

# School of Education Student Handbook

## **2021-2022**



School of Education

UNIVERSITY OF COLORADO **BOULDER**

<b>INTRODUCTION .....</b>	<b>6</b>
MISSION STATEMENT .....	6
ACCREDITATION .....	6
COVID-19.....	6
STANDARDS-BASED PROGRAMS.....	6
<b>SCHOOL OF EDUCATION STAFF CONTACTS.....</b>	<b>7</b>
<b>SECTION I: ACADEMIC POLICIES AND PROCEDURES.....</b>	<b>10</b>
ACADEMIC INTEGRITY .....	10
ACADEMIC & GOOD STANDING .....	10
ACCOMMODATIONS .....	10
<i>DISABILITY REASONABLE ACCOMMODATIONS</i> .....	10
<i>RELIGIOUS REASONABLE ACCOMMODATIONS</i> .....	10
<i>OTHER EMERGENCIES OR EXTENUATING CIRCUMSTANCES</i> .....	10
ADMISSION .....	11
<i>PROVISIONAL ADMISSION</i> .....	11
<i>DEFERMENT</i> .....	11
ADVISING .....	11
<i>ADVISING RESOURCES</i> .....	11
COMMUNICATION POLICIES.....	12
<i>CHANGE OF ADDRESS</i> .....	12
<i>E-MAIL</i> .....	12
<i>FORMAL LETTERS AND CONTRACTS</i> .....	13
COURSE AND CREDIT POLICIES.....	13
<i>ADMINISTRATIVE DROP POLICY</i> .....	13
<i>INDEPENDENT STUDY</i> .....	13
<i>LATE ADD/DROP POLICY</i> .....	13
<i>TRANSFER COURSEWORK</i> .....	13
<i>WORK EXPERIENCE/EXPERIENTIAL CREDIT</i> .....	13
GRADING POLICIES.....	13
<i>GRADE CHANGES</i> .....	13
<i>GRADE APPEAL POLICY</i> .....	13
<i>INCOMPLETE GRADES AND AGREEMENTS</i> .....	14
<i>PASSING GRADES</i> .....	14
<i>PASS/FAIL AND NO-CREDIT COURSEWORK</i> .....	14
PETITION & APPEALS GUIDELINES.....	15
<i>SCHOOL OF EDUCATION PETITION FORM</i> .....	15
STUDENT GRIEVANCE POLICIES & RESOURCES.....	16
SCHOLARSHIPS .....	17
<b>SECTION II: GRADUATE STUDENTS (MA AND PHD INFORMATION) .....</b>	<b>18</b>
ACADEMIC PROBATION, SUSPENSION, & DISMISSAL .....	18
FINANCIAL SUPPORT .....	18
LEAVE OF ABSENCE AND WITHDRAW FROM PROGRAM .....	18
STUDENT ORGANIZATIONS .....	19
<i>GRADUATE STUDENTS OF COLOR COLLECTIVE (GSOCC)</i> .....	19
<i>STUDENT ASSOCIATION FOR GRADUATE EDUCATORS (SAGE)</i> .....	19
<b>SECTION IIA: GUIDELINES FOR MASTER’S STUDENTS .....</b>	<b>20</b>
ACADEMIC & GOOD STANDING .....	20

BUENO CENTER COHORTS .....	20
COMPREHENSIVE EXAMINATION .....	20
COURSE & CREDIT REQUIREMENTS .....	21
<i>COURSE LEVEL</i> .....	21
<i>COURSE VALIDATION</i> .....	21
<i>CONTINUING EDUCATION</i> .....	21
<i>INDEPENDENT STUDY, PRACTICA, AND INTERNSHIPS</i> .....	21
<i>MAXIMUM/FULL-TIME COURSE LOADS</i> .....	21
<i>TRANSFER CREDIT HOURS</i> .....	21
FACULTY ADVISOR.....	22
FINANCIAL SUPPORT FOR MASTER’S STUDENTS .....	22
GRADUATE DEGREE PLAN .....	22
<i>GRADUATE PROGRAMS – UNIVERSITY CATALOG LINKS</i> .....	22
GRADUATE FACULTY .....	23
GRADUATION .....	23
<i>APPLICATION FOR GRADUATION</i> .....	23
<i>ADMISSION TO CANDIDACY</i> .....	23
<i>DEADLINES FOR GRADUATION</i> .....	23
<i>TIME LIMITS FOR DEGREE COMPLETION</i> .....	23
<b>SECTION IIB: GUIDELINES FOR DOCTORAL STUDENTS .....</b>	<b>24</b>
ACADEMIC & GOOD STANDING .....	24
ADMISSION TO CANDIDACY .....	24
ADVISOR CHANGES .....	24
ANNUAL REVIEW.....	25
COMPREHENSIVE EXAMINATIONS.....	26
<i>STUDENTS ARE RESPONSIBLE FOR THE FOLLOWING ITEMS</i> .....	26
CONFERENCE TRAVEL FUNDS .....	27
CONTINUOUS REGISTRATION .....	28
COURSE & CREDIT REQUIREMENTS .....	28
<i>COURSE LEVEL</i> .....	28
<i>COURSE VALIDATION</i> .....	28
<i>DOCTORAL SEMINAR – “EDUC 69xx READINGS IN (PROGRAM AREA)”</i> .....	29
<i>GENERAL COURSE DISTRIBUTION REQUIREMENTS:</i> .....	29
<i>INDEPENDENT STUDY</i> .....	30
<i>MAXIMUM/FULL-TIME COURSE LOADS</i> .....	30
<i>PROGRAM AREA COURSE DISTRIBUTION REQUIREMENT</i> .....	30
<i>TRANSFER COURSES</i> .....	30
CULTURE & LANGUAGE REQUIREMENTS.....	30
DISSERTATION AND FINAL ORAL EXAMINATION .....	31
<i>DISSERTATION ADVISOR AND COMMITTEE</i> .....	31
<i>DISSERTATION PROPOSAL (FORMERLY KNOWN AS THE “PROSPECTUS”)</i> .....	32
<i>DISSERTATION CREDIT</i> .....	33
<i>DISSERTATION FORMATS</i> .....	33
<i>DISSERTATION DEFENSE</i> .....	34
<i>DISSERTATION REVISIONS AND THESIS APPROVAL FORM</i> .....	35
<i>DISSERTATION DEFENSE AND GRADUATION TIMELINES</i> .....	35
<i>PUBLISHABLE PAPER REQUIREMENT</i> .....	37
<i>DISSERTATION – FREQUENTLY ASKED QUESTIONS (FAQs)</i> .....	37
FACULTY ADVISOR.....	38
FINANCIAL SUPPORT FOR PHD STUDENTS.....	38

ESTABLISHING STATE RESIDENCY .....	38
INTERNATIONAL STUDENT EMPLOYMENT .....	39
FULL-TIME RESIDENCY REQUIREMENT FOR PHD STUDENTS .....	39
GRADUATE DEGREE PLAN .....	39
GRADUATE FACULTY APPOINTMENTS .....	39
GRADUATION .....	39
APPLICATION FOR GRADUATION .....	39
DEADLINES FOR GRADUATION .....	39
DIPLOMA LANGUAGE.....	39
TIME LIMITS FOR DEGREE COMPLETION .....	40
MASTER OF ARTS IN EDUCATION "EN ROUTE" TO PHD .....	40
MASTER'S DEGREE OPTION ( <i>Literacy, Humanities, or STEM Education; EBB; EFPP; LSHD</i> ).....	40
MASTER'S PAPERWORK .....	40
RE-ADMISSION TO DOCTORAL PROGRAMS AFTER ADMISSION IN TO CANDIDACY.....	41
POLICY ON THE CONDUCT OF RESEARCH IN SCHOOL OF EDUCATION COURSES.....	41
<b>SECTION III: UNDERGRADUATE STUDENTS.....</b>	<b>42</b>
ACADEMIC & GOOD STANDING .....	42
ACADEMIC ALERT/PROBATION.....	42
ACADEMIC SUSPENSION/DISMISSAL .....	42
COURSE & CREDIT REQUIREMENTS .....	42
INDEPENDENT STUDY AND INTERNSHIPS.....	42
MAXIMUM/FULL-TIME COURSE LOADS .....	43
TRANSFER CREDIT HOURS.....	43
GRADUATION .....	43
APPLICATION FOR GRADUATION.....	43
LEAVE OF ABSENCE AND WITHDRAW FROM PROGRAM .....	43
STUDENT ORGANIZATIONS .....	43
EDUCATION DIVERSITY SCHOLARS.....	43
MULTICULTURAL LEADERSHIP SCHOLARS PROGRAM.....	44
<b>SECTION IV: TEACHER LICENSURE CANDIDATES.....</b>	<b>45</b>
EXPECTATIONS .....	45
ACADEMIC & GOOD STANDING .....	45
PROFESSIONAL STANDARDS .....	46
PROCEDURES TO UPHOLD ACADEMIC & PROFESSIONAL STANDARDS .....	46
COURSE & CREDIT REQUIREMENTS .....	46
COURSEWORK AT OTHER INSTITUTIONS.....	46
COURSE POINTING AND WAIVERS.....	46
CORRESPONDENCE OR ONLINE COURSEWORK.....	47
INDEPENDENT STUDY .....	47
RECENCY OF CREDIT AND EVALUATION OF EXISTING COURSEWORK.....	47
STUDY ABROAD COURSEWORK .....	47
FIELD EXPERIENCES .....	47
EXPECTATIONS FOR SUCCESSFUL FIELD EXPERIENCES .....	47
ATTENDANCE .....	47
FIELD PLACEMENT assignments .....	48
LEAVE OF ABSENCE AND WITHDRAW FROM PROGRAM .....	48
CHANGES IN REGULATIONS AFTER YOU HAVE BEEN FORMALLY ADMITTED.....	48
CHANGING PROGRAMS .....	49
LICENSURE EXAMS .....	49
OBTAINING A TEACHING LICENSE .....	49

<i>LICENSURE</i> .....	49
RECOMMENDATION FOR COLORADO TEACHER INITIAL LICENSE .....	50
<i>TEACHER LICENSURE IN OTHER STATES AND RECIPROCITY</i> .....	50
STUDENT TEACHING .....	50
<i>PRIORITIZING YOUR STUDENT TEACHING EXPERIENCE</i> .....	50
<i>LABOR DISPUTES WITHIN A SCHOOL DISTRICT</i> .....	51
<i>SUBSTITUTE TEACHING</i> .....	51
SUPERVISION AND EVALUATION IN STUDENT TEACHING .....	51
REMOVAL FROM STUDENT TEACHING AND/OR THE PROGRAM .....	51
<b>APPENDIX A: RESOURCES FOR PREGNANT AND PARENTING STUDENTS</b> .....	<b>53</b>
SCHOOL OF EDUCATION RESOURCES.....	53
<i>LACTATION ROOM</i> .....	53
<i>QUESTIONS ABOUT GRADUATE STUDENT FUNDING, FELLOWSHIPS PAYROLL</i> .....	53
<i>LEAVE OF ABSENCE FORM</i> .....	53
CAMPUS RESOURCES.....	53
COMMUNITY RESOURCES .....	53
<b>APPENDIX B: DISSERTATION PROPOSAL DEFENSE SIGNATURE PAGE TEMPLATE</b> .....	<b>54</b>
<b>APPENDIX C: ADDING TLRP AS A FOCUS AREA</b> .....	<b>55</b>
<b>APPENDIX D: TEACHER LICENSURE PROGRAM COMMITMENTS AND STUDENT CODE OF CONDUCT</b> .....	<b>57</b>
INSTRUCTOR COMMITMENTS .....	57
STUDENT CODE OF CONDUCT .....	57

## INTRODUCTION

The purpose of this handbook is to provide you with information about the policies, procedures, and requirements that pertain to all academic programs in the School of Education (SOE). The SOE maintains admission, retention, and graduation requirements that go beyond general university requirements. These requirements are explained in this handbook. The SOE comprises many diverse and distinct programs. This handbook is divided into sections containing information for all SOE students, including [Graduate students](#), [Undergraduate students](#), and [Teacher Licensure students](#). As a student in the SOE, you might belong to more than one of the groups mentioned above. That's okay! If you have any questions or confusion, please reach out to a member of the academic [advising team](#) for clarification.

## MISSION STATEMENT

Our mission in the School of Education is grounded in a lived commitment to democracy, diversity, equity, and justice. We teach and engage in research with our colleagues in schools and communities to make a transformative difference. The work of our faculty, researchers, staff, and students contributes to evidence-based policy and practice. We aim for our graduates to be engaged and informed educators, researchers, policymakers, and community leaders.

## ACCREDITATION

The University of Colorado Boulder is fully accredited by the Higher Learning Commission. All initial licensure and teacher-added endorsement programs are approved by the Colorado Department of Higher Education (CDHE).

## COVID-19

Due to the ongoing efforts to respond to the COVID-19 pandemic some policies and procedures may vary from what is explained in this handbook (such as travel funding and scheduling in-person events). Please contact your advisor, Graduate Programs Coordinator, or the Associate Dean of Students if you have questions. You may also review campus policies and updates: <https://www.colorado.edu/roadmap/> | <https://www.colorado.edu/protect-our-herd/how>

## STANDARDS-BASED PROGRAMS

For Teacher Education candidates, the [Colorado Teacher Quality Standards](#) (COTQS) “outline the knowledge and skills required of an excellent teacher.” These standards are reflected in learning goals and experiences across all of the SOE’s teacher education programs.

In addition, the Colorado Academic Standards (CAS) outline the expectations for what K-12 students should know and be able to do in each content area and in each grade level. The CAS include 10 content areas (comprehensive health and physical education, dance, drama and theater arts, mathematics, music, reading, writing and communicating, science, social studies, visual arts, and world languages) and incorporate the Common Core State Standards (CCSS) in mathematics, reading, writing, and communicating. These standards help teachers help their students have the skills and knowledge needed not only to move on to the next grade level, but also to be on track towards career and college readiness. The Colorado Department of Education (CDE) has standards guides for each content area by grade, and an FAQ on the standards, which is continually updated for additional information visit the [Colorado Department of Education’s website](#). The majority of these standards are satisfied during student teaching; to satisfy a standard, you must demonstrate understanding or the ability to perform independently at the level expected of a first-year teacher. In your courses and field experiences before student teaching, you will be introduced to the knowledge base for each standard element and have opportunities to develop and practice the skills and dispositions associated with each standard element. Course syllabi are annotated to show the standards addressed in that particular course.

# SCHOOL OF EDUCATION STAFF CONTACTS

## ADVISING TEAM: RESOURCE CENTER FOR EDUCATIONAL SUCCESS (RECESS)

Our staff advisors work as a team to support prospective and current students in any SOE program (minor, licensure, BA, MA, PhD). To schedule an appointment with an advisor, call 303-492-6555, stop by the Resource Center for Educational Success (ReCESS) Office in the Fleming building, or undergraduate students may book appointments using [Buff Portal Advising](#). The Resource Center for Educational Success (ReCESS) is committed to providing a holistic approach to support the academic, social, and emotional, wellbeing of all School of Education students from admissions through graduation and beyond. We are here to help you better understand academic requirements, negotiate academic policies and processes, and maximize your experiences as a member of the School of Education community. In addition to providing certain services, we administer University and School policies and serve as a center for student advocacy.

### **Dr. Donna Edmond, Director of Advising and Student Success & Licensure Coordinator**

- Donna oversees the advising team and is the primary liaison with the Colorado Department of Education. She is also a resource to discuss SOE processes, policies and procedures.
- Email: [Donna.Edmond@colorado.edu](mailto:Donna.Edmond@colorado.edu)
- Phone: 313-735-0096

### **Arely Mora Domínguez, Academic Support Specialist**

- Email: [arely.mora@colorado.edu](mailto:arely.mora@colorado.edu)
- Phone: 303-492-6555

### **Israel Salazar, Academic Advisor**

*Elementary Ed & Leadership majors (A-J)*

*Secondary Licensure: English, History, World Languages*

- Email: [israel.salazar@colorado.edu](mailto:israel.salazar@colorado.edu)
- Phone: 303-492-6555

### **Stacy Steepe, Academic Advisor**

*Elementary Ed & Leadership majors (K-Z)*

*Secondary Licensure: Math, Science, Music*

- Email: [Stacy.Steepe@Colorado.edu](mailto:Stacy.Steepe@Colorado.edu)
- Phone: 303-492-6555

### **Graduate Program Coordinator**

- Email: [soe.gradvise@colorado.edu](mailto:soe.gradvise@colorado.edu)
- primary point of contact for inquiries and support for graduate students.

### **Advising Appointments**

To schedule an appointment with your advisor, call 313-492-6555, or stop by the Resource Center for Educational Success (ReCESS) Office on the 4<sup>th</sup> floor of Fleming, or schedule academic appointments using Buff Portal Advising.

### **General questions**

- Undergraduate Students: [edadvise@colorado.edu](mailto:edadvise@colorado.edu)
- Graduate Students: [Soe.Gradvise@colorado.edu](mailto:Soe.Gradvise@colorado.edu)
- Phone: 303-492-6555

## Counseling and Psychiatric Services (CAPS)

### **Eve Wesson, MSW, LCSW, Embedded Therapist - School of Education**

Counseling and Psychiatric Services (CAPS) are now specifically dedicated to supporting SOE students' mental wellbeing. Eve Wesson is a licensed clinical social worker dedicated to working with diverse populations to provide trauma-informed care and offer a healing space to be seen, heard and accepted.

