

School of Education Student Handbook

2022-2023



School of Education
UNIVERSITY OF COLORADO **BOULDER**

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INTRODUCTION

The purpose of this handbook is to provide 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 addressed in this handbook. The SOE comprises many diverse and distinct programs. This handbook is divided into sections containing information for all SOE students. If you have any questions, please reach out to a member of the undergraduate academic [advising team](#), the [Graduate Programs Coordinator](#), or the [Associate Dean of Students](#) 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 academic advisor, Graduate Programs Coordinator, or the Associate Dean of Students if you have questions. You may also review [COVID-related campus policies and updates](#).

ACADEMIC ADVISING TEAM

Our staff advisors work as a team to support prospective and current students in any SOE program (minor, licensure, BA, MA, PhD). The Academic Advising Team 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.

Vikki Otero, Interim Director of Student Success and Advising

- o oversees the advising team
- o advises a small number of undergraduate majors as well as secondary world languages students, and is a resource to discuss SOE processes, policies, and procedures
- o Email: oterov@colorado.edu
- o Phone: 313-735-0096
- o Office: Fleming 409

Samantha (Sam) Long, Academic Advisor

Elementary Ed & Leadership majors (A-K)

Secondary Licensure: CU Teach Math and Science

- o Email: samantha.long-1@colorado.edu
- o Phone: 303-492-4306
- o Office: Fleming 409

Satyashil (Sat) Sonecha, Academic Advisor

Elementary Ed & Leadership majors (K-Z)

Secondary Licensure: English and Social Studies

- o Email: satyashil.sonecha@colorado.edu
- o Phone: 303-492-4472
- o Office: Fleming 409

Natalie Koster, Graduate Programs Coordinator

- o Email: soe.gradvise@colorado.edu
- o primary point of contact for inquiries and support for graduate students
- o Office: Fleming, Dean's Suite, Second floor

Advising Appointments: Undergraduate Students

To schedule an appointment with your advisor, use the Buff Portal Advising calendar tool or email your advisor directly. If you are not sure who your advisor is, or you have other questions, email edadvise@colorado.edu or call 303-492-6555. Drop-in appointments are also available on Mondays from 1 p.m. to 3 p.m. in Fleming 409.

General questions

- o Undergraduate Students: edadvise@colorado.edu
- o Graduate Students: Soe.Gradvise@colorado.edu
- o Phone: 303-492-6555

COUNSELING AND PSYCHIATRIC SERVICES (CAPS)

Counseling and Psychiatric Services (CAPS) are now specifically dedicated to supporting SOE students' mental wellbeing.

- o Phone: 313-492-2277 (24/7 support)
- o <https://www.colorado.edu/counseling>

OFFICE OF TEACHER EDUCATION

Our Office of Teacher Education (OTE) comprises a team of faculty and staff with roles designed to support candidates across various aspects of their licensure program to become licensed teachers successfully. Email the Office of Teacher Education at soe.teachereducation@colorado.edu.

Rachel Perini, Teacher Education Coordinator

The Teacher Education Coordinator facilitates the day-to-day operations for The Office of Teacher Education (OTE) by coordinating elementary education field placements, finalizing all field placements for all teacher licensure programs, facilitating the planning and execution of teacher education events, and providing administrative support for the Office of Teacher Education.

- Email: rachel.perini@colorado.edu

Brigitte Boettiger – Field Experiences Manager

The Field Experiences Manager coordinates placements for secondary teacher licensure programs, manages teacher education data, and organizes information gathered through feedback loops with school partners.

- Email: brigitte.boettiger@Colorado.EDU

Nancy Kress- Associate Director of Secondary Field Experiences

The Associate Director of Secondary Field Experiences attends to mentor participation and learning, cultivating productive district and school partnerships, and facilitating the matching process for secondary student teaching placements.

- Email: Nancy.Kress@colorado.edu

Karla Scornavacco, Director of Field Experiences

The Director of Field Experiences leads the operations of field experiences for teacher candidates, expanding and deepening partnerships for continued teacher learning. The Director guides the OTE placement processes for teacher candidates, focusing on course-related practicum and student teaching opportunities.

