



COLORADO STATE UNIVERSITY PUEBLO
School of Education



Be an Educator!

DOCTOR OF EDUCATION (EdD) HANDBOOK

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<https://www.csupueblo.edu/school-of-education/index.html>

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Edd Program Overview

Welcome

Welcome to the Doctor of Education program in Educational Leadership within the School of Education at CSU Pueblo. We are excited to have you join our scholarly academic community, where we know you will significantly contribute to the educational field. Pursuing a doctoral degree is both a demanding and rewarding endeavor. We know you had choices and are happy you chose our program. We encourage you to read through this handbook and let us know how we can help. We are here for you.

School of Education Mission, Vision, & Values

Mission: To engage and empower our community of learners and develop professional educators who respect diversity, advance social justice, and promote academic excellence through immersion in equitable exploration.

Vision: To be the peoples' choice for excellence in educator preparation, development, and leadership through building and bridging communities of learners using a delivery of innovative instruction to establish professionals able to provide equitable opportunities for diverse populations.

Values: Change Agents, Research, Relationships, Reflection, Collaboration, Compassion, Democratic Ideal, Equity, Knowledge, Perseverance.

Edd Purpose

The Edd at CSU Pueblo is a terminal degree designed to address educators' increasing challenges. The numbers and kinds of unique educational challenges continue to grow, and the world needs educational leaders equipped to handle those challenges. The program at CSU Pueblo is designed to develop educational leaders interested in impacting P-12 education, higher education, and informal educational settings.

The Edd in Educational Leadership at CSU Pueblo is designed to provide a practice-based doctoral degree for educational leaders who wish to advance their knowledge and skills to address critical issues and challenges in the education field. The unique design of this program recognizes the application of leadership in the daily work of educators in both the P-12 and higher education domains. The program integrates concepts and research that apply to both educational domains and balances the specific perspectives needed to fully understand each unique domain as well. Students will be given the opportunity to focus on a particular educational domain throughout their coursework, including the dissertation, that best matches their interests/goals. For this reason, candidates engage in the following program components:

1. Coursework that develops philosophical underpinnings;
2. An experiential educational leadership practicum to bridge theory and practice; and
3. A dissertation that presents original scholarly research.

Program Accreditation

CSU Pueblo is regionally accredited by the Higher Learning Commission (HLC).

Edd Program Student Learning Outcomes

All students will show competency in the following program outcomes.

1. Completers are transformative leaders who engage with complex perspectives to strategically promote inclusive, non-oppressive school contexts that serve the best

interests of students, families, and communities for a more equitable and socially-just education system and society.

2. Completers are reflective practitioners who seek and embrace critical feedback with the personal insight necessary to continuously improve and are willing to fully dedicate their knowledge, skills, and passion towards becoming critically conscious scholars, researchers, and change agents.
3. Completers are critical consumers of knowledge that base leadership and professional practice as a leader and scholar on historical and cultural awareness, ethics, and professionalism for the communities served.
4. Completers are academic scholars who are able to design and implement scientific inquiry for the development of new knowledge and data-driven decisions to improve practice.
5. Completers are advocates who have the necessary tools for the design, planning, communication, implementation, and assessment of current or proposed policy and how to engage with appropriate entities for effective change.

Admission Requirements

Regular status will be given to degree-seeking students who meet all of the following requirements:

- A master's degree & Principal Licensure (or master's plus 3 years of professional experience).
- A letter of interest that outlines the candidate's reason(s) for applying to the EdD program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in this doctoral program.

International students whose native language is not English must also meet the English language proficiency standard set forth in the [Graduate Admissions section](#) of the CSU-Pueblo Catalog. To continue in the program, students must maintain a cumulative GPA of 3.000.

Curriculum

The EdD curriculum provides a progressive learning experience for students to develop into academic researchers, critical thinkers, change agents, innovative leaders, and scholarly analysts. EdD students will design, develop, propose, obtain approvals, implement, evaluate, and present their original research in an EdD dissertation.