- Email: [Eve.Wesson@colorado.edu](mailto:Eve.Wesson@colorado.edu)
- Phone: 313-492-2277 (24/7 support)
- <https://www.colorado.edu/counseling>

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## OFFICE OF FIELD EXPERIENCES

Our Office of Field Experiences (OFE) is here to support students in teacher licensure programs plan and successfully complete their 800 hours of field experiences to become a licensed teacher.

### **Rachel Perini, Field Experiences Coordinator**

Rachel serves as a point of contact for all teacher licensure students across all field experiences (early field experiences and student teaching) and manages the logistics and day-to-day operations and communications connected to field experiences

- Email: [rachel.perini@colorado.edu](mailto:rachel.perini@colorado.edu)
- Phone: 303-735-1908

### **Karla Scornavacco, Director of Field Experiences**

Karla oversees all teacher licensure field and student teaching experiences, manages the day-to-day operations, events, and communications connected to field experiences

- Email: [karla.scornavacco@Colorado.EDU](mailto:karla.scornavacco@Colorado.EDU)
- Phone: [303-492-4651](tel:303-492-4651)

### **Ashley Cartun, Director of School Partnerships and Accreditation**

Ashley oversees the Field Experiences team. Her main responsibilities are designing, building, and maintaining school partnerships at the district and school level and ensuring teacher candidates are having high-quality experiences in the field. She also develops and supports Teacher Candidate and Mentor Teacher learning trajectories and related curriculum connected to field experiences

- Email: [ashley.cartun@colorado.edu](mailto:ashley.cartun@colorado.edu)
- Phone: 303-492-2590

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## OTHER STUDENT SUPPORT PROFESSIONALS

### **Dr. Mileidis Gort, Associate Dean of Students**

Millie is the faculty member responsible for student success. She makes decisions on petitions, handles appeals, and meets with students who may be struggling or experiencing challenges in their program. Please email her to make an appointment.

- Email: [Mileidis.gort@colorado.edu](mailto:Mileidis.gort@colorado.edu)

### **Travis Anderson, Senior Director of Planning and Academic Programs**

Travis is our primary liaison with the Colorado Department of Education and is responsible for all communications with the state. He is also a resource to discuss SOE processes, policies, and procedures. To schedule an appointment with Travis, call 303-492-6555.

- Email: [travis.anderson@colorado.edu](mailto:travis.anderson@colorado.edu)
- Phone: 303-492-2559



**Sierra Kaelin, Human Resources & Payroll Coordinator**

Sierra manages all the hiring and HR processes for graduate assistantships. Any questions regarding contracts, pay dates, benefits, etc. can be directed to her attention.

- Email: [Soe.hr@colorado.edu](mailto:Soe.hr@colorado.edu)

**Malerie Barnes, Director of Admissions**

Malerie is the primary contact for all prospective students not currently enrolled on the CU Boulder campus. This includes those interested in the BA, MA, and PhD as well as licensure opportunities at the School of Education. Please contact her with re-admission questions.

- Email: [malerie.barnes@colorado.edu](mailto:malerie.barnes@colorado.edu)

## SECTION I: ACADEMIC POLICIES AND PROCEDURES

### ACADEMIC INTEGRITY

Commitment to the highest standards of intellectual honesty is a responsibility of every student and faculty member at the University of Colorado. All students in courses and programs in the SOE 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 University's [Academic Integrity Policy](#) and [Honor Code](#) for further information.

### ACADEMIC & GOOD STANDING

Your academic standing is based on grade point average (GPA) and is evaluated after each term is completed. Academic standing differs by program. Academic standing is not the only requirement to be in good standing and remain enrolled in your program, as you must also meet professional standards and make reasonable academic progress. Please refer to the Academic & Good Standing portion of your program's section ([Graduate](#), [Undergraduate](#), or [Teacher Licensure](#)).

The SOE's teacher education program faculty and students adhere to a unique Professional Code of Conduct. This code articulates the teacher education programs' values, instructor commitments, and expectations for student conduct. Upon enrolling in any of the SOE's teacher education programs, students will be expected to review and agree to the Professional Code of Conduct. In addition, throughout each program, the Code will anchor regular evaluations, including decisions about students' opportunities to continue in their program and/or recommendations for licensure.

### ACCOMMODATIONS

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#### DISABILITY REASONABLE ACCOMMODATIONS

If you qualify for accommodations because of a disability, please submit a letter to your instructor(s) in a timely manner from Disability Services so that your needs may be met over the semester. Faculty will respond to the issue with respect and understanding and provide reasonable accommodations as outlined in the letter from Disability Services. To seek advice or assistance on disability accommodation, please contact Disability Services at 303-492-8671; or visit them at the Center for Community (C4C) or online [Disability Services](#).

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#### RELIGIOUS REASONABLE ACCOMMODATIONS

If, due to religious obligations, you have conflicts with scheduled exams, assignments, or required attendance, then faculty will make every effort to deal reasonably and fairly with you, provided advanced notification of the conflict is given. Whenever possible, you should give at least two weeks advance notice to request accommodation. For additional information on [Religious Accommodations](#) follow the link.

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#### OTHER EMERGENCIES OR EXTENUATING CIRCUMSTANCES

If you experience a medical emergency, family crisis, or other unexpected event please contact your professors and/or member of the academic advising team as soon as you can to notify them that you are experiencing an emergency or unexpected circumstance. We can provide supports and extensions to help limit the impact of these circumstances on your GPA and academic progress. We also want to be sure you are connected with the appropriate campus resources. Undergraduates can email: [edadvise@colorado.edu](mailto:edadvise@colorado.edu) and graduate students can email: [Soe.Gradvise@colorado.edu](mailto:Soe.Gradvise@colorado.edu) as well as your faculty advisor. You or your advisor should also reach out to the Associate Dean of Students: Mileidis Gort,

Mileidis.Gort@colorado.edu or 303-735-3029, to ensure we are activating all possible supports and procedures to support your particular circumstance. You may also learn more about additional [campus resources available here](#). Depending on your situation, we can connect you with the [Student Support and Case Management](#) Team, explore emergency financial aid, connect you with support groups on campus or in the community, help draft petitions for retroactive withdrawals from the semester, request a leave of absence, or incomplete grade agreements.

## ADMISSION

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### PROVISIONAL ADMISSION

Provisional admission is offered to applicants who have not satisfied admission requirements, such as minimum GPA, satisfying a Basic Skills requirement, or successfully passing a licensure exam. Provisional admission is offered to applicants on a case-by-case basis. Provisional admission stipulations are defined in your admission letter. Failure to resolve the admission provision(s) as described in the letter will result in your dismissal from the SOE.

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### DEFERMENT

Newly admitted SOE students may defer their admission for up to one year.

**For Graduate Students:** A written request for deferment must be emailed to the Director of Admissions, Malerie Barnes, Malerie.barnes@colorado.edu. Eligibility requires that you have not enrolled in any courses. Once you have enrolled, admission may not be deferred, and you may choose to withdraw from the university. Newly admitted students are not eligible for the university's leave of absence programs and must withdraw. In this case, you will have to reapply and submit new application materials. Once you leave the SOE and return after one academic year, you are subject to the requirements in effect upon your return.

**For Undergraduate Students:** If you would like to defer your enrollment for up to one year, you can do so by emailing [admissions@colorado.edu](mailto:admissions@colorado.edu). A deferral request form will be posted to your status page, which you fill out with the term to which you would like to be deferred, the reason(s) for the deferral and what you will be doing during the deferment period. The deadline to request a deferral is the first day of class for the original term that you applied to.

Please refer to the Leave of Absence and Withdraw portion of your program's section ([Graduate](#), [Undergraduate](#), or [Teacher Licensure](#)) for leave of absence policies.

## ADVISING

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You should seek ongoing advising to ensure that you will be able to complete your program in a timely fashion, and to discuss your educational goals and professional development. You are responsible for seeking advising through the appropriate channels, which are described below. The SOE is not responsible for difficulties that arise from failure to follow published policies and guidelines, or if you seek advice from anyone other than the appropriate SOE officials.

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### ADVISING RESOURCES

Each resource offers expertise in specialized areas as described below. Complex issues may require that you seek information from all sources.

#### Academic Advisors

- Advise you on course options, pre-requisites, and completion of program requirements.
- Clarify university and SOE, procedures, programs, and expectations and/or assists you in finding answers to university and School policy, procedural, programmatic, and expectation questions.
- Monitor and enforce SOE policy on academic and professional standing, and counsels with faculty and other administrators on candidates who are identified as having problems meeting academic or professional standards.

- Determine student teaching eligibility for you prior to student teaching, meet with you to review your eligibility and any stipulations or permissions pursuant to their eligibility status, and monitor compliance with these stipulations and permissions up to student teaching.
- Are available year-round through appointments and weekly drop-in hours.
- Make referrals to campus resources when appropriate.

#### **Directors and Coordinator of Field Experiences**

- Place you in early field experience and student teaching locations.
- Give substantive advice and clarifications about placement options.
- Provide goals for early field experiences and student teaching.
- Work closely with program directors and faculty to strengthen connections between field experiences and university coursework.
- Coordinate university-K-12 school events (field experience orientations, mentor teacher introductions, etc.).
- Manage communication between university programs and K-12 school partners.
- Counsel with faculty and other administrators on candidates who are identified as having problems meeting academic or professional standards.

#### **Graduate Programs Coordinator**

- Supports students through administrative procedures related to key benchmarks in the program (examination forms, comprehensive exams, admission to candidacy, dissertation defenses, policy exceptions, etc.)
- Assists students with transfer credit procedures
- Assists students with registration for courses that have controlled enrollment
- Supports leave of absence requests
- Manages approval process for examination committees

#### **Faculty Advisors and Mentors**

- Give substantive advice about content area course options, and program structure.
- Provide general career counseling, professional advice, and clarification on educational and professional goals.
- Counsels with administrators on candidates who are identified as having problems meeting academic or professional standards.

## COMMUNICATION POLICIES

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### CHANGE OF ADDRESS

Please make sure your name, address, telephone number, and email are current on university records. Record changes with the Registrar's Office through your [student portal](#).

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### E-MAIL

E-mail is the official means of communication within CU Boulder. Therefore, we will send communications to you in this format and will expect that those communications will be read in a timely fashion. You are expected to check your official, CU Boulder e-mail address on a daily and consistent basis in order to stay current with university communications. You may have e-mail electronically redirected to another e-mail address. Having e-mail redirected does not absolve you from the responsibilities associated with communication sent to and from your official CU e-mail address.

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## FORMAL LETTERS AND CONTRACTS

Your letter of admission, Program of Studies Checklist, student teaching contract, scholarship award letters, and other written materials sent to your permanent address are official communications of expectations and requirements to complete your program or to receive benefits. It is your responsibility to review all materials mailed to your official address, and to review all documents before signing them.

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## COURSE AND CREDIT POLICIES

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### 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.

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### INDEPENDENT STUDY

Independent Study is an opportunity to collaborate with a faculty member on a special project for learning outside of the formal, class-lecture structure. You must secure a faculty sponsor to pursue an Independent Study. Graduate students may not serve as faculty sponsors. If the faculty member agrees, an Independent Study Proposal Form, located on the [School of Education's website](#), must be completed. Please contact your academic advisor for form details. Please refer to the Independent Study portion of your program's section ([Graduate](#), [Undergraduate](#), or [Teacher Licensure](#)) for details.

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### LATE ADD/DROP POLICY

To request a course, add or drop after published deadlines, you must complete and submit a petition. Please see the [PETITION & APPEALS GUIDELINES](#) section of the handbook.

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### TRANSFER COURSEWORK

Please refer to the Transfer Coursework portion of your program's section ([Graduate](#), [Undergraduate](#), or [Teacher Licensure](#)) for details.

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### WORK EXPERIENCE/EXPERIENTIAL CREDIT

Work experience or experiential credit may not be applied towards a SOE degree or program requirement.

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## GRADING POLICIES

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### GRADE CHANGES

To request a change in grade status after published deadlines (e.g. pass/fail to letter grade), you must complete and submit a petition. Please see the [School of Education Petition Form](#) section of the handbook.

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### GRADE APPEAL POLICY

You may appeal any academic decision, including course grades and results of the comprehensive examination (graduate students). To appeal, you should first present your reasons for appealing to the original decision maker (i.e. faculty member or faculty committee). If you remain dissatisfied with the result of the appeal, you should follow the [Student Grievance Policy](#).

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## INCOMPLETE GRADES AND AGREEMENTS

Incomplete grades are a written agreement between instructor and the student to delay the posting of the final grade on the transcript for *up to* one year. Incompletes may be awarded for many reasons, including illness or family emergencies. Incomplete grades must be requested by the student and cannot be awarded by the instructor for non-attendance. In the case of non-attendance, the instructor will award the grade(s) earned. If you are in need of an incomplete grade(s) and have completed a significant portion of the course requirements, the student should:

1. Approach the instructor in person or via email and request an incomplete.
2. If the instructor approves the request, the student and instructor need to work together to generate a list of the outstanding work to be completed, its weighted value towards the final grade, and timelines for submission.
3. an Incomplete Agreement Form, located on [the School of Education's website](#), must be initiated by the student. This form must include the list of missing assignments and agreed-upon submission dates. It can then be sent to the faculty member for signature and approval.
4. Please contact your academic advisor for questions completing the online form.
5. If the student misses a submission deadline, the student should contact the instructor and request a revised agreement. If no updated agreement is in place and work is not submitted, the incomplete grade will convert to an 'F' per campus policies.

The purpose of the agreement is to provide protection for both you and the instructor. The agreement clarifies in writing all outstanding requirements in order to eliminate confusion at a later date. The agreement stipulates what work is needed to fulfill course requirements and outlines the timeframe for completion of said work. The university allows you to take up to one year to fulfill requirements, but the instructor may specify a shorter time period. If a one-year timeframe is agreed upon, then all work must be submitted to the instructor well before the deadline, so the instructor will have time to read the materials and submit the grade change paperwork before grades are due. It is your responsibility to find out from the instructor when the work must be submitted in order to resolve the grade.

You may re-enroll in the course within one calendar year to resolve the grade, but the course must be taken with the same instructor or else the IF grade will convert to an F grade. An IF grade, if not completed, changes to an F when it expires and will impact the grade point average. When the grade is changed to the final letter grade, the original incomplete notation (IF) will remain on the transcript permanently, followed by the letter grade. Students may also explore "[grade replacement](#)" options. Contact your academic advisor for more information.

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## PASSING GRADES

Undergraduate students must earn a grade of C- or better for a course to fulfill requirements for a degree. All undergraduate and graduate teacher licensure candidates must earn a grade of B- or better in order to progress through course sequences required for licensure. MA and PhD candidates must earn a grade of B- or better for a course to fulfill requirements for a degree.

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## PASS/FAIL AND NO-CREDIT COURSEWORK

Coursework applied toward a SOE degree, minor, or licensure may *not* be taken pass/fail or as a no-credit course. During the Spring 2020 semester the Boulder campus created an exception to this policy due to the COVID-19 shutdown of in person campus activities.

SCHOOL OF EDUCATION PETITION FORM

You may petition for exceptions or waivers to SOE policies by completing a School of Education Petition Form, located on the [School of Education's](#) website. Please contact an academic advisor for details. The following situations are some examples of what may be petitioned with the form:

- Enrolling in course for which you have not satisfied the pre-requisites;
- Dropping or adding a course after University deadlines;
- Requesting a credit overload for the term;
- Pass/Fail changes;
- Retroactively adding a course;
- Requesting a student teaching exception.

## STUDENT GRIEVANCE POLICIES & RESOURCES

The School of Education Student Grievance Procedure is intended to provide a procedure for the resolution of disputes between students and faculty or staff of the SOE, as well as procedures for handling student disciplinary matters. Any question about these procedures should be directed to the Associate Dean of Students (ADS).

If you have a grievance with an individual faculty member, the first step is to speak directly to the faculty member about your concerns. However, if you feel that this would put your safety or well-being at risk, or if this doesn't resolve the issue, meet with either your academic advisor (undergraduate students) or the ADS (graduate students).

Undergraduate students: Your academic advisor will help you navigate this process. After meeting with your academic advisor, if you elect to pursue a formal complaint, please fill out an official grievance using the template below. Be sure to get your academic advisor's signature (or attach an email indicating they have read it and have met with you to discuss it) before submitting the form. For students in INVST Community Studies, they should first go through that program's grievance procedures.

Graduate students: Your faculty advisor can help you navigate this process. However, if the complaint involves your faculty advisor you can also work with the Graduate Program Coordinator, your program chair, or other faculty member to assist you in drafting and submitting the grievance.

### Campus Resources:

- [Graduate School Grievance Policy](#)
- [Student Appeals, Complaints, and Grievances: A Brief Guide](#) This website provides a thorough summary of various grievances and the resources available on campus to report and receive support when experiencing a challenging incident on campus.
- Campus reporting & support resources website: [www.colorado.edu/dontignoreit](http://www.colorado.edu/dontignoreit)

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### SOE GRIEVANCE PROCEDURE

Once the Associate Dean of Students receives the form, they will meet with you within 5 working days of receipt of the grievance. The ADS will investigate the grievance and seek to provide a proposed resolution within 10 working days of receipt, if possible. If you are not satisfied with the proposed resolution, you can appeal to the Leadership Team, which includes the Dean of the SOE and Associate Deans, by notifying the Associate Dean of Students that an appeal and review by the Executive Committee is requested within 10 working days of the proposed resolution. You should provide any additional evidence or information for review by the Leadership Team at this time. The Leadership Team will meet within 10 working days of the request for an appeal. You and the faculty member may be invited to present cases separately to the Leadership Team. The Leadership Team will reach a decision by majority vote. The decision of the Leadership Team will be provided to you by the Associate Dean of Students within 48 hours of the Leadership Team meeting.