- Email: karla.scornavacco@Colorado.EDU

Ashley Cartun, Director of Teacher Education

The Director of Teacher Education supports the overall success of candidates and faculty in teacher licensure programs. The Director attends to teacher education initiatives within the School of Education and in local and state-level partnerships and facilitates candidate growth plans and reauthorization processes.

- Email: ashley.cartun@colorado.edu

OTHER STUDENT SUPPORT PROFESSIONALS

Dr. Mileidis Gort, Associate Dean of Students

The Associate Dean of Students supports the success of all SOE students. She liaisons with the Office of Undergraduate Education, the Graduate School, and other units on campus to advocate for and represent the SOE in all student matters.

She makes decisions on petitions, handles appeals, supports student organizations, 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
- SOEDeanOffice@colorado.edu
- [Office: Fleming 300F](#)

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
- 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

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.b.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 at the end of each term. 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. Academic standing differs by program. Please refer to the university catalog for further information.

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. Students entering fieldwork in the SOE's teacher education programs 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. More information is available in the [SOE Teacher Education Handbook](#).

ACCOMMODATIONS

DISABILITY-RELATED REASONABLE ACCOMMODATIONS

If you qualify for accommodations because of a disability, please [register with CU Boulder Disability Services](#). Students should initiate the process by submitting an application for accommodations and documentation as early as possible. For general questions about the registration process, academic support offered, or additional services provided by Disability Services, an Information Session may be scheduled by contacting 303-492-8671 or dsinfo@colorado.edu. 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](#).

RELIGION-RELATED 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. You can find additional information on [Religious Accommodations here](#).

OTHER EMERGENCIES OR EXTENUATING CIRCUMSTANCES

If you experience a medical emergency, family crisis, or other unexpected event please contact your professors and your advisor 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 their advisors directly, or email edadvise@colorado.edu. Graduate students can email: 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

(soedeanoffice@colorado.edu), to ensure we are activating all possible supports and procedures to support your particular circumstance. You may 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, and/or execute incomplete grade agreements.

ADMISSION

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.

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.b.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. 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.

ADVISING

Every School of Education student is assigned at least one advisor who will work with them on degree completion, licensure completion (if applicable), graduation requirements and procedures, and post-graduation goals. You should seek ongoing advising to discuss your educational and professional development goals, and to ensure that you will be able to complete your program in a timely fashion. 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. Undergraduate majors are required to meet with their academic advisors at least once per semester, and will not be able to register for the next semester's courses until they do so.

ADVISING RESOURCES

Resources for SOE advising depends on students' major / program and their level of study (graduate, post baccalaureate, or undergraduate). Each student will have an assigned academic or faculty advisor, and will also have access to resources to assist with various processes and procedures required by the student's program.

Undergraduate majors are assigned an SOE Academic Advisor who is also their primary advisor.

Undergraduate and post baccalaureate licensure students are assigned an SOE Academic advisor who is their point of contact for matters related to completing their teaching license. Undergraduates also have an advisor assigned for their major, and that advisor is their primary advisor.

Graduate students are assigned a faculty advisor, who is their primary advisor. Graduate students will also regularly work with the Graduate Programs Coordinator. Students in the **MA+ program** will also be assigned an SOE Academic Advisor.

All licensure students, including elementary education majors and MA+ graduate students, will also work closely with staff in the Office of Teacher Education.

Each resource offers expertise in specialized areas as described below. Complex issues may require that you seek information from multiple sources. SOE faculty and staff collaborate to facilitate a positive student experience.

Academic Advisors

- Advise you on course options, pre-requisites, and completion of undergraduate degree or teacher licensure requirements as appropriate.
- Clarify SOE, state of Colorado, and CU Boulder procedures, policies, and expectations, or assist you in finding answers to those questions.
- Monitor and enforce SOE policy on academic and professional standing, and counsel with faculty and other administrators regarding candidates who are identified as having problems meeting academic or professional standards.
- Determine student teaching eligibility prior to student teaching, meet with you to review your eligibility and any stipulations or permissions pertaining to your eligibility status, and monitor compliance with these stipulations and permissions up to and through student teaching.
- Are available year-round through appointments and weekly drop-in hours.
- Make referrals to campus resources when appropriate.