Delivery Mode

Online. Courses are 8 weeks and 16 weeks during fall and spring terms. Summer terms include 8-week and 12-week courses.

Features

The program is designed to develop influential educational leaders. Internships are a central feature of the program, providing the experience needed to "hit the ground running" when the program is completed. Multiple assignments within the classes are connected to tasks in the internship so that the program retains a solid theory-to-practice design. Key Leverage Points: Understand Leadership Identity, Establish Trust in Schools, Utilize Adaptive Schools Tools of Collaboration, Incorporate Distributive Leadership Practices, Build Capacity, and Create Collaborative Groups.

Coursework

Leadership Core (24 semester credits):

ED 710: Contemporary Theories in Leadership (3) Explores the nature of complex organizations and various theories of organizational leadership focusing on inquiry and reflective practice.

ED 711: Issues in Educational Leadership (3) Examination of current national, state, and local educational climate including government policies and spending, technology, achievement, school reform, social-emotional needs, diversity, and equity.

ED 712: Ethics in Educational Leadership (3) The study of complex organizations and the nature of leadership with an emphasis on moral and ethical decision-making.

ED 713: Strategic Change in Education (3) Exploration of ways to assess, select, and implement effective organizational changes/initiatives that affect health and safety, equal access, professional development, teaching and learning, & student achievement.

ED 714: Policy Analysis & Advocacy for Change (3) Necessary tools for the design, planning, implementation, and assessment of current or proposed policy including best practices for advocacy at appropriate levels.

ED 715: Developing Organizational Culture (3) Study of how leaders influence the culture of their organizations and best strategies to change the current culture, bringing about positive environments for students, staff, families, and other stakeholders.

ED 716: Advanced Inquiry & Analysis in Education (3) Focus on bringing strategies and tools to educational leaders to engage and guide group inquiry and collaboration to bring about positive change with an emphasis on a continual cycle of assessment and review.

ED 717/738: Researching and Writing a Critical Literature Review (3) Elements of writing an effective and thorough literature review of scholarly sources including key findings and concepts and developments in relation to research topic. Students will analyze, interpret, and evaluate literature, synthesize sources to highlight patterns, themes, etc., and show the current state of knowledge in relation to a central hypothesis.

Research Core (9 semester credits):

ED 720: Quantitative Research in Education* (3) Quantitative research methods in education including fundamental principles of scientific research emphasizing research designs, measurement, sampling, ethics, and quantitative writing methods.

ED 721: Qualitative Research in Education (3) Qualitative research methods in education including the process involved with data collection, description, analysis, and interpretation emphasizing quality criteria, solid research practice, ethics, and writing methods.

ED 722: Data-Driven Leadership (3) How to lead the purposeful application of quantitative and qualitative research methods to analyze data in an educational context and make data-driven decisions.

**An optional, basic statistics course (1 semester hour) will be offered during the summer term (and potentially other times as needed) for all candidates who do not have a background or desire a refresher in descriptive and inferential statistics.*

ED 565: Introduction to Educational Statistics (1) Statistical methods in education; graphs, charts, frequency distributions, central tendencies, dispersion, correlation, sampling errors, estimation, and hypothesis testing.

Electives (9 semester credits):

Chosen in conjunction with doctoral advisor. At least one elective is offered each term.

ED 7XX: Various elective courses to include topics such as Contracts & Negotiation, Economics of Human Resources, Advanced Law & Administration, The Epistemology of Leadership, Leaders in Literacy, Technology Leadership in K-20 Contexts, Teacher Leader, and Global Perspectives on Education

Practicum (4 semester credits):**ED 898: Doctoral Practicum in Educational Leadership (1 per semester for four semesters)**

Practicum in an appropriate educational placement to develop skills related to EdD program standards. Placements will be approved by doctoral advisor. Repeatable.