If you are a candidate in a teacher licensure or endorsement program, this grievance will be documented in the "School of Education Complaint Log" for teacher licensure accreditation reporting purposes. The Associate Dean of Students, and all university faculty and staff, are considered "responsible employees" and will report to the Office of Institutional Equity and Compliance (OIEC) if one of the protected classes is possibly involved in the complaint (please see <https://www.colorado.edu/institutionalequity/discrimination> for a list of protected classes).

Subsequent appeals may be made to the Dean of the Graduate School or Vice Provost of Undergraduate Education.

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### GRIEVANCE TEMPLATE

In an email or written statement to the Associate Dean of Students, please provide the following information:

1. Your name & email address
2. Date complaint is being submitted
3. Your current degree program (e.g. BA in Elementary Education, MA+, PhD, etc.)



4. School of Education program (e.g. EFPP, Math Licensure, Leadership Studies Minor, etc.)
5. Faculty or staff member name
6. Course number and title (N/A if it is a non-course related issue)
7. Date of the incident or beginning of concern
8. Provide a brief description of the incident or summary of the collection of behaviors that are of concern. Include any relevant supporting evidence (emails, screenshots, etc.) for this description. The summary should be no longer than one page and emphasize facts and impacts of behaviors. Additional documents may be attached as supporting evidence.
9. If you had a meeting with the faculty or staff member of concern to discuss the issue, please provide the date of that meeting and a brief description of what occurred.
10. One signature from the staff or faculty member who supported the drafting of the grievance (faculty advisor, academic advisor, program chair, or other faculty member) & date confirming they have read the complaint and discussed it with you. You can also attach an email confirming this.
11. Your signature & date

*Policy approved by faculty July 23, 2018.*

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## OMBUDS

You may also utilize the Boulder Campus Ombuds. The Ombuds Office assists students, faculty, and staff to informally and impartially resolve complaints or disputes with other individuals, offices, or departments within the university. The Ombuds Office does not maintain records and is independent of any department or office. The Ombuds Office can be contacted at 303-492-5077 or visit their [website](#).

## SCHOLARSHIPS

A limited number of scholarships and awards are available through the School of Education. Each year a list of available scholarships is available via [AcademicWorks](#), accessible through your [student portal](#), around October 1st. The university's [Office of Financial Aid](#) can help determine what other scholarships or types of aid are available to you. You may also be eligible for other CU Boulder Scholarships.

## SECTION II: GRADUATE STUDENTS (MA AND PHD INFORMATION)

### ACADEMIC PROBATION, SUSPENSION, & DISMISSAL

Graduate students should refer to the [Graduate School Rules](#) for policies concerning academic probation, suspension, and dismissal.

### FINANCIAL SUPPORT

Each year a number of merit-based Teaching Assistantships (TA), Research Assistantships (RA), Graduate Part-Time Instructors (GPTI), 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, TA, and GPTI 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.

You must be considered a full-time student to hold an assistantship. According to university policy, full-time enrollment prior to completing the comprehensive examination is five (5) hours of coursework per semester at the 5000 level or above or eight (8) semester hours of mixed level coursework. 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. You must be registered for a minimum of four credits in order to be eligible for Financial Aid.

### LEAVE OF ABSENCE AND WITHDRAW FROM PROGRAM

Graduate students who have not passed their comprehensive examinations are eligible to apply for the Leave of Absence Program. This program guarantees you a place in the university upon your return for up to one academic year. There is a \$50.00 fee to apply for the program. Details are available on the Registrar's [website](#).

Any semester(s) on Leave of Absence are included in the time limit to complete the degree. Electing the Leave of Absence program option does not extend this time limit. If you have passed the comprehensive examination and want to apply for the Leave of Absence Program, you must submit a petition to the SOE for approval. It will then have to be approved by the Graduate School as well. Doctoral students should note that the Leave of Absence Program post-comps may be appropriate due to health- or family-related circumstances and requires additional documentation. It is not appropriate due to difficulties with writing the dissertation.

If you do not register for a fall or spring semester and fail to sign up for the formal Leave of Absence Program, you will be dis-enrolled from your graduate program. A readmit application must be completed and submitted in order to return to degree-seeking status. Readmission is not automatic. If program standards have changed, if you had not been making satisfactory progress, or if enrollment levels have been reached, readmission may be denied. In order to withdraw from the SOE permanently, you must do so formally with the [Registrar](#).

If you are experiencing extenuating circumstances that may interfere with your academic progress, please contact your faculty advisor and/or member of our academic advising team so we can be sure to connect you with appropriate support resources for your situation. For additional information, contact the ReCESs Office at 303-492-6555 or [Soe.Gradvise@colorado.edu](mailto:Soe.Gradvise@colorado.edu). See also the section on [ACCOMMODATIONS](#).

## STUDENT ORGANIZATIONS

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### GRADUATE STUDENTS OF COLOR COLLECTIVE (GSOCC)

Our mission is to promote diversity and social justice on campus and create a safe space for the critical discussion of race. This group is open to graduate students who are interested in advancing this effort either professionally or personally. For more information about getting involved and contacting the current student leaders please contact: Krishna Pattisapu, Director of Diversity, Recruitment and Retention, [Krishna.pattisapu@colorado.edu](mailto:Krishna.pattisapu@colorado.edu)

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### STUDENT ASSOCIATION FOR GRADUATE EDUCATORS (SAGE)

Our mission is to build community among graduate students in the School of Education. New and continuing graduate students volunteer to organize academic and social activities throughout the year. SAGE also maintains open communication between faculty and students as well as to and from the University Graduate Student Council. For more information contact [SAGE@Colorado.edu](mailto:SAGE@Colorado.edu)

## SECTION IIA: GUIDELINES FOR MASTER'S STUDENTS

### ACADEMIC & GOOD STANDING

All students admitted to the Graduate School are required to maintain a minimum cumulative grade point average of 3.00 in all coursework taken regardless of the level of coursework or the reason it was taken. You 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 courses taken as a non-degree student or transfer courses are not included by the Graduate School in calculating the GPA. You cannot be admitted to candidacy or be awarded a degree with a cumulative GPA below 3.00.

You are expected to make regular, steady progress toward the degree. Your faculty advisor will assist in selecting appropriate courses and to insure you are moving steadily towards your educational goals. Students are responsible for making meetings with the Graduate Programs Coordinator or faculty advisor to review their degree plans. If you fail to do satisfactory work, you will be subject to suspension or dismissal from the Graduate School. Appeal of suspension or dismissal may be made to the Graduate School. Graduate Students may now take advantage of Grade Replacement which will take effect fall 2019. For details on the program please review:

<https://www.colorado.edu/registrar/students/degree-planning/grade-replacement>

### BUENO CENTER COHORTS

Students who are pursuing their degree through a program affiliated with the [BUENO Center](#) are unique in that they are members of their cohort and scholars within the SOE, as well as part of the greater Graduate School community. They will also engage with additional grant/research and educational partnership administration throughout their graduate studies.

As a result, BUENO scholars should first contact their cohort director and/or SOE Graduate Advising ([soe.gradvise@colorado.edu](mailto:soe.gradvise@colorado.edu)) with questions before contacting other offices on campus. Students can also reach out to the Director of Advising and Student Success, Donna Edmond, or the Associate Dean of Students, Mileidis Gort (see School of Education Staff Contacts page in this handbook) for additional support and assistance.

### COMPREHENSIVE EXAMINATION

Graduate degree candidates will complete a comprehensive examination, the format of which varies by program (examples include a capstone course, teacher inquiry project, take-home exams, or portfolio). You must be registered for at least one credit during the semester in which the comprehensive examination is taken. If you fail the comprehensive examination, you will be re-examined or will need to re-take the capstone course once. The date will be determined by the examining committee. The comprehensive examination may be repeated only once.

If you perform poorly on a specific area of the examination, the faculty committee may request that you 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.

Master's comprehensive exam or the thesis defense must be scheduled at least two weeks before the exam is held during the designated timeframe for the semester. 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. Many of our programs include the comprehensive exam as part of the capstone course experience – these courses are only offered in the spring semester.

## COURSE & CREDIT REQUIREMENTS

Credit hours alone do not guarantee the adequacy of a program of study. Although you may have some latitude in developing a degree plan with your individual faculty advisors, the particular courses selected must ensure that you have both general knowledge about education and advanced knowledge in the area of specialization.

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### COURSE LEVEL

Up to six hours of coursework taken in other departments at the University of Colorado Boulder 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 faculty advisor. The Graduate School does not allow 1000- or 2000-level courses to be counted toward a master's degree. No 3000- or 4000-level EDUC courses may count toward a graduate degree in Education. Any coursework taken to clear SOE deficiencies for a Teacher Licensure program is in addition to the minimum number of hours noted above.

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### COURSE VALIDATION

If required to validate coursework, speak with the Graduate Programs Coordinator. Course validation must be done by a member of the SOE faculty. Course validation is usually done in one of the following ways: (1) retake the course final examination; (2) take a special oral exam based on the syllabus from the course; (3) take a special written exam made up solely for the purpose of course validation; or (4) prepare a paper on course content. Your faculty advisor and the Director of Advising and Student Success make the decision as to whether it is possible to validate the course and apply the course to the degree.

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### CONTINUING EDUCATION

Once you are admitted to a graduate program, prior coursework taken through University of Colorado Boulder Continuing Education may be counted toward the MA degree if the instructor is a member of the Graduate Faculty and the coursework is appropriate to your program. These courses are considered transfer courses and are counted towards the nine (9) credit hours transfer limit. A [Request for Transfer Credit form](#) must be submitted to your advisor.

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### INDEPENDENT STUDY, PRACTICA, AND INTERNSHIPS

No more than six hours total of independent study, practicum, or internship can be applied toward the minimum number of hours for the MA degree. If your degree plans exceed the minimum number of hours, you may include more hours of this type of credit.

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### 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, you 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 coursework.

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### TRANSFER CREDIT 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 MA 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](#) (<https://www.colorado.edu/graduateschool/sites/default/files/attached-files/transfercredit.pdf>) should be completed, signed by the faculty advisor, and submitted to the Graduate Program Coordinator at [soe.gradvise@colorado.edu](mailto:soe.gradvise@colorado.edu) for approval after completing six (6) credit hours as a graduate student in a degree seeking program. The request must be accompanied by a transcript. Because the relevance of transfer credit must also be judged in relation to the total

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program, your 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, or if the course counted towards another, completed degree. 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, professional development workshops, and correspondence courses may not be transferred to an advanced degree. Courses taken more than five years prior to admission to the MA program must be validated.

## FACULTY ADVISOR

The letter of acceptance names a faculty member who has been assigned as your faculty advisor. This assignment should be considered temporary but may continue by mutual agreement. You should make an appointment with the assigned faculty advisor to establish a program of study for the degree. You may request a change of faculty advisor by contacting the Graduate Program Coordinator after discussing the change with both the new and old advisor.

## FINANCIAL SUPPORT FOR MASTER'S STUDENTS

A limited number of merit-based Teaching Assistantships (TA), Research Assistantships (RA), Graduate Part-Time Instructors (GPTI), and fellowships are available in the School of Education to support full-time MA students. The monetary amount of stipends paid for assistantships are set by the university. These stipends are taxable income.

You must be considered a full-time student to hold an assistantship. According to university policy, full-time enrollment prior to completing the comprehensive examination is five (5) hours of coursework per semester at the 5000 level or above or eight (8) semester hours of mixed level coursework. After passing the comprehensive examination, full-time is considered to be five (5) dissertation hours per semester. For additional information about Graduate Student Appointments, please review the Graduate Student Appointment Manual.

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

## GRADUATE DEGREE PLAN

During the first year of study, a Graduate Degree Plan must be approved and signed by your faculty advisor. Degree plans will not be approved by the Graduate School if they do not meet the requirements specified, even if signed by an advisor. You are responsible for developing, with your faculty 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, you are encouraged to submit a degree plan as early in the program as possible rather than waiting until the time for the comprehensive examination, capstone course, or other final assignment. Once a degree plan has been approved, it can be modified by obtaining the same set of signatures required for initial approval.

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## GRADUATE PROGRAMS – UNIVERSITY CATALOG LINKS

- ◆ [CURRICULUM & INSTRUCTION – HUMANITIES](#)
- ◆ [CURRICULUM & INSTRUCTION – STEM EDUCATION](#)
- ◆ [CURRICULUM & INSTRUCTION – LITERACY STUDIES](#)
- ◆ [CURRICULUM & INSTRUCTION – MA+LICENSURE IN SECONDARY EDUCATION](#)
- ◆ [LEARNING SCIENCES & HUMAN DEVELOPMENT](#)
- ◆ [EDUCATIONAL FOUNDATIONS, POLICY & PRACTICE](#)
- ◆ [EDUCATIONAL EQUITY & CULTURAL DIVERSITY\\*](#)

\*The official program names in the University Catalog listed above are in the process of being updated to reflect program renaming. EECD is changing to Equity, Bilingualism and Biliteracy (EBB).

## 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 your 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 faculty advisor and the Associate Dean of Students.

## GRADUATION

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### APPLICATION FOR GRADUATION

A student must apply online for graduation via the student portal; this is the official notification to the Graduate School of intent to graduate during a given semester. A student will be permitted to graduate during a specific semester only if they have applied by the deadline for that semester. If a student does not graduate during the semester for which they applied, they must reapply through the student portal for the new semester.

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### ADMISSION TO CANDIDACY

Students must submit the admission to candidacy form, containing your formal degree plan, during the first week of the semester you plan to graduate. The form is available [online and should be filled out electronically](#). The admission to candidacy application must be reviewed and signed by your faculty advisor, shared with [soe.gradvise@colorado.edu](mailto:soe.gradvise@colorado.edu) and signed by either the Graduate Program Coordinator or Director of Advising and Student Success before it is sent to the Graduate School for approval. Please submit this form by announced deadlines that are emailed to students' CU email throughout the semester. You will receive email notification when admitted to candidacy.

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### DEADLINES FOR GRADUATION

Deadline sheets for graduation are emailed to students each semester at their CU email accounts. The Graduate School determines all deadlines. The student is responsible for meeting all deadlines to ensure graduation during a particular semester.

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### TIME LIMITS FOR DEGREE COMPLETION

For the MA degree, you must complete the degree within four years from your initial enrollment. (Note that the University has a policy for "summers only" time limits. However, these rules do not apply in the SOE 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 your faculty advisor, and approved by the Associate Dean of Students 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. Electing the Leave of Absence option does not extend this time limit. If you do not complete all degree requirements within the specified period of time, you may be required to validate any coursework.

## SECTION IIB: GUIDELINES FOR DOCTORAL STUDENTS

### ACADEMIC & 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. 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. If you fail to do satisfactory work, you 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.

Grades in language courses partially fulfilling the PhD culture/language requirement, in courses transferred from other institutions for the degree, and in courses taken as a non-degree student at the University of Colorado are not included by the Graduate School in calculating the GPA.

You are expected to make regular, steady progress toward the degree. The advisor will conduct evaluations of your work each year to assist in selecting appropriate courses and to insure you are moving steadily towards your educational goals. Upon recommendation of the advisor and approval by the Graduate School, you 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. If you fail to do satisfactory work, you will be subject to probation or suspension from the Graduate School. Appeal of suspension may be made to the Graduate School.

### ADMISSION TO CANDIDACY

In order to be advanced to doctoral candidacy, you must submit an [Application for Admission to Candidacy form](#) to the Graduate School and pass the comprehensive examination. It must be reviewed and signed by your advisor and the Graduate Program Coordinator or the Director of Advising and Student Success before it is sent to the Graduate School. Please submit this form by the announced deadlines. You must submit the completed form at the beginning of the term in which the examination will be taken. The SOE announces specific deadlines via email each semester. You will receive email notification from the Graduate School of admission to candidacy. Please see the section below on Comprehensive Examinations for specific details on this process.

### ADVISOR CHANGES

Faculty advisors are assigned when students are admitted to the PhD program to provide an initial support and point of contact in the program area. If after the first year, a student is interested in changing their primary advisor, the student may initiate the change in a variety of ways:

1. Discuss possible changes to advising/committee structure with your current advisor
2. Hold an exploratory conversation with a potential new advisor about their interest in working with you and their ability to take on new students
3. Request a coaching conversation with the Associate Dean of Students, Mileidis Gort, about why you want to change advisors and possible new advisors to approach. The AD of Students can provide additional support if there are extenuating circumstances related to the change.