Director 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 graduate programs, including examination forms, comprehensive exams, admission to candidacy, dissertation defenses, policy exceptions, and graduation.
- 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.
- Serves as liaison to the Graduate School and supports processes requiring Graduate School approval.

Faculty Advisors

- Give substantive advice about content area course options and program structure.
- Approve forms, transfer credit, and curriculum toward completion of a graduate degree.
- 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

CHANGE OF ADDRESS

Please make sure your name, address, telephone number, and email are current in university records. Submit changes through your [student portal](#).

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.

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 on file, and to review all documents before signing them.

Formal letters may also be sent electronically through e-mail and/or using the DocuSign platform. Such electronic communications are equivalent to physical communications sent through the mail, and should be treated as such.

COURSE AND CREDIT POLICIES

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 corequisites. 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 from the course.

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 to supervise your independent study, an [Independent Study Proposal Form](#), located on the [School of Education's website](#), must be completed. Please contact your advisor if you need assistance in filling out the form. No more than six hours of independent study coursework can apply toward your degree.

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.

TRANSFER COURSEWORK

To have credit completed at another college or university considered for transfer credit applicable to your School of Education degree, you must have a final official transcript from the institution that awarded the credit on file with the Office of Admissions. Specific information about transfer credit policies and applicability to degree and licensure requirements can be found below for [undergraduate](#), [masters](#), and [doctoral](#) students.

WORK EXPERIENCE/EXPERIENTIAL CREDIT

Work experience or experiential credit may not be applied towards a SOE degree or program requirement except as part of a practicum experience required by a class or program, or developed in conjunction with a sponsoring faculty member.

GRADING POLICIES

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.

GRADE APPEAL POLICY

You may appeal any academic decision, including course grades and results of the comprehensive examination. 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 SOE Student Grievance Policy.

INCOMPLETE GRADES AND AGREEMENTS

An incomplete (I) grade indicates that the student did not complete the requirements for the class by the end of the grading period for that semester. Requests for incomplete grades must be initiated by the student and only when, for reasons beyond their control, the student is unable to complete the class requirements within the semester of enrollment. A substantial amount of work (defined in the SOE as at least 60% of all course requirements) must have been satisfactorily completed before approval for such an incomplete grade is given.

If an instructor grants a request for an incomplete grade, the instructor sets the conditions under which the coursework can be completed and the time limit for its completion or if the class should be retaken. Incomplete grades, along with a last date of attendance (for financial aid purposes), must be submitted by the grading deadline of the term.

An incomplete grade agreement is a written agreement between instructor and the student that 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 up to one year to complete requirements, but the instructor may specify a shorter time period. Submission deadlines should take into consideration time needed to read the materials and submit the grade change paperwork before university grading deadlines. It is the student's responsibility to keep track of submission deadlines per the Incomplete grade agreement. If the student does not complete the class requirements within one year from the end of the semester in which the Incomplete was assigned, the I grade is converted to a failing (F) grade.

Incomplete grades may be awarded for many reasons, including illness or family emergencies, and should only be requested if (a) the student has completed a significant portion (60% or more) of the course requirements and (b) the grade the student would earn without submitting remaining coursework would be insufficient to apply to the student's degree or program. Incomplete grades ***must be requested by the student*** and cannot be awarded by the instructor for non-attendance. Students who qualify for an incomplete grade based on the above criteria should approach the instructor in person or via email to request an incomplete grade.

If the instructor approves the request:

1. the student and instructor should work together to generate a list of the outstanding work to be completed, its weighted value towards the final grade, and clear timelines for submission.
2. An [Incomplete Grade Agreement Form](#), located on [the School of Education's website](#), must be initiated by the student. This form must include:
 - a. The percentage of coursework completed. This percentage must be greater than 60%.

- b. The student's grade at the time of the request, calculating the missing coursework as zero. This grade must be below the minimum grade required for that course to apply to degree or licensure requirements.
- c. The list of missing assignments and agreed-upon submission/due dates.

Upon submission, the Incomplete Agreement will automatically be routed to the course instructor, the Advising Office, and the Associate Dean of Students' office for signatures and approval. If the student misses a submission deadline, the student should contact the instructor and request a revised agreement. The process should follow the steps outlined above. If no updated agreement is in place and work is not submitted by the due date/s, the instructor will update the grade based on the work that has been submitted at that time. If no update is submitted by the grading deadline of the semester one year after the semester in which the incomplete grade was earned, it will convert to an 'F' grade per [campus policies](#).