Dissertation: 12 semester credits

Doctoral students will create a substantial piece of scholarly work that contains a significant contribution of new knowledge to the study of educational leadership. Progress will be made throughout the program by taking Dissertation credits in phases to distribute the workload and balance the other required coursework. Please see the Appendix for additional details about these phases and a checklist to track progress.

ED 899: Dissertation Research (1-12 variable) Dissertation research leading up to and including completion of the approved doctoral dissertation. Repeatable.

Program Timeline

All requirements for the EdD degree are to be completed within the designated timeframe for the CSU Pueblo doctoral program. Students may take two to six years to complete the program. Courses completed six or more years before the date of graduation, either at CSU Pueblo or at another institution, will not be accepted as satisfying graduation requirements without the written approval of the student's graduate program director. Students should consult with an EdD advisor to develop a long-term plan that aligns with their goals.

Academic Advising

EdD students are advised at least once per term by an EdD advisor for the [Educational Leadership program](#).

Support Services

At CSU Pueblo, all departments are focused on one thing: your student success. Therefore, numerous [Support Services](#) are available to you as a doctoral student in our program to stay on track toward achieving your dreams. The School of Education also houses a [Curriculum Resource Center](#) which has a collection of pK-12 curriculum materials, literature, technology, equipment, manipulatives, standardized tests, and other resources for educators. Most materials may be checked out. The Curriculum Resource Center website also includes links to searchable databases for the Center and the University Library.

Policies & Code of Conduct

Students must adhere to all policies, procedures, and expectations listed in the following documents.

- [Academic Policies](#) of the University
- [Graduate School section](#) of the Colorado State University Pueblo Catalog
- [EdD Handbook](#)
- [Student Conduct & Community Standards](#) of the University.

Academic Writing

All work in the program should be completed using original academic writing unless otherwise indicated. Academic writing is writing that communicates ideas, information, and research to a professional community. It is formal (use of APA format and style) and unbiased. It

is clear, precise, focused, well-structured, and supported by scholarly research. Use the most current edition of the APA Manual for all work submissions.

Artificial Intelligence Usage

Generally speaking, students are not authorized to use artificial intelligence to produce work for this program EXCEPT on assignments that have been identified and for which students receive significant guidance on appropriate use of such technologies. Instructors will provide more information about the specific assignment(s) when the time is appropriate within the course. Students may not construe this limited use as permission to use these technologies in any other facet of the courses.

When instructors allow the use of AI, it can be a valuable tool that assists in coursework, but must not be used to submit AI-generated content as original work. Here are the School of Education guidelines for using AI in your assignments, when it is allowed:

1. **Maintain Originality:** All written assignments, including journals, discussions, papers, and any other written work, must be your own original writing.
2. **Revision & Enhancement:** You are encouraged to revise and enhance your writing based on AI's valuable suggestions.
3. **Save Original Work:** If you use AI-generated content to enhance your writing, you must keep a copy of your original work.
4. **Submission of Originals:** When submitting assignments that utilize AI assistance, you must include your original, unaltered writing as appendices.

Acceptable File Formats for EdD Coursework

In all EdD courses, assignments must be submitted in a file format that:

1. is able to be opened by a typical Windows Computer with Microsoft Office (e.g. no .pages files), and
2. remains static and unchangeable after submission (such as a .pdf and NOT a shared file like OneDrive or Google docs), allowing for accurate grading and feedback.

Any deviations from this must be approved by the course instructor.

Required Instructional Technologies

The EdD program requires access to some software packages that will assist you with quantitative and qualitative research. Minitab and ATLAS.ti will be required in the Research courses and will likely be used to help with data analysis throughout the program. You are responsible for having a computer system that will effectively operate these programs.

Additionally, if a candidate demonstrates a need for writing support, we may require that individual to get access to Grammarly. This software is highly recommended for everyone but may be required on an individual basis.

Student Success

The School of Education is committed to the success of all students in our program. This commitment is reflected in our policies, programs, and practices, which provide resources and support systems for our learning community.

School of Education Contact Information

Get to know more about the School of Education faculty and staff by visiting us at our [Contact Us](#) webpage.