Once a student has initiated this process using one of these steps, and all parties involved have discussed the impacts of the requested change, and all are supportive of the request, the NEW advisor should send an email to the Associate Dean of Students (Mileidis Gort), and Graduate Programs Coordinator, requesting an official change of advisor and cc'ing the former advisor and student. If an advising change is requested, we encourage students to complete this process before one of the key milestones in the program:

- Establishing your comprehensive exam committee



- Establishing your committee for your dissertation proposal (Committee should remain the same until graduation after this milestone)

## ANNUAL REVIEW

The purpose of these reviews is for you, your faculty advisor, and the Doctoral Core faculty to review your progress, in the first year, and each subsequent year of the program, identifying scholarly interests as well as academic strengths and weaknesses. This meeting is intended to ensure that students are getting clear and regular feedback about their academic and professional responsibilities as graduate students. At the end of this meeting, the advisor will note if a student is making “satisfactory” progress, if “actions are recommended” or “unsatisfactory” progress. The advisor will provide detailed comments to support any of these designations and impacts on future funding. If “actions recommended” is selected, the advisor and student will meet again mid-way through the next academic year to check progress against stated areas of improvement. If requested actions have not been taken, a student may then receive an “unsatisfactory” evaluation. This may result in loss of funding and/or the student leaving the program. Faculty advisors may first notify the Associate Dean of Students that the form is complete and ready for preliminary review if there are questions about progress or how certain requirements are being satisfied. Once the form is ready for signatures, the advisor will then email a PDF of the completed form to the student who will upload it into DocuSign and route for signatures by: student, advisor, program chair, Associate Dean of Students, and ensure a copy with these four signatures is delivered to [soe.gradvise@colorado.edu](mailto:soe.gradvise@colorado.edu).

- ◆ 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. Advisors can access their doctoral advisee’s transcripts for review in MyCUInfo under “Teaching Tools” → “Faculty Center” → “Advisor Center”. If there are any concerns with performance during in assistantships (GPTI, TA, GRA), Assistantship Supervisors will email feedback to faculty advisors at the end of each semester.
- ◆ Program faculty will discuss your professional strengths and areas for growth in academics and assistantships and determine how this should be shared with you. This meeting should occur either during the last two weeks of the spring semester or the two weeks following the spring semester.
- ◆ Faculty Advisors are responsible for scheduling an advisor-student review meeting at the end of each academic year.

As deemed appropriate, the advisor should review with each first-year advisee the final projects/papers (with instructors’ comments) from the second semester research methods, and foundations courses, as well as grades received in those courses. (If you or your advisor wish 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 the Director of Advising and Student Success any first-year student struggling to meet course/program standards. In such situations, your program chair may request a meeting with you, your advisor, and the concerned core faculty. In such situations, every attempt should be made to provide the support and structure for your success.
- ◆ In your 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 you, your advisor, faculty and the Director of Advising and Student Success should occur. At that meeting your 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.
- ◆ You and your faculty advisor should regularly attend to the [Doctoral Student Progress Checklist](#) so as to facilitate your progress.

## COMPREHENSIVE EXAMINATIONS

Comprehensive examinations or “comps” must be scheduled with the SOE by completing your application for candidacy form and emailing [Soe.Gradvise@colorado.edu](mailto:Soe.Gradvise@colorado.edu) with the names of your committee members and the date of your exam at the beginning of the semester you plan to take your comprehensive exams. You should also request a room booking at this time. For remote examinations, the chair must set up the Zoom room for the event. The examining committee is comprised of three faculty members. The chair of the examining committee must hold a current, regular membership on the graduate faculty and is typically your advisor or someone appointed in their absence in the case of sabbatical. The other two members must hold regular or special memberships on the graduate faculty. You must be registered during the semester that the comprehensive examination is taken.

The format of the comprehensive examination varies by program area but generally includes a written and an oral component. Most students write responses to three questions ranging from 8-12 pages in length. Your committee chair will email your questions (and cc: [soe.gradvise@colorado.edu](mailto:soe.gradvise@colorado.edu)) on the date specified in the SOE’s dates and deadlines document published each term. You will have 10 days to complete your responses. You will email your responses to your committee and [soe.gradvise@colorado.edu](mailto:soe.gradvise@colorado.edu) by the posted deadline. Please consult with your faculty advisor or program chair concerning the preparation for and format of the comprehensive examination in your program area. If you fail the comprehensive examination, you 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. Please note: *Comps timelines changed from 7 to 10 days during the 2020-21 academic year. The faculty agreed to retain this extended timeline in May 2021.*

If you perform poorly on a specific area of the examination, the faculty committee may request that you submit revisions within two weeks. If you need more time to revise in order to pass, your transition to candidacy will be delayed. Results of the comprehensive exam are not reported to the Graduate School until revisions are completed and the committee reaches a final pass/fail decision. Comprehensive examinations must be completed prior to completion of the dissertation.

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## STUDENTS ARE RESPONSIBLE FOR THE FOLLOWING ITEMS

### Before the exam:

1. Scheduling a meeting with your advisor the semester before you plan to write your comps to determine the three members of your committee.
2. Reaching out to the other faculty members and confirming their willingness to serve in this capacity.
3. Completing the Candidacy Application (fillable PDF form on the Graduate School website) and submit to [Soe.Gradvise@colorado.edu](mailto:Soe.Gradvise@colorado.edu) by the deadline. See the “PhD Dates and Deadlines” sheet emailed out each semester.
4. Sending the list of 3 committee members names, affiliations, and email addresses to [Soe.Gradvise@colorado.edu](mailto:Soe.Gradvise@colorado.edu) with completed and signed candidacy application form.
5. Identifying a time for the oral exam when all three committee members can participate.
6. Booking the room by emailing [Soe.Gradvise@colorado.edu](mailto:Soe.Gradvise@colorado.edu). If someone is participating via Zoom, you must also include Sara McDonald, Building Proctor on this request: [Sara.McDonald@colorado.edu](mailto:Sara.McDonald@colorado.edu) The oral examination must happen during the scheduled week of comprehensive oral examinations on the “PhD Dates and Deadlines” sheet. If your program area does not have an oral examination component, you may skip this step.
7. Students will receive their questions from the committee chair by the date and time noted on the “PhD Dates and Deadlines” sheet. PLEASE NOTE: Committee chairs should cc: [Soe.Gradvise@colorado.edu](mailto:Soe.Gradvise@colorado.edu) so there is a record of when questions were delivered to the student.
8. Completing their examination and submitting their responses to their committee members and cc’ing [Soe.Gradvise@colorado.edu](mailto:Soe.Gradvise@colorado.edu) by the deadline noted on the “PhD Dates and Deadlines” sheet.

**After the exam:**

1. Making a digital copy of the signed examination form for your records.
2. Bringing a copy of the signed examination form to the ReCESs office of the SOE or submitting it to [soe.gradvise@colorado.edu](mailto:soe.gradvise@colorado.edu).
3. Completing and submitting any required revisions within the timeframe.
4. Registering for the minimum required dissertation hours every semester after completing the comprehensive exam. See “continuous registration” section below.

**CONFERENCE TRAVEL FUNDS**

The School of Education offers partial funding for PhD students to attend national or international conferences. The School of Education Travel Award provides multiple funding opportunities. **Students may only receive funding for one trip per academic year (July 1<sup>st</sup> – June 30<sup>th</sup>).** *As of this writing, travel funding has been suspended for the 2020-22 academic year due to COVID-19, but some funds may be available to cover fees to register for virtual/remote conferences. Please speak with your advisor or the Associate Dean of Students about funding requests.*

**AVAILABLE FUNDING OPPORTUNITIES:**

Pending available funds within the School of Education, doctoral students are eligible for:

1. TRAVEL AWARD TO ATTEND A CONFERENCE in their 1st or 2nd year (1x award - \$400)
2. TRAVEL AWARD TO PRESENT AT A CONFERENCE AS **CO-AUTHOR** (\$700)
3. TRAVEL AWARD TO PRESENT AT A CONFERENCE AS **FIRST OR SOLO AUTHOR** (\$700)
4. TRAVEL AWARD TO PRESENT **GRANT-FUNDED RESEARCH** AT A CONFERENCE (\$500)
5. TRAVEL AWARD FOR TEACHING 3013 (\$500) (Students may receive both the 3013 travel award and a 2<sup>nd</sup> SOE travel award within the same year.)

Funds are applied directly to student tuition accounts the first week of each month. If the account balance is zero, a refund via direct deposit is disbursed by the Bursar's Office. **The award is treated like a fellowship and reported to the Office of Financial Aid; therefore, please be aware it may affect your student aid package.**

**PLEASE NOTE:** Students make their own flight and hotel reservations, pay their own registration fees, etc. SOE staff will not be handling reservations. Students applying for the grant-funded travel award will need to keep all of their receipts and submit them at the end of their trip for reimbursement.

**Before applying:**

1. Talk to your advisor and, if you are presenting grant-funded research, your project PI.
2. Students applying for the Grant-funded research award will need to submit a [Travel Authorization Form](#) prior to applying.
3. Students presenting as a co-author, first, or solo author will need to submit confirmation that your paper has been accepted to: [soe.accttech@colorado.edu](mailto:soe.accttech@colorado.edu) with the subject heading “TRAVEL AWARD SUPPORTING DOCUMENTS”. This can be the email you received notifying you of the acceptance or the conference schedule that highlights your presentation.
4. Gather needed information:
  - Student ID
  - Conference name, dates, location
  - Name of paper
  - Name of co-authors

**To apply:**

1. Complete the Google Form: <https://goo.gl/forms/gqvWoV21Sal6RF2H3>
2. Email any supporting documents to [soe.accttech@colorado.edu](mailto:soe.accttech@colorado.edu) with the subject heading “TRAVEL AWARD SUPPORTING DOCUMENTS”
3. Check your student account around the 2<sup>nd</sup> week of the month to see if your award has been disbursed.

Applications are reviewed on the 1<sup>st</sup> of every month. If you have questions, please feel free to contact [Suzanne.Bonomo@colorado.edu](mailto:Suzanne.Bonomo@colorado.edu). Please also explore other sources of funding from the [CU Boulder Graduate School](#) and your professional associations.

## CONTINUOUS REGISTRATION

PhD students who have passed the comprehensive exam must register for a minimum of 5 dissertation hours each fall and spring in order to be considered a full-time student. All SOE doctoral students on appointment must maintain full-time status. Students must register continuously for the required dissertation hours until they have passed their final oral examination or withdrawn from the program.

EXCEPTIONS MAY INCLUDE: A) Students who will be using no University facilities and are not on appointment may choose to register for 3 dissertation hours. They will be considered a part-time student when registered for fewer than 5 dissertation hours. B) Students who are not on appointment and are not required to maintain full-time status may petition the Dean of the Graduate School in order to obtain permission to combine course credits and dissertation hours to a minimum total of 5 hours to fulfill the continuous registration requirement if they have course credits that still need to be completed following the passing of the comprehensive exam. While they may petition to use this combination to fulfill the continuous enrollment requirement, the minimum of 5 dissertation hours are always required to achieve full time status.

Students will need to register full-time (min. 5 dissertation hours) for the semester in which the final oral examination is held. Failure to remain continuously enrolled for the required number of dissertation hours will result in a loss of candidacy status and they will be required to retake the comprehensive examination to regain approved status.

Once you have passed the comprehensive examinations, you must petition for an exemption to take part in the Leave of Absence Program and only rare circumstances are considered. You should consult with the Director of Advising and Student Success for appropriate course numbers and registering for dissertation hours.

## COURSE & CREDIT REQUIREMENTS

The PhD degree requires a minimum of 56 hours of coursework, plus a minimum of 30 hours of dissertation credit. Deficiencies are determined by the program's 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 you are admitted during the term you 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.

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## COURSE LEVEL

Up to six hours of coursework taken in departments at the University of Colorado Boulder outside the School of Education at the 4000 level may count toward the PhD. However, if a 4000-level course is used in the degree plan, it must be approved by the faculty advisor. The Graduate School does not allow 1000-, 2000-, or 3000-level courses to be counted toward a PhD degree. No 4000-level EDUC courses may count toward a graduate degree in the SOE. Any work taken to clear SOE deficiencies is in addition to the minimum number of hours noted above.

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## COURSE VALIDATION

If required to validate coursework, speak with your faculty advisor. Course validation must be done by a member of the SOE faculty. Course validation is usually done in one of the following ways: (1) retake the course final examination, (2) take a special oral exam based on the syllabus from the course, (3) take a special written exam made up solely for the purpose of course validation, or (4) prepare a paper on course content. Your faculty advisor and the Director of Advising and Student Success make the decision as to whether it is possible to validate the course and apply the course to the degree.

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## DOCTORAL SEMINAR – “EDUC 69XX READINGS IN (PROGRAM AREA)”

First-year PhD students are required to register for the 1-credit Specialty Seminar during their first two semesters. Afterwards, you are expected to attend your program's Specialty Seminars, but will not receive additional course credit. Additionally, first year PhD students participate in a “Professional Seminar” or “ProSem” that meets five times each semester. This course is required to fulfill the credits earned in the “Readings” course and is led by the Associate Dean of Students with additional faculty presenting as guest speakers.

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## GENERAL COURSE DISTRIBUTION REQUIREMENTS:

All PhD students are required to take the following seven courses in their first and second years:

- ◆ Perspectives on Classroom Teaching and Learning (EDUC 8210)
  - note: EDUC 8210 is always taken in the fall of 1<sup>st</sup> year
- ◆ Research Methods:
  - Quantitative Research Methods I (EDUC 8230) & Quantitative Research Methods II (EDUC 8240)
  - Qualitative Research Methods I (EDUC 8250) & Qualitative Research Methods II (EDUC 8260), which students are encouraged to take in their second year
- ◆ Introduction to Educational Research and Policy (EDUC 8220) (may be taken in the spring of 1<sup>st</sup> or 2<sup>nd</sup> year)
- ◆ Specialty Seminar (EDUC 69xx, program area dependent) – first year students are automatically enrolled in these “controlled enrollment” courses; these typically meet Wednesdays over the lunch hour.
- ◆ An Advanced Seminar in Democracy, Diversity, and Social Justice (ASDDSJ). This course is chosen in consultation with the faculty advisor (note: this may be taken in the third year as well). Course options currently approved to satisfy this requirement include:
  1. EDUC 5301 Queer Topics in Education
  2. EDUC 6210 Education Policy and the Law
  3. EDUC 6220 Gender Issues in Education
  4. EDUC 6240 African American Issues in Education
  5. EDUC 6245 Latinx Education Across the Americas
  6. EDUC 6804 Special Topics: Critical Race Theory (Tanksley, spring 2021)
  7. EDUC 8014 Advanced Seminar in Democracy, Diversity, and Social Justice
  8. EDUC 8125 Radical Theories in Education
  9. EDUC 8155 Advanced Topics in Literacy: Critical Race Theory in Literacy (Tolliver, fall 2020)
  10. EDUC 8165/8175 Advanced Topics in Math and Science: Research on Equity-Focused Programs in STEM Education (Taylor, fall 2020)
  11. EDUC 8358 Seminar: Human Learning (Juwon, spring 2018; Nzinga, spring 2020)
  12. EDUC 8610 Advanced Topics in EECD: Language and Power
  13. EDUC 8615 Language Issues in Education Research (this course can either be counted for this requirement OR the language requirement, not both.)
  14. Other courses approved after June 1, 2021 will be posted on the [PhD student intranet](#) site.

The Curriculum Committee will regularly review new courses offered in the SOE and add them to the menu if they adhere to the theme of Democracy, Diversity, and Social Justice. For more details on program requirements, please visit the [university catalog online](#). It is the faculty’s explicit expectation that as much as possible this course engages the ways in which race and ethnicity particularly, as well as class, disability, gender, gender identity and expression, language, and

sexual orientation relate to each other. It must be selected from the approved menu of course options in consultation with the faculty advisor. In selecting this course, the first priority is for it to be a course in the SOE.

If an appropriate course is not available during your first two years in the SOE, an outside course may be considered. The course selection must also be approved by your faculty advisor. In that case, you would need to petition the Associate Dean of Students for approval of the outside-of-SOE course by emailing: a) the course syllabus and b) a copy of an email stating your advisor's approval to: [mileidis.gort@colorado.edu](mailto:mileidis.gort@colorado.edu) and requesting it be reviewed to satisfy the ASDDSJ requirement.

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#### INDEPENDENT STUDY

No more than six hours of independent study may be included for credit on a degree plan for the PhD degree.

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#### 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 coursework.

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#### PROGRAM AREA COURSE DISTRIBUTION REQUIREMENT

Each program area—Equity, Biliteracy and Bilingualism (EBB); Educational Foundations, Policy and Practice (EFPP); Learning Sciences and Human Development (LSHD); Literacy Studies, STEM Education, and Research and Evaluation Methodology (REM)—requires you to enroll in specialty seminars in their first year. Other requirements vary by program area. Consult your staff advisor and the appropriate [program area](#) for remaining program area course requirements.

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#### TRANSFER COURSES

The PhD degree requires a minimum of 56 hours of coursework, 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 PhD 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](#) should be completed, signed by the faculty advisor, and submitted to [soe.gradvise@colorado.edu](mailto:soe.gradvise@colorado.edu) for approval from the Graduate Program Coordinator or Director of Advising and Student Success after the completion of six (6) credit hours as a degree seeking graduate student. The request must be accompanied by a transcript. Because the relevance of transfer credit must also be judged in relation to your total program, the Degree Plan must be submitted before approving transfer work. Reviewers of transfer credit 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). Courses taken more than 5 years prior to admission must be validated. **Please note:** In fall of 2021 the SOE is reviewing its transfer credit maximum in consideration of the Graduate School limits published in the [Graduate School Rules](#). Reach out the Graduate Programs Coordinator or AD of Students with any questions.

