the beginning of the term in which they will defend the dissertation. Doctoral students should obtain the required paperwork for defending the dissertation from the Graduate Studies Office 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 extenuating 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; 10-15 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.

Three-Article Dissertation Format

In addition to the current, traditional dissertation format, the School of Education allows students to prepare a three-article dissertation. The guidelines for this format are as follows.

1. The dissertation must be the student's original idea
2. A minimum of three articles
3. A thematic focus among the articles, framed by an Introduction (including Literature Review) and Conclusion
4. All articles are based on original research and scholarship and represent a cohesive body of work; some overlap is permissible, but they should be three stand-alone pieces
5. According to disciplinary practices, program areas will determine the specific expectations for the submission or publication of the articles within the dissertation. (Please note the journals must be approved by the dissertation committee.)
6. The student is expected to be the sole or first author
7. This option is to be negotiated with the dissertation chair and dissertation committee.

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.

Application for Graduation

Students must apply for graduation via the student portal; this is the official notification to the Graduate School of your intent to graduate during a given semester. Only students who have applied by the deadline will be permitted to graduate during that semester. If students do not graduate during the semester for which they applied, they must fill out an application online for the new semester. Application submissions are not retained beyond the semester indicated online.

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