PASSING GRADES

Undergraduate students must earn a grade of C- or better for a course to fulfill degree requirements or content requirements for elementary or secondary licensure. All undergraduate and graduate teacher licensure candidates must earn a grade of B- or better in their upper-division and graduate-level EDUC courses to progress through course sequences required for licensure.

A cumulative grade point average of B (3.00) or better is required for all work taken for any graduate degree. Transferred credits are not included when calculating grade averages. A mark below B- will not be credited toward the PhD program; a mark below C is not acceptable for MA students. Students who do not maintain at least a B (3.00) average or better may be suspended by the dean of the Graduate School upon the recommendation of the School of Education.

Please refer to the [University Catalog](#) for specific program requirements and policies.

- [Undergraduate degrees grade requirements](#)
- [MA degrees grade requirements](#)
- [PhD degree grade requirements](#)

GRADE REPLACEMENT

Students may retake certain courses for grade replacement in accordance with [university policies](#). Effective spring 2022, re-enrolling in an eligible course automatically triggers grade replacement without the need for any additional action on the part of the student.

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. In accordance with the requirements for passing grades described above, P+ grades, reflective of C- or better, are required for applicability to degree or licensure requirements for courses taken in spring of 2020.

PETITION & APPEALS GUIDELINES

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 your primary 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 your faculty advisor (graduate students) as described below.

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. If the complaint involves your academic advisor, the Director of Advising can support you in this process. Students in INVST Community Studies 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 Programs Coordinator, your program chair, or another 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

SOE GRIEVANCE PROCEDURE

Once the Associate Dean of Students receives the complaint, 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. Subsequent appeals may be made to the Dean of the Graduate School or Vice Provost of Undergraduate Education.

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).

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

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 & GOOD STANDING

You are expected to make regular, steady progress toward the degree. Your faculty advisor will assist in selecting appropriate courses and to ensure you are moving steadily towards your educational goals. Students are responsible for making meetings with their faculty advisor to review their degree plans. Further, all students admitted to the Graduate School are required to maintain a minimum cumulative grade point average [as listed in the course catalog](#).

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.

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 first submit a petition to the SOE for approval. If approved by the SOE, the petition will then have to be approved by the Graduate School. Doctoral students should note that the post-comps Leave of Absence Program may be appropriate due to health- or family-related circumstances and requires additional documentation. It is not appropriate to request a Leave of Absence 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.

Withdrawal information and instructions are found in the [Course Catalog](#)

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 Academic Advising Office at 303-492-6555 or Soe.Gradvise@colorado.edu. See also the section on [ACCOMMODATIONS](#).

ACADEMIC PROBATION, SUSPENSION, & DISMISSAL

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

STUDENT ORGANIZATIONS

GRADUATE STUDENTS OF COLOR COLLECTIVE (GSOCC)

The mission of the GSOCC 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 the Associate Dean of Students, Mileidis Gort, soedeanoffice@colorado.edu.

STUDENT ASSOCIATION FOR GRADUATE EDUCATORS (SAGE)

The mission of SAGE 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 or the Associate Dean of Students (soedeanoffice@colorado.edu).

SECTION IIA: GUIDELINES FOR MASTER'S STUDENTS

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 at soe.gradvise@colorado.edu after discussing the change with both the new and old advisor.

FINANCIAL SUPPORT FOR MASTER'S STUDENTS

Please review [Graduate Student Appointment information](#) and [Enrollment Status information](#) (including for financial aid purposes).

GRADUATE DEGREE PLAN

During the first year of study, a Graduate Degree Plan must be approved and signed by your faculty 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.

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*](#)

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, SOE Graduate Programs Coordinator (soe.gradvise@colorado.edu), or Associate Dean for Students (soedeanoffice@colorado.edu) with questions before contacting other offices on campus.

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.

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.

TRANSFER CREDIT HOURS

The [University Catalog](#) outlines general transfer credit policies.. 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 the Graduate Programs Coordinator at soe.gradvise@colorado.edu for approval after completing six (6) credit hours as a graduate student in a degree seeking program. Because the relevance of transfer credit must also be judged in relation to the total program, your Degree Plan must be submitted to your faculty advisor before requesting their approval of transfer work. Courses taken more than five years prior to admission to the MA program must be validated.