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#### CULTURE & LANGUAGE REQUIREMENTS

The culture & language requirements consist of two components: a) culture: a required PhD advanced seminar in democracy, diversity, and social justice (ASDDSJ) and b) a language component. The required ASDDSJ course is chosen from a faculty-approved menu of course options (see [General Course Distribution Requirements](#) for the menu of options). Introductory language courses are recorded on the Degree Plan form as having satisfied the language requirement but may not be listed as doctoral coursework and should not be included on the Application for Candidacy. **One** of the options below will fulfill the language component:

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:
  - 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.
  - An introductory University of Colorado Boulder campus course 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.
2. Satisfactory performance on an oral proficiency examination indicating sufficient mastery to complete a second semester college course and ability to speak about your research in your second language. For Spanish-speaking students, please contact Professor Millie Gort, [mileidis.gort@colorado.edu](mailto:mileidis.gort@colorado.edu) to arrange a meeting for the examination. For other languages, 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. Please contact the Director of Advising and Student Success for assistance in setting up exams for other languages.
3. The BUENO Puebla experience or a similar immersive language study experience. Alternative experiences must be pre-approved by Professor Millie Gort, [mileidis.gort@colorado.edu](mailto:mileidis.gort@colorado.edu).
4. Successful completion of: EDUC 8615 Language Issues in Education Research (typically offered every other spring). Please note that this course can only satisfy one part of the culture & language requirements, not both.
5. Starting in January 2021, students may participate in the alternative language experience pilot. Detailed information is available on the [PhD Student Intranet](#) site. To register please complete this [online form](#). If you have questions please contact: [soe.gradvise@colorado.edu](mailto:soe.gradvise@colorado.edu) or Erin Furtak, Associate Dean of Faculty: [erin.furtak@colorado.edu](mailto:erin.furtak@colorado.edu)

## DISSERTATION AND FINAL ORAL EXAMINATION

The Graduate School dissertation specifications are on their [website](#). You can also to request them via email at [gradinfo@colorado.edu](mailto:gradinfo@colorado.edu). You should carefully read 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](mailto:gradinfo@colorado.edu) for approval prior to the deadline.

The requirements for the composition of the final PhD examination committee are described below in the section titled, "Dissertation Advisor and Committee". Dissertation Committee members must be reapproved at the beginning of the term in which they will defend the dissertation. You 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 SOE will follow the Graduate School schedule requirements for graduation.

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## DISSERTATION ADVISOR AND COMMITTEE

Your faculty advisor does not automatically become your dissertation committee chair. You must seek a chair who is an expert in the area you wish to investigate. Identification of a dissertation topic and selection of the chair must be by mutual consent. Your dissertation chair or at least one dissertation co-chair must be a faculty member who is rostered in the students' program area. In the event that you would like a dissertation chair from another program area, one of the dissertation co-chairs needs to be a tenure track faculty member from within your program area. Once you and the dissertation advisor have agreed on the topic of the dissertation, you should proceed together to identify the full dissertation committee. You or your advisor must ask each faculty member if they are willing to serve on the committee.

All members of the final PhD examining committee are expected to participate at the proposal oral exam and sign the formal proposal examination form. Consistent with the Graduate's School's requirements for the final PhD examination, Updated June 23, 2021

the committee must include at least **five faculty**: at least three faculty must be Boulder campus resident faculty and one must be from outside the student's department. The outside, or "external" member may be from another department at CU Boulder or from another institution. The Chair must have regular membership on the graduate faculty. The other members must have regular or special memberships on the graduate faculty. Note that if a student is pursuing a joint or dual-degree, at least two of the faculty must hold graduate appointments in the student's SOE program area. Special membership, which includes faculty from other institutions, requires the approval of the Associate Dean of Students. The entire list of prospective committee members must be submitted to the Graduate Program Coordinator at [soe.gradvise@colorado.edu](mailto:soe.gradvise@colorado.edu) and approved by the Associate Dean of Students at the start of the semester during which the proposal will be defended, and then re-approved at the start of the semester during which the dissertation will be defended (*policy updated on December 16, 2020 after faculty approval of updated Graduate School guidance*).

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#### DISSERTATION PROPOSAL (FORMERLY KNOWN AS THE "PROSPECTUS")

The dissertation proposal (formerly referred to as the "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 oral defense of the dissertation proposal is a meeting where the student and five members of the committee agree to the purpose and methods of the proposed study. The committee must be reviewed for compliance with Graduate School requirements prior to the proposal defense. After the dissertation committee members have reviewed the proposal and signed the proposal signature page it must be sent electronically to [Soe.Gradvise@colorado.edu](mailto:Soe.Gradvise@colorado.edu). As always, keep a digital copy for yourself.

If the proposed study involves human subjects, you must obtain the approval of the [University of Colorado Boulder Institutional Review Board](#) (IRB). Procedures for this process are available on the web. A copy of the IRB approval of the proposed research must accompany the signed proposal signature page when it is submitted to the ReCESs office. The dissertation proposal is a forward-looking document that outlines your 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 proposal 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 proposal 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 proposal serves as a formal agreement between you and faculty, covering what you are expected to do and what the faculty committee has agreed to as the plan. Proposals are usually defended during the school year and may happen exceptionally over the summer if the faculty advisor and committee members are available. Students should submit their dissertation proposal and IRB draft application to the committee for review and discussion as part of the defense two weeks prior to the scheduled date.

Three to four days prior to the defense the committee chair (usually the student's 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, you may invite student colleagues to observe (but not participate in) the defense. The committee must be approved (by the Graduate School) prior to the proposal defense. If the proposal is approved, the committee signs the proposal signature page immediately following defense. Or, if approved with revisions committee signs signature page and student does revisions. This signature page should be submitted to [soe.gradvise@colorado.edu](mailto:soe.gradvise@colorado.edu) Following the defense, student uses feedback from the committee to revise and submit IRB approval. Upon receiving approval, the IRB letter should also be submitted to [soe.gradvise@colorado.edu](mailto:soe.gradvise@colorado.edu) so it can be appended to the proposal defense document.



### Students are responsible for:

1. Meeting with your advisor the semester before the proposal defense to determine who your minimum of FIVE (5) dissertation committee members will be.
2. Approaching and inviting faculty to serve on your committee.
3. Emailing [Soe.Gradvise@colorado.edu](mailto:Soe.Gradvise@colorado.edu) a list names, affiliation, and email address of all committee members by the deadline on the “PhD Dates and Deadlines” sheet. Typically, it is the first week of the term. If your committee is not approved by the graduate school before your defense, you will not be able to defend that term.
4. Scheduling a date and time for the proposal defense so that all 5 committee members can participate.
5. Emailing [Soe.Gradvise@colorado.edu](mailto:Soe.Gradvise@colorado.edu) to reserve a room at least 4 weeks prior to your planned defense. If someone is participating via Zoom or other technology, also include the building proctor, [Sara.McDonald@colorado.edu](mailto:Sara.McDonald@colorado.edu) on this request.
6. Creating a signature page to bring to the proposal defense. This signature page should include: the title of your proposal, your name, program area, email address, proposal defense date, and signature lines for all 5 committee members. See APPENDIX B: DISSERTATION PROPOSAL DEFENSE SIGNATURE PAGE template for a sample.
7. Delivering fully signed version of signature page to the Graduate Programs Coordinator and keeping a digital copy for your records.

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### DISSERTATION CREDIT

30 hours of dissertation credit are required for all PhD programs. Ten hours may be taken prior to the semester in which the comprehensive examination is taken. Up to 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 through an online Final Grade Report form processed by the academic advising staff.

You must be registered in five credit hours (minimum) the semester you defend. You do not have to be registered to submit your final dissertation to the Graduate School if the defense was held in a prior semester. For example, if you successfully defend during the spring semester but need to complete revisions requested by the committee. You may submit your final copy to the graduate school during the summer and you do NOT need to register for dissertation hours in the summer.

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### DISSERTATION FORMATS

The SOE allows you to prepare either a traditional dissertation format or a three-article dissertation format. Disciplinary traditions and practices differ by Program Area, so the option to pursue the traditional or three-article dissertation needs to be negotiated with the dissertation committee. Please review the Graduate School [Thesis and Dissertation Specifications](#) for information about formatting and submission.

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### TRADITIONAL DISSERTATION FORMAT

Traditional format: The traditional dissertation typically<sup>1</sup> consists of five chapters, which may be organized as follows:

- Chapter 1 - Introduction
- Chapter 2 - Literature Review
- Chapter 3 - Methods
- Chapter 4 - Results
- Chapter 5 - Conclusions/Discussion

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<sup>1</sup> The number and content of chapters may vary according to disciplinary fields or methodological approaches.

- References
- Appendices

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### THREE-ARTICLE DISSERTATION FORMAT

Three-article format: The three-article dissertation would typically be organized as follows:

- Chapter 1 - Introduction
- Chapter 2 - Manuscript # 1
- Chapter 3 - Manuscript # 2
- Chapter 4 - Manuscript # 3 (this could be a multi-modal component)
- Chapter 5 - Conclusion
- References
- Appendices

Additional guidance to consider for this format:

1. The dissertation must be the student's original idea
2. There should be a minimum of three articles
3. The articles should have a thematic focus, framed by an Introduction (grounded in relevant literature and theory) and Conclusion.
4. All articles are based on original research and scholarship<sup>2</sup> and represent a cohesive body of work; some overlap is permissible, but they should be three stand-alone pieces. By the time of the dissertation defense, at least one article will need to have been accepted for publication in a peer-reviewed journal or, if rejected or undergoing a very lengthy journal review process, assessed by faculty and judged to be high quality dissertation work. 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.
5. The choice of journals is to be agreed upon by the student and the dissertation committee. This option is to be negotiated with the dissertation chair and dissertation committee.
6. The student is expected to be the first author on all three papers and sole author on at least one of the three papers.
7. This dissertation format option is to be negotiated with the dissertation chair and dissertation committee.

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### DISSERTATION DEFENSE

You must deliver the final text to your committee members at least three weeks before the scheduled defense. This allows the committee two weeks to review and evaluate the dissertation. The Chair will request that committee members provide substantive feedback, preferably in writing, about the dissertation whether the document is defense-ready. If it is not ready, the student is given more time to work on it and the defense will be rescheduled.

Students are responsible for the following:

1. Meeting with your advisor to determine deadlines for submission of early version to advisor, final version to committee, and proposed week of oral defense.
2. Registering for at least 5 dissertation hours the semester you plan to defend.
3. Emailing [Soe.Gradvise@colorado.edu](mailto:Soe.Gradvise@colorado.edu) the 5 names, affiliations, and email addresses of your committee members by the deadline on the "PhD Dates and Deadlines" sheet. Usually this is the 1<sup>st</sup> or 2<sup>nd</sup> week of classes.
4. Applying for graduation online and entering in the proposed title for your dissertation by the campus deadline (usually 3<sup>rd</sup> week of classes). If you end up postponing your defense, it is easier to cancel your request to

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<sup>2</sup> This means, for example, original research questions and data analysis.

graduate than it is to add you after the deadline has passed. You may update/revise the title of your defense up to a certain date.

5. Reserving a room for the defense by emailing [Sara.mcdonald@colorado.edu](mailto:Sara.mcdonald@colorado.edu) and [Soe.Gradvise@colorado.edu](mailto:Soe.Gradvise@colorado.edu) 4 weeks in advance of your planned defense date. Starting fall 2019 all dissertation defenses will be advertised on SOE calendars and multi-media unless the student and dissertation chair explicitly request otherwise. If you reschedule your defense, please email both parties to let them know.
6. Delivering signed examination forms to ReCeSs Office after making a digital copy for yourself.
7. Complete all revisions and submit to your chair and one committee member for review. See full process described in the section below: “dissertation revisions and signature page”
8. Uploading your complete dissertation by the date on the “PhD dates and deadlines” sheet as well as submitting the [Thesis Approval Form \(TAF\)](#)

The oral defense is a formal examination and should progress along the following model. The chair should communicate this fact to the audience, so they understand the purpose of the defense:

**Pre-meeting:** Chair and committee meet to review process and key items to cover during the oral exam. This is a closed meeting for committee members only and usually takes place during the first 10 minutes of the scheduled examination time.

**Step 1:** Chair invites candidate and public in and explains the format for defense – including how the observers and members of the audience will be invited to participate; 10-15-minute presentation by the student; committee and public 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 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, signature of forms.

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#### DISSERTATION REVISIONS AND THESIS APPROVAL FORM

Starting May 22, 2020, students will not include a signature page in their thesis as page ii without signatures and will instead identify their committee members on the title page of the thesis. Instead of submitting a signature page separately with signatures, they will complete a thesis approval form (TAF) process through Docusign where they will identify their committee chair and one other member to sign the form.

1. The two members will receive the form simultaneously with a copy of the student’s thesis attached for their review, to ensure that the committee approves the final version with any revisions requested by the committee.
2. Once complete with approval signatures, the student will receive the final version of the form, and they will save the pdf document and submit to UMI/Proquest as a supplementary file along with their thesis or dissertation.
3. The thesis submission will not be complete without this supplementary form.
4. [step by step instructions](#) are available here.

Please see this page on the Graduate School’s website for more information about submitting, formatting, and other FAQs: <https://www.colorado.edu/graduateschool/academic-resources/thesis-dissertation-submission>

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#### DISSERTATION DEFENSE AND GRADUATION TIMELINES

This section was written to clarify the policy on participating in the May Graduation ceremony for the School of Education. This shift in SoE policy related to ceremony participation was based on staffing turnover in the advising office in spring 2020 and the sheer number of defenses attempting to take place before the April deadline for spring degree conferral. Faculty determined this change would be beneficial to institute as a permanent policy change. All dates listed

below are from spring 2020 as examples. Please refer to each year's "dates and deadlines" sheet for actual dates.  
(Revised practice approved by DAC on February 12, 2020)

1. **Spring graduation & Degree conferral:** If a student successfully defends before [spring deadline] (April 7, 2020), and submits all paperwork and documents by [spring deadline] (April 14, 2020) to the Graduate School then they can participate in the School of Education ceremony AND the university ceremony AND the degree will be conferred for Spring 2020.
2. **Spring graduation & Summer degree conferral:** If a student successfully defends between [spring deadline and the Monday before graduation ceremonies] (April 8- May 4, 2020) then they can participate in the School of Education ceremony AND the university ceremony. HOWEVER, they may have missed the deadline for the degree to be conferred in the spring semester and to have their name included in the printed graduation program. The student must reapply for summer graduation and comply by summer deadlines.
3. **Summer degree conferral & following spring graduation:** If a student successfully defends between the Friday before graduation and the last business day before Summer Session A begins (May 5 and May 29, 2020) they cannot participate in the School of Education Ceremony until the following year, however they will NOT have to re-register for 5 dissertation hours for the summer term. The student must reapply for summer graduation and comply by summer deadlines.
4. If a student defends **after summer A session has begun** (June 1, 2020) or later, they are required to register for 5 dissertation hours in the term that they are planning to successfully defend and reapply for graduation for that future term. Students may be responsible for tuition costs for this additional term if they are outside of the funding guarantee offered upon admission.

**Please note the following clarifications/reminders:**

For Degree conferral in spring semester:

- Students must meet the posted spring graduation deadlines
- Students who pass their defense and/or submit their dissertations after posted spring deadlines (see dates & deadlines sheet for that semester) must re-apply online to graduate in summer or an upcoming term

May Graduation Ceremony participation for PhD graduates with upcoming term degree conferral:

- Must schedule and pass the dissertation defense by the Monday before graduation (May 4, 2020) to participate in ceremony
- The degree will still be awarded in summer or a future term, as the spring deadlines will have passed
- Students who pass the defense after the May deadline (May 4, 2020) may participate in the 2021 ceremony but may not have their name listed in the printed program.

Registration requirement for students planning for an upcoming term degree conferral:

- Students must re-apply to graduate in summer or an upcoming term and then meet all deadlines to have the degree awarded in that term
- Students who are able to pass the defense before summer session A begins are not required by the Graduate School to register for dissertation hours in summer
- Students must have accumulated all required dissertation hours and would not be considered a currently registered student in summer (International students should consult with ISSS)
- Students who do not meet the May defense deadline (before summer session A begins) will have to register (and pay) for another 5 dissertation hours and re-apply to graduate either in the summer or fall semester to have the degree conferred

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## PUBLISHABLE PAPER REQUIREMENT

In addition to coursework requirements, doctoral students should be immersed in ongoing research with faculty as early in their program as possible. All doctoral students in the SOE are required to complete, at a minimum, one “publishable paper” by May of their third year in the program. The term “publishable” is used rather than “published,” to allow for the possibility that evaluation reports, research technical reports, and conference papers (with an accompanying written text) may be determined by a faculty committee of two (made up of the faculty advisor and one other faculty member) to meet the quality research standards of a published article. Regarding authorship, you are expected to have made a substantial contribution to the publishable paper. This contribution would be signified by sole authorship, first authorship, or 50% co-authorship with another student colleague. Each of the program areas has established criteria for implementing this requirement and has identified the most likely journals to which students in that program might submit manuscripts. A two-person faculty committee must agree as to the appropriateness of a given “publishable paper” project to satisfy this requirement and must agree on its adequacy once completed. This approval needs to be documented on the student’s third year annual review form by noting the names of the two faculty members who read and approved the document, date approved, and the title of the paper on the “publishable paper” line of the form. If this deadline is not met, “actions recommended” and the revised deadline for the publishable paper will be documented on the 3rd year annual review form. *(Approved by DAC December 4, 2019)*

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## DISSERTATION – FREQUENTLY ASKED QUESTIONS (FAQS)

### **1. What are the types of dissertation format acceptable in the School of Education?**

- a. Traditional format
- b. Three-article format

### **2. Which format is preferred?**

There are times when a traditional format will be appropriate and other times when a three-article format will be appropriate. Students should discuss the options with their faculty advisors early in their programs. The decision on which format to pursue will depend on the type of study and research questions and will differ by disciplinary traditions and practices.