Appendix

ED 899: Dissertation Research Dissertation Phases, Credits, Milestones & Modules Schedule

IMPORTANT REMINDERS

- The dissertation is divided into Phases with Modular Milestones.
- When all Milestones within a Phase are completed, you will enroll in the next set of credits.
- You enroll in each Phase once but may work on a Phase for multiple semesters.
- The modules are designed to help you and your selected chair with each step, Milestone, and Phase of the dissertation process.
- This course is independently completed with your chair's guidance after completing Phase 1, Module 4.
- After Module 4, your chair and you work to complete the remaining Phases.
- You may read and become familiar with all the Modules, but you are not expected to understand each one until you get to that part of the process.
- Read as much relevant literature as possible on your topic, methodology, and the dissertation process.
- Obtain necessary approvals using the forms provided in the ASSIGNMENT area for the corresponding Module.
- You will turn your dissertation in (or parts of it) 5 times throughout the completion of your degree: Initial Proposal, Beginning Chapters Proposal, IRB Proposal, Pre-Defense, Post-Defense. This information can be found in the corresponding module.
- Use the materials in the Modules to help you understand what is required in that part of the dissertation process.
- All final dissertations must be reviewed and edited by a qualified copy editor from our approved list prior to submission for approval.
- If you need more time beyond the 12 credits, enroll in CR 500 to maintain an active student designation.

Dissertation Phases, Credits, Milestones & Modules Schedule

Phases	Credits	Milestones	Phases & Modules to Complete
1	1 credit	1-2	Module 1: Handbook Module 2: What is a Dissertation? Module 3: Brainstorming, Collecting & Organizing Data Module 4: Select Your Chair & Committee
2	2 credits	3	Module 5: Research Purpose & Questions INITIAL PROJECT PROPOSAL
3	3 credits	4-8	Module 6: Chapter 1, Introduction Module 7: Chapter 2, Literature Review Module 8: Chapter 3, Methodology BEGIN CITI TRAINING for the IRB BEGINNING CHAPTERS PROPOSAL
4	2 credits	9	Module 9: Proposal & Writing an IRB IRB PROPOSAL
5	4 credits	10-15	Module 10: Chapter 4, Results or Findings Module 11: Chapter 5, Summary & Implications Module 12: References & Appendices PRE-DEFENSE SUBMISSION Module 13: Defense POST DEFENSE SUBMISSION Module 14: Wrapping Up

ED 899 Dissertation Committee Requirements

A Dissertation Committee, consisting of a Chair and Committee Members, provides guidance throughout the dissertation process. The following requirements must be adhered to:

1. **Committee Size:** The committee must comprise between 3 and 5 members.
2. **School of Education (SoE) Representation:** At least one member must be from the School of Education (SoE).
3. **External Member:** One committee member may be from outside CSU Pueblo but cannot serve as the Chair.
Note: Individuals who previously held an academic position at CSU Pueblo but have since left the university will be considered internal members for committee representation purposes.
4. **Content/Methodology Expertise:** It is recommended to include committee members with expertise in relevant content areas and research methodologies.
5. **Terminal Degrees:** A minimum of three committee members must hold terminal degrees that required the completion of a dissertation or an equivalent educational research project.
6. **New Committee Member Documentation:** New members or Chairs from the SoE must submit a current Curriculum Vitae along with the Committee Member Form.
7. **Chair Change Request:** A request to change the Chair can be made at the conclusion of a dissertation phase (as defined below).
8. **Chair Departure:** If the Chair leaves the institution, they will relinquish their position but may remain on the committee with approval from the student, new Chair, and Program Director.
9. **Committee Member Departure:** If a committee member leaves the institution, they may remain on the committee with approval from the student, Chair, and Program Director.

ED 899 Dissertation Checklist

Requirement: Each phase must be completed before being allowed to enroll in the subsequent phase, ensuring a systematic and guided approach to the dissertation process. All Milestones must be uploaded to the dropboxes to maintain a running record throughout the dissertation process. Unlimited submission attempts are permitted for each milestone in the LMS.