COURSE VALIDATION

If course validation is necessary to request transfer of credit, 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 Graduate Programs Coordinator (soe.gradvise@colorado.edu) make the decision as to whether it is possible to validate the course and apply the course to the degree.

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.

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.

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.

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 retake the capstone course. 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 SOE graduate faculty. Many SOE programs include the comprehensive exam as part of the capstone course experience – these courses are currently only offered in the spring semester.

GRADUATION

The Graduate School publishes a [Master Degree Checklist](#) and updates [Graduation Deadlines](#) each semester.

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

ANNUAL REVIEW

The purpose of these reviews is for you, your faculty advisor, and the Doctoral Core faculty to review your progress at the end of each year of your program, and to identify 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 create and 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.

- ◆ Faculty Advisors are responsible for scheduling an advisor-student review meeting at the end of each academic year.
- ◆ 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.
- ◆ 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 assistantships (GPTI, TA, GRA), Assistantship Supervisors will email feedback to faculty advisors at the end of each semester.
- ◆ 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.
- ◆ If advisors would like a member of the Core faculty to attend the first- or second-year review meeting, they can request it.
- ◆ 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, other relevant faculty, and /or the Associate Dean of Students 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](#) to facilitate your progress.

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 (soedeanoffice@colorado.edu) 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 (soedeanoffice@colorado.edu) and Graduate Programs Coordinator (soe.gradvise@colorado.edu) 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)

COMPREHENSIVE EXAMINATIONS

The Graduate School publishes information on [Comprehensive Exams in the University Catalog](#).

Selecting your compressive exam committee: The semester before you plan on taking the Comprehensive Examination (comps), you should work with your advisor to identify the other two examining committee members. The comps committee shall consist of the major advisor and two additional faculty members; the SOE Associate Dean of Students and the Associate Dean for Research serve as additional pro-forma (non-examining) committee members for all SOE doctoral students in order to meet the Graduate School requirement of 5 signatures on the PhD Comprehensive Exam form. The chair must have a regular Graduate Faculty appointment. Other committee members must have regular or special Graduate Faculty appointments. You or your advisor must ask each of the faculty members if they are willing to serve on your comps committee.

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) 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 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 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. Both the student and the Graduate Programs Coordinator will receive a copy of the completed exam form once all signatures have been added.

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. Comprehensive examinations must be completed prior to completion of the dissertation.

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 two other members of your comps committee.
2. Reaching out to the other faculty members and confirming their willingness to serve in this capacity.
3. Submitting the [Doctoral Comprehensive Exam Form](#) by the published deadline.
 1. The Graduate School requires 5 committee signatures total. Additional pro-forma signatures are provided by the Associate Dean of Students and the Associate Dean for Research, and should be included on the list of committee members submitted to the Graduate School.
4. Completing the [Candidacy Application](#) and submitting it to Soe.Gradvise@colorado.edu by the [published deadline](#).
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. If someone is participating via Zoom, you must also include Sara McDonald (Sara.McDonald@colorado.edu), Building Proctor, on this request. 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. Completing their examination and submitting their responses to their committee members and cc’ing Soe.Gradvise@colorado.edu by the published deadline.

After the exam:

1. Completing and submitting any required revisions within the timeframe.
2. Submitting the completed [Application for Admission to Candidacy form](#) (see below) within 2 weeks of passing the exam.
3. Registering for the minimum required dissertation hours every semester after completing the comprehensive exam. See “[continuous registration](#)” section below.

ADMISSION TO CANDIDACY

In order to be advanced to doctoral candidacy, you must pass the comprehensive examination. Within 2 weeks of passing the exam, doctoral students must fill out and submit an [Application for Admission to Candidacy form](#) to the Graduate School. [Instructions are available here](#).

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 1st – June 30th).** Please refer to the [PhD Student Intranet](#) for details about available funding opportunities and the process for applying for travel funds.

CONTINUOUS REGISTRATION

Information on the continuous registration requirement is published in the [University Catalog](#).

COURSE & CREDIT REQUIREMENTS

Information on course and credit requirements for the PhD degree is published in the [University Catalog](#).