### **3. What will the dissertation proposal look like for the three-article dissertation?**

This format requires students to begin planning early in their program. Because one article (often this will be the key article from which students will be able to make research presentations) generally needs to be accepted for publication, students often will need to obtain Institutional Review Board approval (if needed) first, under the Chair’s supervision. Significant work will need to be done for the first article before the proposal defense. In general, the dissertation proposal for a three-article dissertation will consist of the full Introduction of the dissertation (including relevant literature and theory, as well as an explanation of the connections between the articles) and an overview of each of the articles.

### **4. Is the traditional format dissertation more difficult than the three-article format?**

No. Both are challenging research endeavors. Each has different affordances and constraints; which students should discuss in depth with their faculty advisors. In addition, decisions about format should not drive the research. Students should not choose the format first and then attempt to fit the research question(s) into that format.

### **5. Could one of the articles be a multi-modal piece?**

Yes. This is up to the discretion of each program area and dissertation chair and committee. A multi-modal piece contains research that is presented in a mode other than expository text. Modes could include video, digital stories, computer programming language, art, audio, or 3-D physical objects.

### **6. What if one of my articles is not accepted for publication by the time of the dissertation defense?**

Although we expect students to be able to publish their first article, we understand that the journal editorial process is a subjective process and can be lengthy. In this case the dissertation committee would be able to assess the manuscript to make sure that it meets the standards of a high-quality dissertation. Students would then be expected to submit the manuscript elsewhere.

## 7. What would the Introduction and Conclusion look like?

The Introduction frames the dissertation. It describes the guiding research question(s) and the purposes and significance of the research. It establishes the common theme that ties the three manuscripts together and explains the contribution to the field. The Introduction and Conclusion change three potentially separate articles into a coherent whole that makes up the dissertation. The Conclusion describes the larger “takeaways” from the three manuscripts taken together. It explains how the three manuscripts together contribute to the field in a way that they would not if considered separately.

## 8. Could I switch from one format to another?

Yes. However, changing formats is likely to require significant reorganization, planning, and possibly additional data collection and analysis.

### FACULTY ADVISOR

The letter of acceptance names a faculty member who has been assigned as your faculty advisor. This assignment should be considered temporary but may continue by mutual agreement. You should make an appointment with the assigned faculty advisor to establish a program of study for the degree. You may request a change of advisor by following the information provided in the section titled [ADVISOR CHANGES](#). Selection of a dissertation chair must be by mutual consent.

### FINANCIAL SUPPORT FOR PHD STUDENTS

All incoming and accepted PhD students will receive a generous and supportive funding package. A typical package will include a 50% Graduate Student Assistantship (~20hr/week) through a (Teaching Assistantships (TA), Research Assistantships (RA), Graduate Assistantship (GA), and/or Graduate Part-Time Instructors (GPTI)). The assistantship comes with an academic year stipend, tuition remission, and CU Student Health Gold Insurance Plan. PhD funding packages also include a small fellowship to assist with student fees. Summer funding is not guaranteed. Please refer to your admissions letter for details about your funding package.

The monetary amount of stipends paid for assistantships are set by the university and is taxable income. Students are limited to 20 hours of work per week and need to work a minimum of 12 weeks to be eligible for tuition and insurance contributions. Students will receive an offer letter via DocuSign prior to the beginning of each semester outlining the details and terms of the Graduate Student Appointment for the upcoming semester.

You must be considered a full-time student to hold an assistantship. Full-time enrollment prior to completing the comprehensive examination is five (5) hours of coursework per semester at the 5000 level or above or eight (8) semester hours of mixed level coursework. After completing their comprehensive examination, PhD students need to be continuously enrolled in five (5) dissertation credit hours. For additional information about Graduate Student Appointments, please review the Graduate Student Appointment Manual or contact [soe.hr@colorado.edu](mailto:soe.hr@colorado.edu) for additional information.

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### ESTABLISHING STATE RESIDENCY

PhD students who move to Colorado from another state need to petition for Colorado in-state tuition classification within one year so they are eligible for in-state tuition during second year of graduate study. Proof of residency includes a Colorado driver’s license and vehicle registration, voter registration, filing Colorado income taxes and proof of employment. Save a signed copy of your Graduate Student Assistantship offer letter to serve as proof of employment.

Detailed instructions on how to apply for Colorado residency (also called domicile) can be found on the registrar’s website: <http://www.colorado.edu/registrar/students/state-residency>

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## INTERNATIONAL STUDENT EMPLOYMENT

An international student is anyone in the U.S. on a non-immigrant temporary visa, such as F-1, J-1, H-4, E-2, TN, etc. U.S. permanent residents, refugees, and asylees are not considered "international" for university employment purposes. International students can contact the International Student and Scholar Services Office for information about how to obtain a social security card, complete their I-9 employment verification and set up an appointment with an International Tax Specialist. International Student Employees working outside of the US need to notify the SOE GRA Coordinator at [SOE.HR@colorado.edu](mailto:SOE.HR@colorado.edu) for information on the approval process.

## FULL-TIME RESIDENCY REQUIREMENT FOR PHD STUDENTS

The SOE has a residency requirement whereby PhD 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 SOE's expectation is that students will not hold a full-time job during their two semesters of residence.

## GRADUATE DEGREE PLAN

During the 1st year of study, a Graduate Degree Plan should be discussed with the faculty advisor. You are responsible for developing with your advisor a substantive course of study consistent with required courses. Note that program areas each have course requirements and guidelines that must be followed in planning a course of study. To avoid any misunderstanding, you are encouraged to draft your Degree Plan as early in the program as possible. This must be on file with the graduate school prior to defending your comprehensive exams in order to be admitted to candidacy.

## GRADUATE FACULTY APPOINTMENTS

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. For more information about setting up a Graduate Faculty Appointment, contact [soe.hr@colorado.edu](mailto:soe.hr@colorado.edu).

## GRADUATION

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### APPLICATION FOR GRADUATION

A student must apply online through the student portal for graduation via the student portal; this is the official notification to the Graduate School of intent to graduate during a given semester. The student will be permitted to graduate during a specific semester only if you have applied by the deadline for that semester. If they do not graduate during the semester for which they applied, the student must apply online again for the new semester. Application submissions are not retained beyond the semester indicated online.

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### DEADLINES FOR GRADUATION

Deadline sheets for graduation are emailed to students' CU email each semester. The Graduate School determines all deadlines. You are responsible for meeting all deadlines to ensure graduation during a particular semester.

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### DIPLOMA LANGUAGE

All PhD students enrolling in the SOE in fall of 2019 will graduate with a "PhD in Education" and are registered in the EDUC-PHD program. Students who enrolled prior to fall of 2019 will have the option of remaining in their current registration category (LSHD-PHD, EFPP-PHD, REME-PHD, EECD-PHD, EDCI-PHD, etc.) OR making an administrative program change into the EDUC-PHD program. If a student makes this administrative change, it does not change their academic program area or program of study requirements. The student's program area will become a "subplan" on your

academic record to ensure the correct affiliation with a program area. If a student is interested in affiliating with TLRP as a secondary program area, please see [Appendix C](#) for more information.

If a student enrolled before fall 2019 wants to retain the current program area affiliation on their diploma, NO ACTION IS NEEDED. However, if such student wants their diploma to read “PhD in Education,” that student needs to apply for a program change by emailing [soe.gradvise@colorado.edu](mailto:soe.gradvise@colorado.edu), with the subject line: “requesting a change to the EDUC-PHD program plan” prior to the semester of your graduation. The Graduate Program Coordinator will follow up with a confirmation email once the change has been processed. Please make a meeting with the advising team for more information. We also recommend discussing the implications of this change with your faculty advisor. General faculty consensus is that the language on your diploma is less important than how you frame your expertise on your Curriculum Vitae when on the job market. This framing is something you should get input on from your faculty advisor and other mentors in your chosen career field.

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#### TIME LIMITS FOR DEGREE COMPLETION

For the PhD degree, you 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 your faculty advisor, and approved by the Associate Dean of Students 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.

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#### MASTER OF ARTS IN EDUCATION “EN ROUTE” TO PHD

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##### MASTER’S DEGREE OPTION (LITERACY, HUMANITIES, OR STEM EDUCATION; EBB; EFPP; LSHD)

This option is only for PhD students who entered the program without a master’s degree in education, and who would like to earn an MA en route to the PhD. (A master’s degree also is an option for PhD students who would like to earn an MA as a terminal degree from CU Boulder, although it would not be an MA “en route” to the PhD.)

##### Requirements:

- complete 30 credit hours of course work at the 5000 level or above, the comprehensive exam requirement, and all required courses with grades of B- or better
- complete the master’s paperwork as required by the Graduate School
- apply for and receive the MA degree before the PhD degree.

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#### MASTER’S PAPERWORK

A student wishing to earn a master’s degree in their program *en route* to the PhD must apply online for graduation and submit a completed Candidacy Application for an Advanced Degree to the School of Education Graduate Studies Coordinator by the posted Graduate School deadline for that semester. The Candidacy Application for an Advanced Degree is available on the Graduate School website, [www.colorado.edu/graduateschool/academic-forms](http://www.colorado.edu/graduateschool/academic-forms). The Graduate Studies Coordinator will coordinate the final comprehensive exam form and the student’s faculty advisor must submit a final grade card to the Graduate Studies Coordinator after the comprehensive exam. (*Approved by faculty on February 14, 2018*)

If there is not an MA available in a student’s program area, and the student wishes to earn an MA in a different program, the student must complete the following steps:

- Obtain the approval of their advisor and the support of the program chair for the desired department
- Draft a personal statement (usually around two pages) expressing the desire to complete the course of study for the MA; faculty in the desired area review the statement, along with the student’s transcripts and approve the student’s “admission” into the program.
- Complete necessary degree requirements for the MA and submit a candidacy application, per the above.



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## RE-ADMISSION TO DOCTORAL PROGRAMS AFTER ADMISSION IN TO CANDIDACY

The process to apply for re-admission after being unenrolled from the CU Boulder Graduate School for a more than a semester without extenuating circumstances pre-approved by the program is as follows.

The student must:

- Complete the attached application and tuition classification forms;
- Submit a personal statement listing their rationale and research agenda; and
- Identify a potential chair from within the appropriate program area, and a list of potential dissertation committee members from among SOE faculty members (3).

The application will then be reviewed by the program faculty committee for a decision. A student who is readmitted to the program would be required to work closely with the newly identified faculty advisor to re-take the Comprehensive exams and restart the program from that point. (*Approved by Leadership Team November 12, 2018*)

Please note applicable policies from the Graduate School Rules:

- A student who fails to register continuously for required hours after passing the comprehensive examination must retake and pass the examination to regain status as a student in good standing (see the [Graduate School Rules](#) on continuous registration).
- Students who fail to complete the degree in this six-year period may be dismissed from their program with the concurrence of the major advisor and/or appropriate departmental personnel. To continue, the students must file a petition for an extension of the time limit with the Dean of the Graduate School. (p. 23).

## POLICY ON THE CONDUCT OF RESEARCH IN SCHOOL OF EDUCATION COURSES

The School of Education recognizes that there are occasions in which SOE courses are important contexts in which to conduct research. Such research may involve SOE instructors, students, staff, and related resources (e.g. syllabi, instructional materials, student work). Research studies carried out in the SOE that involves courses, instructors, and/or staff must be approved in advance by the SOE Associate Dean of Students and Associate Dean of Research. In addition, for research conducted in courses or programs that have a faculty coordinator (e.g. EDUC 3013 School and Society, Elementary Education, Secondary Humanities, CU Teach), the researcher needs approval to conduct research from the coordinator of the course/program. As with any research involving human subjects, an application to conduct research must be submitted to [IRB for review](#) and approval prior to conducting any research activities. The approval process leading up to the proposed research should proceed as follows:

1. Send draft research proposal to the program/course coordinator for their review
2. Program/course coordinator provides response via email agreeing to proposed study
3. Researcher forwards approval and proposal to the AD of Students and AD of Research
4. AD of Students and AD of Research provide response via email agreeing to proposed study
5. Submit IRB application to conduct research
6. After IRB approval has been secured, researcher will contact course instructor(s) & initiate recruitment process
7. Secure informed consent of participants (with assistance if researcher is the instructor of the course)
8. Researcher should provide updates to the program/course coordinator as requested
9. At the conclusion of the study, the researcher should provide a summary of the findings with the course/program coordinator, AD of Students, and AD of Research.

*Policy drafted by Associate Dean of Research and approved by Leadership Team: March 11, 2019*

## SECTION III: UNDERGRADUATE STUDENTS

### ACADEMIC & GOOD STANDING

As an undergraduate student, you are required to maintain a minimum cumulative GPA of 2.75 in all coursework taken regardless of the level of coursework or the reason it was taken. If you fail to do satisfactory work, you will be subject to academic alert, probation or suspension from the SOE.

### ACADEMIC ALERT/PROBATION

After your first semester in the SOE, whether you are a First-Year student or a Transfer student, if your GPA drops below a 2.75, you are placed on academic alert. There are many options available to you, and you must meet with your academic advisor.

Once you are no longer in your first semester in the SOE, you are placed on probation if your cumulative GPA drops below 2.75 at the end of a spring or fall semester. If placed on probation, you must meet with your academic advisor to go over your best course of action. You have the following options to return to good academic standing:

- You may continue in main campus courses in the following spring/fall semester if you believe you will be able to raise your cumulative GPA to 2.75 or higher by the conclusion of that semester. Failure to achieve the required GPA will result in scholastic suspension or dismissal.
- You may remain out of main campus courses for one full academic year. After that year, you will be granted two semesters of probation to achieve the cumulative GPA of 2.75.
- You may take courses through CU Continuing Education. This may include summer session, online course, or evening courses. Please be aware that you must achieve a term GPA of 2.3 or higher in CU Continuing Education courses or you will be dismissed from the university.

### ACADEMIC SUSPENSION/DISMISSAL

If you are unable to raise your cumulative GPA to a 2.75 or higher at the conclusion of your final probation semester, you will be placed on academic suspension or dismissed. You will be unable to continue to enroll in any main campus courses during a fall or spring semester. You will have to earn reinstatement into the SOE. You have the following options to be reinstated:

- You may take courses through CU Continuing Education. This may include summer session, online course, or evening courses. Please be aware that you must achieve a term GPA of 2.3 or higher in CU Continuing Education courses or you will be dismissed from the university.
- You may take main campus courses in the summer terms.
- You may take courses at another institution, and appeal for reinstatement based on coursework and grades taken at the other institution. If your reinstatement is approved, you will have two semesters of academic probation to raise your CU cumulative GPA to a 2.75 or higher.

Reinstatement is not automatic. Please contact an academic advisor to inquire about reinstatement.

### COURSE & CREDIT REQUIREMENTS

Please consult the current [university catalog](#) or speak with your academic advisor for more information concerning course and credit requirements.

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### INDEPENDENT STUDY AND INTERNSHIPS

No more than six hours total of independent study or internship can be applied toward the minimum number of hours for a bachelor's degree.

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## MAXIMUM/FULL-TIME COURSE LOADS

The maximum course load for an undergraduate student at the University of Colorado Boulder is 18 hours each fall or spring semester. The maximum load is 15 hours for a summer semester; 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 about 15-18 hours.

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## TRANSFER CREDIT HOURS

Transfer credit is done at the college/school level. Each course that is transferable to CU has been reviewed for applicability toward degree requirements. To find out more information about the transfer credit process please visit: <https://www.colorado.edu/admissions/transfer>. You may also email [TChelp@colorado.edu](mailto:TChelp@colorado.edu) with specific questions.

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## GRADUATION

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### APPLICATION FOR GRADUATION

Students must apply for graduation via the student portal; this is the official notification of intent to graduate during a given semester. You will be permitted to graduate during a specific semester only if you have applied by the deadline for that semester. If you do not graduate during the semester for which you applied, you must apply online again for the new semester. Application submissions are not retained beyond the semester indicated online.

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### LEAVE OF ABSENCE AND WITHDRAW FROM PROGRAM

Once admitted to an education program, you are expected to enroll in classes every fall and spring term until you complete the program. If you need to take some time off from school but you wish to continue in the program, you should contact a staff advisor. You may take up to two semesters off after your last graded semester without having to apply for a [leave of absence](#).

If you do not continue to enroll in coursework while in the SOE and do not apply for a leave of absence program, you will be dismissed for failure to progress. To reactivate your enrollment, you must reapply, and you will be required to follow the program in effect at the time of readmission. If you are experiencing extenuating circumstances that are impeding your academic progress, please also see the section on [ACCOMMODATIONS](#).