1. Phase 1 (Modules 1-4; 1 credit paid to instructor of record)
 - ☐ Candidate enrolls in 1 credit
 - ☐ Candidate meets with ED 899 instructor to get oriented to course and requirements
 - ☐ Milestone 1: Chair Selection
 - ☐ Milestone 2: Committee Selection
 - ☐ Signed Chair & Committee Selection Forms are uploaded
 - ☐ Instructor of Record records chair and committee members in LMS grade book
 - ☐ Chair assumes responsibility for the remaining phases & meets with ED 899 instructor to become familiar with available resources and duties
2. Phase 2 (Module 5; 2 credits paid to chair upon enrollment)
 - ☐ Candidate enrolls in 2 credits
 - ☐ Chair meets with candidate to work on module 5
 - ☐ Milestone 3: Initial Proposal

- ☐ Chair sends committee Initial Proposal for review
 - ☐ Committee meets with the candidate for advisement and next steps
 - ☐ Committee signs Initial Proposal Form
 - ☐ Signed Initial Proposal & Initial Proposal Form are uploaded
 - ☐ Chair records progress in LMS grade book
3. Phase 3 (Module 6-8; 3 credits paid to chair upon enrollment)
- ☐ Candidate enrolls in 3 credits
 - ☐ Chair continues to meet with candidate to work on Modules 6-8
 - ☐ Milestone 4: Dissertation Chapter 1—Introduction
 - ☐ Milestone 5: Dissertation Chapter 2—Literature Review
 - ☐ Milestone 6: Dissertation Chapter 3—Methodology
 - ☐ Milestone 7: CITI Training
 - ☐ CITI Training Certificates are uploaded
 - ☐ Chair sends committee Chapters 1-3 for review
 - ☐ Committee meets with the candidate for advisement and next steps
 - ☐ Committee signs Chapters 1-3 Proposal Form
 - ☐ Chapters 1-3 & Signed Chapters 1-3 Proposal Form are uploaded
 - ☐ Chair records progress in LMS grade book
4. Phase 4 (Module 9; 2 credits paid to chair upon enrollment)
- ☐ Candidate enrolls in 2 credits
 - ☐ Chair continues to meet with candidate to work on Module 9
 - ☐ Milestone 8: IRB Proposal
 - ☐ Chair sends committee the IRB for review
 - ☐ Committee meets with candidate
 - ☐ IRB is submitted to the board
 - ☐ Chair works with the candidate on any IRB revisions
 - ☐ Upon approval of the IRB, the committee signs the IRB Proposal Form
 - ☐ Signed IRB Proposal Form is uploaded
 - ☐ IRB Proposal and Letter of Approval from the IRB is uploaded
 - ☐ Chair records progress in LMS grade book
5. Phase 5 (Module 10-14; 4 credits paid to chair upon enrollment)
- ☐ Candidate enrolls in 4 credits
 - ☐ Chair continues to meet with candidate to work on Modules 10-14
 - ☐ Milestone 9: Dissertation Chapter 4—Results or Findings
 - ☐ Milestone 10: Dissertation Chapter 5—Summary & Implications
 - ☐ Milestone 11: Dissertation References & Appendices
 - ☐ Chair sends committee Chapters 1-5 and References & Appendices for review

- i. From this step forward, students should expect the process to take about 12 weeks (although this could vary drastically depending on individual circumstances). Students should set realistic expectations for graduation/program completion.
- ☐ Committee meets with the candidate for approval to defend
- ☐ Signed Pre-defense Form and Dissertation are uploaded
- ☐ Chair records progress in LMS grade book
- ☐ Chair sets a date and announces the defense to the public
- ☐ Milestone 12: Dissertation Defense
- ☐ Signed Dissertation Defense Form is Uploaded
- ☐ Finalized Dissertation is uploaded to ProQuest
- ☐ Chair records progress in LMS grade book