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

First-year PhD students are required to register for their program area’s 1-credit Specialty Seminar during each of 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.

GENERAL COURSE DISTRIBUTION REQUIREMENTS

Please refer to the [University Catalog](#) for a complete list of PhD program course requirements.

INDEPENDENT STUDY

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

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.

TRANSFER COURSES

A maximum of 21 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 for approval from the Graduate Program Coordinator after the completion of six (6) credit hours as a degree seeking graduate student. Because the relevance of transfer credit must also be judged in relation to your total program, the Degree Plan must be submitted along with the Request for Transfer Credit form. Reviewers of transfer credit may request additional documents, including syllabi and/or course descriptions. Courses at another university cannot 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.

COURSE VALIDATION

If you would like to transfer coursework that is older than 5 years, collect course information (e.g., syllabus, catalog description) and bring it to your faculty advisor first to discuss the course’s relevance to your plan of study. Course validation must be done by a member of the SOE faculty, and usually involves one of the following steps: (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, the Graduate Program Coordinator, and the Associate Dean of Students make the decision as to whether it is possible to validate the course and apply the course to the degree.

LANGUAGE REQUIREMENT

The faculty in the School of Education (SOE) recognize and value the wide range of linguistic backgrounds and experiences with which students come to our PhD program. Given our shared commitment of partnering with diverse communities -- including those where a variety of different [spoken and/or signed] languages are used -- we view the doctoral program’s language requirement as a way to engage with and demonstrate this commitment to linguistically diverse, multilingual communities. We also view this requirement as a means to understand the role of language in research design and practice, and to enact the experience of communicating about our research in languages other

than English with members of linguistically diverse, multilingual communities. All doctoral students in the SOE are required to complete the Language Requirement by May of their third year in the program. **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.
 - Starting in January 2021, students may participate in the 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 the Graduate Programs Coordinator soe.gradvise@colorado.edu or the [Associate Dean of Students](#).
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 the [Associate Dean of Students](#) to arrange a meeting for the conversation. For other languages (including spoken and signed), 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 Graduate Programs Coordinator for assistance in setting up 'examinations' for other languages.
3. The BUENO Puebla experience or a similar immersive language study experience. Alternative experiences must be pre-approved by the [Associate Dean of Students](#).
4. Successful completion of: EDUC 8615 Language Issues in Education Research (typically offered every other spring). Please note that this course can only satisfy either the Advanced Seminar in Democracy, Diversity & Social Justice program requirement or the language requirement, but not both.

DISSERTATION AND FINAL ORAL EXAMINATION

The Graduate School publishes [Thesis & Dissertation Submission](#) information.

DISSERTATION ADVISOR AND COMMITTEE

Your faculty advisor does not automatically become your dissertation committee chair, and your comprehensive exam committee does not automatically become your dissertation committee. 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 must be a faculty member who is rostered in your program area who holds a [regular Graduate Faculty Appointment \(GFA\)](#). In the event that you would like a dissertation chair from another program area, they may be invited to serve as a co-chair. 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, the committee must include at least **five faculty**:

- Three committee members (out of 5) must be CU Boulder faculty, and could all be SOE faculty members
- One committee member (out of 5) must be CU Boulder faculty, aka "outside member", who is NOT an SOE faculty member
 - The Grad School defines "outside member" as someone who has a regular GFA (i.e. a CU Boulder faculty member) but is not in the student's home department; in our School, the 'home department' is the SOE.
- Up to two committee members (out of 5) could be external to CU Boulder (i.e., not faculty members at CU Boulder) as long as they have appropriate GFAs.

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 approvals of the Associate Dean of Students and the Graduate School. The entire list of prospective committee members must be submitted to the Graduate Program Coordinator at 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.

DISSERTATION PROPOSAL

The dissertation proposal 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. 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). A copy of the IRB approval of the proposed research must accompany the signed proposal signature page when it is submitted to the Graduate Programs Coordinator.

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. ALL members of the committee must be present at the proposal defense. Students should submit their dissertation proposal and IRB draft application to the committee for review and discussion as part of the defense at least two weeks prior to the scheduled date.