There are two ways to withdraw from the University of Colorado. You must either complete the [Registrar's withdraw](#) procedure or withdraw by default (by never registering or not re-registering after dropping all Boulder main campus classes). If you are enrolled through the Division of Continuing Education and Professional Studies, you must withdraw from that campus separately. Non-attendance DOES NOT constitute withdrawal, nor is it the responsibility of an instructor to drop you from a class for non-attendance. If you stop attending a class, you remain liable for all applicable tuition and fees and will receive a failing grade.

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## STUDENT ORGANIZATIONS

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### EDUCATION DIVERSITY SCHOLARS

The Education Diversity Scholars (EDS) is a "neighborhood" which is a part of the CU Leadership, Excellence, Achievement, and Diversity (CU-LEAD) Alliance. CU-LEAD is a set of multidisciplinary academic neighborhoods whose candidates, faculty, and staff are united to promote diversity and educational excellence for our campus through access for candidates of color and first-generation candidates. These neighborhoods build community by providing academic enrichment, leadership activities, scholarships, small group classes and computer labs, personal links to faculty and staff, a gathering place, counseling and mentoring, and opportunities for community service. For more information on CU-LEAD and EDS, contact the Faculty Director of Diversity, Recruitment and Retention, Krishna Pattisapu at (303) 735-7482 or [krishna.pattisapu@Colorado.EDU](mailto:krishna.pattisapu@Colorado.EDU)

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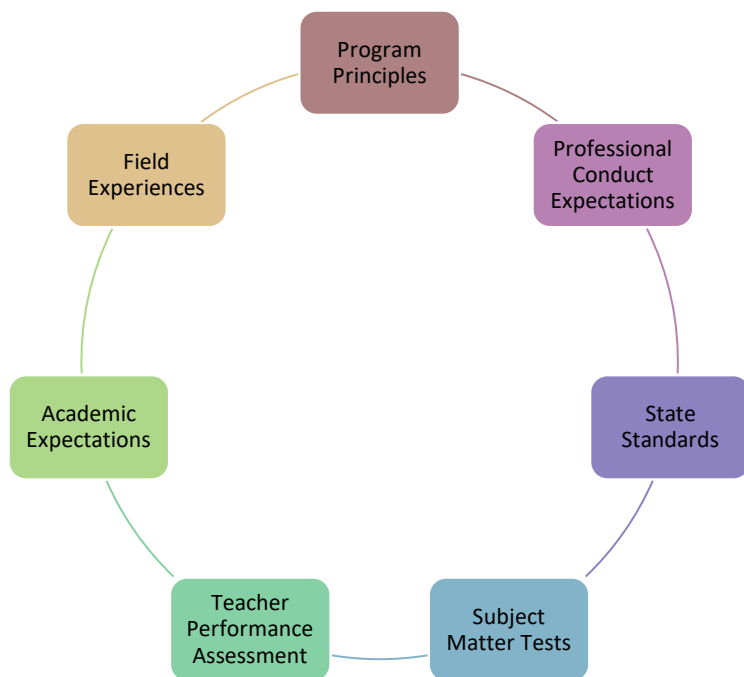
## MULTICULTURAL LEADERSHIP SCHOLARS PROGRAM

The Multicultural Leadership Scholars Program (MLS) supports the development of leaders from diverse backgrounds, experiences, concerns, knowledge, interests, and accomplishments. Through coursework, service, and socialization, scholars develop a deep awareness of their own values and belief systems as well as those of others. The program features meaningful relationships with professors and peer mentors, diverse practicum classes, financial support, career exploration and an increased sense of community. MLS is open to students of all majors who are interested in exploring leadership, and who come from underrepresented groups in higher education, including first-generation students, students of color, and LGBTQIA students. For information on how to become part of the MLS community, contact the Faculty Director of Diversity, Recruitment and Retention, Krishna Pattisapu at (303) 735-7482 or [krishna.pattisapu@Colorado.EDU](mailto:krishna.pattisapu@Colorado.EDU)

## SECTION IV: TEACHER LICENSURE CANDIDATES

### EXPECTATIONS

Each of CU Boulder's teacher education programs is grounded in commitments to educational equity and justice while also meeting state requirements for teacher licensure. Successfully completing any of CU Boulder's teacher education programs and being recommended to the state of Colorado for licensure require that students demonstrate competencies in a range of areas and on a range of measures:



In addition to the expectations articulated below, please refer to your program folder for information about program-specific expectations.

### ACADEMIC & GOOD STANDING

If you are a Teacher Licensure candidate and also a graduate student, you are subject to the academic standing requirements of your graduate program. If you are a Teacher Licensure candidate and also an undergraduate student, you are subject to the academic standing requirements of your undergraduate program.

To remain in good standing as a Teacher Licensure candidate, you must not only make maintain satisfactory academic performance, but also make satisfactory progress toward program requirements and uphold the Professional Code of Conduct ([APPENDIX D: Teacher Licensure Program Commitments and Student Code of Conduct](#)). As a Teacher Licensure candidate, in addition to your cumulative GPA requirements, you must also maintain a content GPA of 2.75. The content GPA is calculated using all previous coursework (including that completed at other institutions prior to admission) and CU Boulder coursework (including core/liberal arts courses, education courses, and content area coursework for middle and secondary teaching fields).

All undergraduate licensure candidates are also expected to earn a minimum grade of B- in each of their Education (EDUC) courses. If a student earns a grade lower than B- in any Education course, the student will participate in an academic review process and placed on probation for the following semester. If the student does not earn grades of B- or better in all Education courses during the probationary semester, the student will not be recommended for teacher licensure. Please see course syllabi for additional academic policies.

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## PROFESSIONAL STANDARDS

As a licensing institution, we have an obligation to the teaching profession and the communities of Colorado to maintain high standards for our Teacher Licensure candidates. In addition to meeting academic standards, you must also demonstrate attitudes and behaviors consistent with professional conduct and equitable, justice-oriented work with children. Please refer to the Field Experiences Handbook and field-linked course syllabi for professional conduct expectations. You must also perform and conduct yourself in accordance with State of Colorado licensure standards and the conduct standards of our partner schools. Failure to meet any of the standards articulated in the Professional code of conduct may result in any of the following sanctions: probation, suspension, or dismissal from the program. If you are charged with harming the health and welfare of children, you will be immediately removed from your field placement.

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## PROCEDURES TO UPHOLD ACADEMIC & PROFESSIONAL STANDARDS

Each semester, students should make an appointment to meet with their academic advisor to ensure that you have made satisfactory progress toward program requirements and are achieving satisfactory academic performance. The Office of Field Experiences reviews all practicum and student teaching assessments completed by mentor teachers and field coaches/university supervisors. In addition, throughout the semester, the Associate Dean of Students solicits information from academic advisors, the Office of Field Experiences, and faculty about students' academic and professional performance and conduct. If you are identified during this monitoring process, the Associate Dean of Students, in collaboration with licensure program Directors, may take any of the following actions: take no action, request to meet informally with you, hold an intervention meeting, place you on probation, or suspend or dismiss you from your teacher education program or the SOE.

During an intervention meeting, a support plan may be developed, depending on the circumstances. While the support plan may differ depending on the program, it will document the specific concerns the student needs to address, as well as some or all of the following: details on how the candidate can work to meet expectations, a specified timeline for meeting expectations, information about the team (e.g., field coach, faculty, etc.) who has agreed to support the student in meeting expectations. Depending on the nature of the concerns, other participants may join these meetings, including the course instructor, field coach/university supervisor, and/or mentor teacher. You may request to bring your academic advisor or other advocate to this meeting. You will have an opportunity to respond to the information shared and may request a second meeting if there is not time to adequately address concerns.

If you do not adequately address concerns outlined in your support plan, the faculty program Director, Director of Advising, the Office of Field Experiences, and/or Associate Dean of Students will determine appropriate next steps, which may include a delay in your progression in the program or dismissal from the program.

In the case of probation/suspension/dismissal meetings, you will be informed of the committee's recommendations in writing. If probation, suspension, or dismissal appears warranted for going against professional standards and/or for a combination of low academic performance and ongoing serious concerns about professional standards, you will be notified in writing of the specific information indicating the need to take action (probation/suspension/dismissal).

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## COURSE & CREDIT REQUIREMENTS

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### COURSEWORK AT OTHER INSTITUTIONS

Courses taken at accredited institutions other than CU Boulder are evaluated toward content requirements when you apply to the program. Restrictions that apply to coursework taken at other institutions are 1) recency of credit; b) grades received in the course(s); and c) equivalency of course content.

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### COURSE POINTING AND WAIVERS

You may request a course pointer or waiver if you believe you have met a licensure requirement that was identified in the admissions process as a deficiency. These determinations are made by a faculty member whose field of expertise encompasses the subject specific to the license requirement. You may be asked to provide course documentation, which might include: a syllabus from the instructor in the semester and year in which the course was taken, a course description from the catalog year when the course was taken, and/or a concise written statement explaining why this course is appropriate for the specific requirement. Please contact your academic advisor for more information on course pointing and waivers.

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#### CORRESPONDENCE OR ONLINE COURSEWORK

Correspondence or online coursework should be approved in advance by a staff advisor. In order for a CU Boulder course to appear on a transcript for a given semester, it must be completed at least five weeks prior to the end of that semester.

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#### INDEPENDENT STUDY

Independent Study cannot be applied towards Teacher Licensure requirements.

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#### REGENCY OF CREDIT AND EVALUATION OF EXISTING COURSEWORK

Education coursework more than ten years old is *not accepted* for current requirements in any of the Teacher Licensure programs.

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#### STUDY ABROAD COURSEWORK

Coursework taken abroad cannot fulfill *any* professional education course requirements, including foreign language methods courses. Study abroad experiences should be chosen carefully in consultation with your academic advisor.

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#### FIELD EXPERIENCES

Field experiences are an essential component of our teacher licensure programs, as they provide you with opportunities to make important connections to and to practice approaches learned in courses. Teacher Licensure candidates participate in a minimum of 800 hours of field experiences. These consist of early field experiences, or placements made prior to student teaching, and student teaching. Teacher Licensure candidates must perform satisfactorily in field experiences in order to be recommended for licensure.

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#### EXPECTATIONS FOR SUCCESSFUL FIELD EXPERIENCES

In addition to the information provided below, please refer to the Field Experiences Handbook and your course syllabi for detailed information about expectations for field experiences.

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#### ATTENDANCE

Attendance in both courses and field experiences is required and essential for your learning. Detailed policies regarding field experience absences, procedures for contacting mentors and coaches in an emergency, making up absences, etc. will be outlined in your instructors' syllabi and/or in materials shared with you from the Office of Field Experiences.

Each field experience has a requisite number of hours/days. A candidate must document the minimum required hours in the programs' Field Log. Not meeting the required field contact hours and expectations may affect your field experience assessment and, therefore, your course grade. In some cases, not meeting the minimum field hours may result in an incomplete for the course and/or an extended field experience. Depending on the circumstances, a candidate's progress in the program may be delayed until the course's field hours are fulfilled; in some cases, failure to meet field experience expectations could result in dismissal from the program.

Because student teaching follows the K-12 schedule, student teaching begins before CU's academic semester. Your student teaching experience begins on the first day that teachers report to work and ends on the last day of school for your school district. Follow your school district's policy/calendar for all holidays and vacation dates (not CU Boulder's academic calendar). You **may not** schedule vacation days during your student teaching assignment unless they are taken when your school is on break or observing a holiday. In the event of school closure due to weather or other circumstances, the teacher licensure candidate is to follow the policy of the host school district.

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## FIELD PLACEMENT ASSIGNMENTS

Field placements are made to ensure that partner schools provide the educational opportunities required by the School of Education and Colorado Department of Education. The Office of Field Experiences has developed a thoughtful placement process with each of our Teacher Licensure programs to secure quality field placements specific to the needs and requirements of your program area. Each field experience placement you receive occurs within these program-specified placement processes. You will receive information about the field placement process from your specific licensure program and the Office of Field Experiences. You are not allowed to set-up your own field placements. As a Teacher Licensure candidate, you are responsible for your transportation to and from your field placement school. This is not the responsibility of the SOE. Many placements are in schools outside of Boulder. Most schools are accessible by public transit. You are also encouraged to carpool with other candidates.

## LEAVE OF ABSENCE AND WITHDRAW FROM PROGRAM

Once admitted to a Teacher Licensure program, you are expected to enroll in classes every fall and spring term until you complete the program. If you need to take time off from school but wish to continue in the program, contact a staff advisor. You may take up to two semesters off after your last graded semester without having to apply for a [leave of absence](#).

If you do not continue to enroll while in the SOE and do not apply for a leave of absence program, you will be dismissed for failure to progress. To reactivate your enrollment, you must reapply and will be required to follow the program in effect at the time of readmission.

There are two ways to withdraw from the University of Colorado. You must either complete the [Registrar's Withdrawal](#) procedure or withdraw by default (by never registering or not re-registering after dropping all Boulder main campus classes).

If you are enrolled through the Division of Continuing Education and Professional Studies, you must withdraw from that campus separately. Non-attendance DOES NOT constitute withdrawal, nor is it the responsibility of an instructor to drop you from a class for non-attendance. If you stop attending a class, you remain liable for all applicable tuition and fees and will receive a failing grade.

Undergraduates who wish to discontinue their enrollment in the Teacher Licensure Program, but who wish to remain enrolled on the CU Boulder campus, should write a letter of withdrawal to the Director of Advising and Student Success. This letter should state your intention to withdraw and an effective date and be dated and signed by you. You are expected to complete current education courses unless you withdraw from the university as described above.

## CHANGES IN REGULATIONS AFTER YOU HAVE BEEN FORMALLY ADMITTED

The requirements which apply to you are those which are in effect *the semester for which you are admitted to the Teacher Licensure program*. Occasionally, changes mandated by Colorado state licensure regulations must be implemented before you can complete the program for which you were admitted. Every effort will be made to help you meet the any new requirements as expeditiously as possible.

If you withdraw, graduate, or complete the Teacher Licensure program and wish to continue to take courses, you must re-apply for admission to the SOE and/or university. You are subject to the requirements in effect at the time of your re-admission.



## CHANGING PROGRAMS

If you wish to change Teacher Licensure programs, you are required to reapply. Examples of cases in which a candidate must reapply include switching from Elementary to a Secondary field (or vice versa) and switching from one Secondary field to another (e.g., Math to Social Studies). If you are interested in switching programs, you must meet with your academic advisor.

## LICENSURE EXAMS

To be eligible for student teaching, you must pass a state-approved content area licensure exam. The current approved exam is the PRAXIS Subject Assessment. Please see below for the exam information relevant to your licensure area. You are required to report scores to the SOE. The testing code for the SOE is 4841. The SOE does NOT receive individual score reports. The score report is only available for a limited time; it is important that you access your score report and *save a copy for your records in a timely manner*. Potential employers and state certification bodies may request copies of your score report. Please meet with a staff advisor to determine which exam and what exam time will best fit your completion plan. For registration information, please visit the [PRAXIS II website](#).

LICENSURE AREA	PRAXIS SUBJECT ASSESSMENT TEST NAME (TEST #)
Elementary Education	Elementary Education: Multiple Subjects (5001; Subtests 5002, 5003, 5004, 5005)
K-12 Music Education	Music: Content Knowledge (5113)
Middle School Mathematics	Middle School Mathematics (5169)
Secondary English	English Language Arts: Content Knowledge (5038)
Secondary Mathematics	Mathematics: Content Knowledge (5161)
Secondary Science	General Science: Content Knowledge (5435)
Secondary Social Studies	Social Studies: Content Knowledge (5081)
Secondary French	French: World Language (5174)
Secondary German	German: World Language (5183)
Secondary Japanese	Not Available (please contact the SOE for information)
Secondary Latin	Latin (5601)
Secondary Russian	Not Available (please contact the SOE for information)
Secondary Spanish	Spanish: World Language (5195)

## OBTAINING A TEACHING LICENSE

Neither the SOE nor the university grants you a teaching license or endorsement. You must apply for a teaching license and endorsements with a state department that awards licensure.

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## LICENSURE

When you complete the Teacher Licensure program, you meet the requirements for a CU Boulder recommendation for an Initial Teaching License, the license issued to all first-year Colorado teachers. This license is valid for three years

and may be renewed once. During this provisional period, you will participate in state-required induction programs in your school districts to assist you in making the transition to the teaching profession. After successfully completing induction, you will be issued a Professional License. In the BA in elementary education program you will also earn the added endorsement in Culturally and Linguistically Diverse (CLD) education.

## RECOMMENDATION FOR COLORADO TEACHER INITIAL LICENSE

To be eligible for recommendation from CU Boulder for a Colorado initial teaching license, you must:

- Pass the state-required licensure exam in your content area.
- Successfully complete Student Teaching.
- Complete all required content background courses as specified on your Course Checklist.
- Complete all required teacher education courses.
- Complete CU Boulder's Basic Skills requirement.
- Complete a bachelor's degree from an accredited university.