Three to four days prior to the proposal defense the committee chair 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 chair, the student may invite student peers to observe (but not participate in) the proposal defense. If the proposal is approved, the dissertation committee signs the proposal signature page immediately following defense. Or, if approved with revisions, the committee signs the signature page after the student has made the requested revisions. This signature page should be submitted to soe.gradvise@colorado.edu. Following the defense, the student uses feedback from the committee to submit IRB approval documents. Upon receiving approval, the IRB letter should also be submitted to soe.gradvise@colorado.edu so it can be appended to the proposal defense document.

Students are responsible for:

1. Meeting with faculty advisor the semester before the proposal defense to determine your dissertation committee members.
2. Approaching and inviting faculty to serve on your committee.
3. Emailing Soe.Gradvise@colorado.edu a list or names, affiliation, and email address of all committee members by the published deadline. 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 committee members can participate.
5. Emailing 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 (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 committee members. See APPENDIX B: DISSERTATION PROPOSAL DEFENSE SIGNATURE PAGE template for a sample.
7. Delivering completed signature page to the Graduate Programs Coordinator (soe.gradvise@colorado.edu) and keeping a digital copy for your records.

DISSERTATION CREDIT

The Graduate School publishes information on doctoral degree requirements in the [Course Catalog](#).

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.

TRADITIONAL DISSERTATION FORMAT

Traditional format: The traditional dissertation typically¹ 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
- References
- Appendices

THREE-ARTICLE DISSERTATION FORMAT

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

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
- 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 scholarship² 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.

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 the 5 names, affiliations, and email addresses of your committee members by the published deadline.
4. Submitting the Doctoral Final Examination Form by the published deadline the semester you plan to defend.
5. Applying for graduation online and entering in the proposed title for your dissertation by the campus deadline.
6. Reserving a room for the defense by emailing Sara.mcdonald@colorado.edu and Soe.Gradvise@colorado.edu 4 weeks in advance of your planned defense date. All dissertation defenses are advertised on SOE calendars and

² This means, for example, original research questions and data analysis.

multi-media unless the student and dissertation chair explicitly request otherwise. If you reschedule your defense, please email both parties to let them know.

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 published deadline 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 the candidate.
- 10-15-minute audience participation with questions and discussion (optional).

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.

DISSERTATION REVISIONS AND THESIS APPROVAL FORM

Students will identify their committee members on the title page of the thesis and 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. Review [Thesis and Dissertation Submission](#) instructions published by the Graduate School.
3. Follow [Thesis Approval Form](#) instructions..

DISSERTATION DEFENSE AND GRADUATION TIMELINES

[Doctoral Dissertation and Graduation Timelines are published here.](#)

1. **Spring graduation & Degree conferral:** If a student successfully meets [thesis defense and paperwork submission deadlines](#) then they can participate in the School of Education ceremony AND the university ceremony AND the degree will be conferred for the spring term.
2. **Spring graduation & Summer degree conferral:** If a student successfully defends between the spring deadline and the day before graduation ceremonies] 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, but they will NOT need to register for Summer term credits.
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 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 session A has begun](#)** , 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.

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.

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, with approval from your advisor. However, changing formats is likely to require significant reorganization, planning, and possibly additional data collection and analysis.

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)). 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 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.

Information on enrollment status and financial aid eligibility related to enrollment is available [via the Registrar’s Office](#).

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 for additional information.

ESTABLISHING STATE RESIDENCY

PhD students who move to Colorado from another state must [petition for Colorado in-state tuition classification](#) within one year.

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 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.

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.

GRADUATION

APPLICATION FOR GRADUATION

A student must apply for graduation via Buff Portal; this is the official notification to the Graduate School of intent to graduate during a given semester. If a student does not graduate during the semester for which they applied, they must apply online again for the next semester.

DEADLINES FOR GRADUATION

[The Graduate School determines all deadlines](#). You are responsible for meeting all deadlines to ensure graduation during a particular semester.

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 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 can speak with their faculty advisor and would need to apply for a program change by emailing soe.gradvise@colorado.edu prior to the semester of your graduation. 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.

TIME LIMITS FOR DEGREE COMPLETION

For the PhD degree all requirements must be completed within six years, including defending the dissertation and submitting it to the Graduate School. [It is possible to request a one-year extension of the time limit.](#)

MASTER OF ARTS IN EDUCATION “EN ROUTE” TO PHD

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 coursework 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.