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## TEACHER LICENSURE IN OTHER STATES AND RECIPROCITY

To obtain a teaching license in another state, you must apply for the license with the [Department of Education in that state](#). In some states, you may be required to take additional courses or tests specific to that state, but we know of no case where the entire professional education sequence had to be repeated for licensure in another state. You may hold an active teaching license in more than one state. In fact, it is often to your benefit to obtain a Colorado Teacher License even if you intend to teach elsewhere

CU Boulder participates in [SARA – the State Authorization Reciprocity Agreement](#). SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education. Because each state has its own laws and standards regarding teacher preparation, our participation in SARA requires us to inform out-of-state candidates that our teacher education programs do not prepare candidates for licensure in states other than Colorado. If you have an out-of-state address with CU Boulder, you will receive an email during student teaching notifying you that CU Boulder does not meet the educational requirements for licensure in your state.

But do not be alarmed. If you plan to pursue licensure outside of Colorado, please contact the Licensure Coordinator, who will work with you so your transition will be as smooth as possible. Even after you have been teaching in the field for many years, and need to move to another state, we are here to help you with the process. Our completers hold licensure in every state! *(updated January 6, 2021)*

## STUDENT TEACHING

Student Teaching involves extended teaching in a school in one of the school districts that partners with the School of Education. Student teaching occurs in a grade level and content area in which you are to be licensed. Your workload will resemble that of a full-time teacher in the school. Student teaching cannot be waived by any previous teaching experience. You are not paid for this experience.

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## PRIORITIZING YOUR STUDENT TEACHING EXPERIENCE

During student teaching, your first priority is to successfully carry out and complete your student teaching responsibilities and assignment(s). You should not enroll in university classes outside of your teacher licensure program; take on other time-intensive projects/roles; or prioritize other interests during the student teaching experience. Your placement team (Directors, Instructor, Field Coach/University Supervisor) reserves the right to terminate or extend the length of student teaching, when appropriate. If personal commitments and obligations impact your student teaching performance, this may ultimately impede your completion of your student teaching requirements or your overall goal of obtaining a strong recommendation from your mentor teacher and field coach/university supervisor, or the program's recommendation to the state for teacher licensure.

Examples of reasons for a lengthened student teaching contract:

- An extended absence due to an emergency mid-semester or labor strike
- A need or request for further evidence of mastery of standards

Examples of reasons for a termination of a student teaching contract:

- Inability to create a safe learning environment and/or positive relationships with students
- Unprofessional behavior as defined by professionalism feedback
- Evidence that the Teacher Licensure candidate is not ready or able to complete the student teaching semester (i.e.: struggling to carry out basic lesson plans or everyday teaching duties, cannot fulfill expectations documented in support plan, etc.)
- Precedence and priority of other jobs and responsibilities over the student teaching experience

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#### LABOR DISPUTES WITHIN A SCHOOL DISTRICT

University of Colorado licensure candidates completing student teaching assignments in school districts where teachers are on strike should not cross picket lines for the duration of the ongoing strike.

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#### SUBSTITUTE TEACHING

Teacher candidates who already possess a substitute license from CDE may serve as a substitute for their mentor teacher(s) for **up to six days** per student teaching semester. The teacher candidate may receive compensation for those six days. On occasion, a school may want to invite student teachers to sub for additional days, or for another teacher in their mentor's department or team. Under these circumstances, the school administration will contact the Office of Field Experiences to discuss this possibility. The OFE will consider the request from the school and take into account several factors, such as the number of days, content area in which student teacher would be substituting, candidates' progress and demonstrated readiness, and feedback from the Field Coach/University Supervisor.

#### SUPERVISION AND EVALUATION IN STUDENT TEACHING

Your mentor teacher(s) and field coach/university supervisor collaboratively *guide* your development during student teaching, providing formative feedback during observations and conferences. They also collaboratively provide feedback through a summative evaluation. At the end of the student teaching experience, a pass/fail grade is recommended to the Student Teaching Instructor and/or the Director of Field Experiences. In cases of disagreement, the Director of Field Experiences will work with all parties to resolve disagreements; ultimately, though, the Student Teaching Instructor and/or Directors have the final say in decisions about whether to pass a Teacher Candidate and/or recommend for licensure.

To pass student teaching you must:

- Complete attendance dates specified in your student teaching confirmation contract (or as amended during semester due to illness or other events).
- Meet deadlines or due dates set by your student teaching instructor, field coach/university supervisor, and/or mentor teacher.
- Satisfy, or demonstrate proficiency on, Performance-Based Standards outlined in the Colorado Teacher Quality Standards.
- Satisfy or demonstrate proficiency on your program's capstone and/or performance assessment.
- Receive a recommendation of PASS from your student teaching instructor, field coach/university supervisor, and mentor teacher.

Note: Passing student teaching is one of several requirements to be satisfied for licensure recommendation.

#### REMOVAL FROM STUDENT TEACHING AND/OR THE PROGRAM

If at any point during student teaching, the building principal, field coach/university supervisor, or mentor teacher, in conjunction with the student teaching instructor and/or Directors, determine that your behavior and/or performance

negatively impacts the K-12 students in the classroom or school community, removal from student teaching will be considered.

Before any action is taken to remove a candidate from student teaching and the teacher preparation program, the building administrator, field coach/university supervisor, mentor teacher, and/or student teaching instructor will examine relevant issues regarding the total student teaching experience. Following that discussion, the Directors will schedule a conference with the teacher candidate, field coach/university supervisor, mentor teacher, student teaching instructor, and other district personnel as needed. In that conference, a plan of action will be discussed, and a recommendation made.

Once serious concerns have been raised in a student teaching placement, the following plans of action may occur:

- (1) A support plan is developed for the teacher candidate (TC), and the TC continues in the initial student teaching placement.
- (2) The TC is removed from the student teaching placement. A support plan is developed and implemented before the student is allowed to pursue a reassignment student teaching placement. The support plan details remediation steps that must be fulfilled before a reassignment will be made. In most cases the reassignment occurs in the next semester or year (if timing does not allow for the following semester).
- (3) The Teacher Candidate is dismissed from the program.
  - a. If concerns are sufficiently serious, dismissal from the program may occur at any time.
  - b. If the TC is removed from a reassignment student teaching placement, fails to meet expectations set forth in the support plan, and/or fails to make adequate progress in a reassignment placement, the TC will be dismissed from the program.

As with all academic decisions, the student has the right to appeal. You may request information about the Appeal Process from the Office of Field Experiences. You may also review the SOE's [STUDENT GRIEVANCE POLICIES & RESOURCES](#).

## APPENDIX A: RESOURCES FOR PREGNANT AND PARENTING STUDENTS

Be sure to discuss any plans with your academic and/or faculty advisor so everyone understands any leave you intend to take, any ACCOMMODATIONS you may need, and plan for completion before taking any leave.

### SCHOOL OF EDUCATION RESOURCES

#### LACTATION ROOM

- During phase 1 of the move to Fleming we do not have a lactation room available in our building. Please see [this campus resource](#) about other rooms in nearby buildings (including the C4C and Wolf Law).

#### QUESTIONS ABOUT GRADUATE STUDENT FUNDING, FELLOWSHIPS PAYROLL

- Email Sierra Kaelin, [soe.hr@colorado.edu](mailto:soe.hr@colorado.edu), GRA, HR and Payroll Coordinator for School of Education or
- Email [Suzanne.Bonomo@colorado.edu](mailto:Suzanne.Bonomo@colorado.edu), Director of HR for the School of Ed

#### LEAVE OF ABSENCE FORM

- Contact [Soe.Gradvise@colorado.edu](mailto:Soe.Gradvise@colorado.edu) if you want to request a leave of absence (one semester is allowed for parental leave) and they will provide you with the necessary form.

### CAMPUS RESOURCES

- Center for Inclusion and Social Change (includes services formerly offered by the Women's Resource Center, now located in the C4C)
  - [Campus Resources: Parenting & Childcare](#)
- [Campus Childcare](#)
- [Family Housing](#)
- [Wardenburg student health](#) (confirm insurance coverage):
- Graduate student [parental leave policy](#)

### COMMUNITY RESOURCES

- [WIC nutrition program](#)
- [Medicaid](#)
- [Parenting classes](#)
- [Boulder County resources](#)

# APPENDIX B: DISSERTATION PROPOSAL DEFENSE SIGNATURE PAGE TEMPLATE

PROPOSAL TITLE

Student Name  
Student email address

Program Area Name (e.g., Learning Sciences and Human Development)  
School of Education  
University of Colorado Boulder

Proposal Defense Date (October 28, 2020)

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Faculty Name, Committee Chair

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Faculty Name, Committee Member 1

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Faculty Name, Committee Member 2

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Faculty Name, Committee Member 3

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Faculty Name, External Committee Member

## APPENDIX C: ADDING TLRP AS A FOCUS AREA

### How can I participate in TLRP if it isn't my primary program area?

*Guidance for PhD students and faculty advisors*

#### Anyone can take TLRP courses and participate in TLRP seminars or community events!

- A great way to get involved in TLRP is to take a course – anyone can take TLRP courses. The courses are designed so that many courses could serve as electives for a student's program of study, and some courses could also serve as options for advanced methods/methodologies.
- Another great way to get involved in TLRP is to join our Wednesday seminars or other community events. Contact the TLRP Program Chair to join the TLRP email list and join in. Faculty and students are both welcome to participate.

#### How and when can I officially add TLRP as a second program area?

- If a student decides that they want to add TLRP as a second program area, they should contact the TLRP Program Chair for guidance.
- On a case-by-case basis, it may be worthwhile to officially add a TLRP faculty member as a co-advisor. Please consult with the TLRP faculty member and the TLRP Program Chair to guide this decision-making.
- We recommend making this decision BEFORE the comprehensive exam process so that a TLRP faculty member can be a member of the student's comprehensive exam committee. The TLRP faculty member can help guide the component of the student's studies that is focused on teacher learning, research, and practice.
- Then, as the student moves through the dissertation proposal and dissertation process, we recommend that a TLRP faculty member serve on the dissertation committee. The TLRP faculty member can help guide the component of the student's studies that is focused on teacher learning, research, and practice.
- Students who choose to include TLRP as a second program area will satisfy the requirements for the program of study for the TLRP program area alongside the program of study for their primary program area. The Graduate Programs Coordinator can assist in careful course selection to meet both program area degree requirements.
- Practical considerations for students wishing to add TLRP officially:
  - Before initiating the process, students should complete at least one registered semester in TLRP program seminar (1 cr.) and at least one TLRP course (3 cr.).
  - We recommend these steps take place no later than spring of Year 2 in the PhD program.
  - TLRP generally cannot be added after comprehensive exams have been completed.
  - Once all above steps have been satisfied, the student should send an email to: [soe.gradvise@colorado.edu](mailto:soe.gradvise@colorado.edu) (Graduate Programs Coordinator) to initiate paperwork for the Registrar's Office. The student should cc: their current advisor, the TLRP Program Chair, and the TLRP faculty mentor. The message body should include the name of the TLRP faculty member who will serve on their comps and dissertation committees. If this faculty will serve as co-advisor this should be clearly stated in the email.

#### Which faculty members can I talk to about TLRP?

Faculty with TLRP as Primary Program Area	Faculty with TLRP as a Second Program Area
<ul style="list-style-type: none"><li>• Dr. Arturo Cortez</li><li>• Dr. Sara Staley</li><li>• Incoming faculty member</li></ul>	<ul style="list-style-type: none"><li>• Dr. Kathy Schultz</li><li>• Dr. Melissa Braaten</li><li>• Dr. Jamy Stillman</li><li>• Dr. Wendy Glenn</li><li>• Dr. Elizabeth Dutro</li></ul>

**How can other faculty members become involved in TLRP?**

- Any faculty member with interests in teacher learning, research, and practice is welcome to join our vibrant TLRP community. We already have faculty from multiple program areas participating regularly in seminar discussions and other community events.
- If a faculty member is interested in becoming more involved in program area decision-making, courses, or potentially admitting and advising students through TLRP, please contact the TLRP Program Chair. These decisions will be made on a case-by-case basis by the TLRP faculty.



# APPENDIX D: TEACHER LICENSURE PROGRAM COMMITMENTS AND STUDENT CODE OF CONDUCT

## INSTRUCTOR COMMITMENTS

Congratulations! You are entering a professional program that will support your efforts in becoming a classroom teacher. We are excited to work with you!

As CU Boulder School of Education instructors, we are committed to creating and sustaining a safe and affirming learning community. Just as we hold our students to high standards of conduct, we also expect ourselves to abide by our own shared commitments and values. To that end, and with our program principles as our guideposts, we, as program instructors, strive to:

- **Demonstrate care for you as a person and as a learner.**
- **Collaborate with you to nurture a sense of community in each course and our program.**
- **Recognize and value the diverse and intersectional identities of our course and program communities.**
- **Communicate clearly, consistently, and compassionately.**
- **Be clear in our expectations.**
- **Be accessible at the times and in the contexts we indicate in our syllabi.**
- **Listen closely to your perspectives and be open to constructive feedback, while demonstrating our commitment to our program principles.**
- **Show flexibility when possible when you face extraordinary circumstances.**

## STUDENT CODE OF CONDUCT

Entering into a community of educators comes with particular roles and responsibilities. This professional code of conduct reflects the CU Boulder School of Education expectations for teacher licensure program participation and completion. We require that all students in our program agree to abide by this code. In making the decision to enroll in a University of Colorado, Boulder Teacher Education Program, you agree to:

<b>Responsibility</b>	<p><b>Follow syllabus guidelines.</b> Complete readings and assignments on time. Adhere to individual course syllabus guidelines for attendance, late work, technology use, etc.</p> <p><b>Demonstrate timeliness in course attendance and responsibilities.</b> Attend class, be on time, and stay for the duration of class.</p> <p><b>Communicate questions, concerns, and needs to the instructor.</b> Instructors are here to support you. Communicate in a timely and appropriate manner. Use instructor office hours or make an appointment to ask individual questions, discuss progress, and/or share concerns.</p>
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	<p><b>Take care of the community.</b> Hold yourself and others accountable for words and actions and their impact, intended or otherwise. Communicate with an instructor if you know of words or actions that are causing harm to individual members of our community and/or the community at large.</p> <p><b>Participate actively and positively.</b> Come to class ready to engage. Please do not allow electronic devices or other distractions to hinder your presence in class. Technology should be for purposes directly related to the class and not for personal entertainment, communication, or checking out.</p> <p><b>Demonstrate academic integrity and honesty.</b> Assignments often involve collaboration and the use of multiple resources. Clearly cite ideas from other sources and acknowledge the contributions of others.</p>
<p><b>Learning Expectations</b></p>	<p><b>Be responsible for how you show up.</b> Be mindful of and accountable for the attitude and spirit that you bring into class, to your professional relationships, and into the field.</p> <p><b>Use assignments as opportunities for learning and personal growth.</b> Assignments are designed to push you and help you do new things. Lean into rather than avoid the challenge and discomfort that accompany the process of learning.</p> <p><b>Actively listen.</b> Our conversational goals seek to improve mutual understanding and learning. Active listening requires us to be fully present, make space for others’ contributions, and check our own contributions.</p> <p><b>Be open to constructive feedback.</b> Feedback is designed to help you grow. Accept feedback from instructors and peers in a positive, receptive manner, recognizing that defensiveness hinders opportunities for learning and improvement.</p> <p><b>Open yourself to the complexities of learning and unlearning.</b> Becoming a teacher who holds commitments to equity, justice, and humanizing practices demands that we learn and unlearn things that have shaped our understandings of the self, others, young people and the school communities in which they exist. Expect to challenge your own identities, beliefs, values, and ideas.</p>
<p><b>Stance</b></p>	<p><b>Affirm diversity and demand equity.</b> Our program prepares public school teachers who are committed to teaching students who possess a wide range of identities, experiences, and backgrounds. Becoming/being a humanizing teacher means recognizing and valuing intersecting identities across culture, language, class, race, ethnicity, religion, sexual orientation, and gender to affirm and protect the dignity of every individual. Be oriented toward seeing and valuing the strengths of students, families, and communities and stand up against deficit-oriented talk and behavior. Commit to understanding the ways in which power and privilege influence individuals’ and communities’</p>

	<p>experiences. Be honest with yourself and others about your own role in perpetuating inequities.</p> <p><b>Be self-aware.</b> Develop your skills as an introspective and reflective educator by examining your relationships and interactions with students, families, and colleagues; recognize how your perceptions, beliefs, and actions impact our learning community. Strive to understand the stories of individuals and communities by listening and observing with care and respect.</p> <p><b>Be accountable.</b> Celebrate your own and others' successes and take responsibility for your mistakes. Rather than assigning blame for problems or setbacks, focus on finding solutions, seek help when needed, and take positive action.</p>
<p><b>Collegiality</b></p>	<p><b>Collaborate with others, including peers, school staff members, and mentor teachers in a professional and respectful manner.</b> Maintain commitments to your cohort and other professionals when working toward a shared outcome. Recognize that the richest understandings and best solutions to problems come from the thinking and participation of multiple stakeholders. Take initiative, do your part, and share professional resources and responsibilities. Value and show appreciation for the time, efforts, and contributions of others.</p> <p><b>Help one another learn and grow.</b> Engage intellectually, academically, and personally with program materials and experiences. As you learn and grow, carry others with you.</p>

Should you not fulfill the expectations of this code at any point during the program, the following consequences will result:

- 1) Meet with an advisory committee to determine an individualized action plan for continuing in the program.
- 2) Should the terms of the individualized action plan not be met, you may be denied recommendation for licensure and/or be dismissed from the program.

**SIGN MY CODE OF CONDUCT**  
[HERE](#)

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Candidate Signature

*Program Commitments and Code of Conduct revised May 2021*