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, submit a [Master’s Final Examination form](#), and submit a completed [Candidacy Application for an Advanced Degree](#) by the posted [Graduate School deadline](#).

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.

READMISSION TO DOCTORAL PROGRAMS AFTER ADMISSION INTO CANDIDACY

The process to [apply for readmission](#) after being disenrolled from the CU Boulder Graduate School entails the following steps:

- [Apply for readmission](#)
- Submit a personal statement listing their rationale and research agenda to the Chair of the corresponding program area; 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).
- It is possible that a [Time Limit Extension Request](#) must also be submitted.

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 (unless the SOE approves a waiver petition) and restart the program from that point.

Please also note applicable policies from the [Graduate School Rules](#).

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.

SECTION III: UNDERGRADUATE STUDENTS

ACADEMIC STANDING AND COURSE & CREDIT REQUIREMENTS

Policies regarding course and credit requirements and academic standing are detailed in the [university catalog](#). Questions can be directed to your academic advisor.

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 12 hours, however students must average 15 credit hours per semester in order to graduate in four years taking fall and spring semester courses only.

TRANSFER CREDIT

Transfer credit is first evaluated by the Office of Admissions for appropriateness for CU credit, and then by the appropriate department to determine individual course equivalence. Transfer credit without a specific CU Boulder equivalent may still fulfill SOE graduation requirements. Your academic advisor can help you determine whether any requirements are fulfilled by nonspecific transfer credit. More information about the transfer credit is available online at <https://www.colorado.edu/admissions/transfer>. You may also email TChelp@colorado.edu with specific questions, or raise them with your academic advisor.

GRADUATION

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, regardless of completion of graduation requirements. 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. Students should only apply to graduate in the semester that they actually intend to graduate.

GRADUATION CEREMONIES

The university and the SOE have one commencement ceremony at the end of each spring semester. Undergraduate and Master's students who graduated at the end of the prior fall semester as well as those who have applied to graduate for the spring or for the summer immediately following are automatically invited to attend the ceremonies. Invitations to the spring ceremony are extended to Doctoral students who defend their dissertations before the deadline for spring graduation, or who graduated in the prior fall or summer.

LEAVE OF ABSENCE AND WITHDRAW FROM PROGRAM

Undergraduate students may take up to two semesters off after their last graded semester without having to apply for a [leave of absence](#), however School of Education degree programs follow course sequencing that may make it challenging to accommodate semester-long leaves. If you need to take some time off from school but you wish to continue in the program, you should contact your academic advisor to discuss the implications of taking leave and your options to return. Students who take leaves without consulting their academic advisors and following appropriate

procedures may need to reapply to the university and may be subject to degree requirements different from those previously in effect.

Students who wish to withdraw from the university should complete the [Registrar's withdrawal](#) procedure. Students may also withdraw by default (by never registering or not re-registering after dropping all Boulder main campus classes), but may be auto-registered for classes or contacted regarding their registration status. Students enrolled in courses offered through the Division of Continuing Education and Professional Studies 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.

School of Education students wishing to change their major to one in a different CU Boulder college or school or drop a licensure or dual-degree program should fill out CU Boulder's [Intra-University Transfer](#) application. Students wishing to change their major to a different School of Education major should contact their academic advisor.

STUDENT ORGANIZATIONS

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 information on how to become part of the EDS community, contact Ana Contreras (ana.contreras@colorado.edu).

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 MLS Program Director, Dr. Johanna Maes (johanna.maes@colorado.edu).

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, GRA, HR and Payroll Coordinator for School of Education or
- Email Suzanne.Bonomo@colorado.edu, Director of HR for the School of Ed

LEAVE OF ABSENCE FORM

- Graduate students should contact Soe.Gradvise@colorado.edu to request a leave of absence (one semester is allowed for parental leave).. The Graduate Programs Coordinator will assist the student in filling out appropriate paperwork.
- Undergraduate students should work with their academic advisor to evaluate necessary modifications to the student's degree plan.

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)

Faculty Name, Committee Chair

Faculty Name, Committee Member 1

Faculty Name, Committee Member 2

Faculty Name, Committee Member 3

Faculty Name, External Committee Member