

<p><b>Assessed in Preliminary Application</b></p> <p><b>The following components must be met in order for an applicant to proceed to full application status.</b></p> <p><i>Prerequisite to proceed</i></p>	
<p><b>Institutional Alignment</b> Evidence of how your program aligns with the institutional mission.</p>	<p>Application shows programmatic alignment with the institutional mission.</p> <p>Explains how program addresses local needs (i.e. adopted a mission, outcomes, curriculum, and practices that respond to the institution’s contexts)</p> <p>Explanation includes multiple and concrete examples that suggest proof points.</p>
<p><b>CPED Alignment</b> Evidence that the strategies and methods of delivery are implemented with fidelity to CPED core values and key concepts.</p> <p>Evidence of how your program incorporates the CPED principles and design-concepts.<sup>1</sup></p>	<p>Explanation of ways in which program addresses CPED principles and design concepts.</p> <p>Concrete examples provided.</p> <p>Thick explanation of how these design concepts impact faculty and student experience.</p>

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<sup>1</sup> Examples would address Scholarly Practitioner, Signature Pedagogy, Inquiry as Practice, Laboratory of Practice, Dissertation in Practice, and Problem of Practice (i.e. integrated of the CPED Framework through all aspects including, but not limited to, admissions, courses, curriculum, signature pedagogies, assessments, and DiPs)

<p><b>Assessed in Final Application</b></p> <p>The following components will be <i>assessed in the final application.</i> <span style="float: right;"><b>15 possible points</b></span></p>			
<p><b>Origin of Programmatic Transformation</b></p> <p><i>4 Possible Points</i></p>	<p>The origin of the decision to transform the program is driven by an institutional or programmatic problem of practice or aspiration related to social justice and equity.</p>		
	Meets Expectations	Exceeds Expectations	Exemplary Proofing Site
<p><b>Programmatic Transformation</b> Programmatic or institutional problem of practice described</p> <p><i>6 possible points</i></p>	<p>The changes in the EdD program are described in ways that explain alignment to CPED-oriented initiative and references innovation and social justice.</p> <p>They explain a distinct shift in some way, how an institution or program has changed in shape and gone beyond a former “form” to refashion EdD doctoral preparation. A rationale is provided as to why this transformation was needed or wanted is included.</p> <p><i>1-3 points</i></p>	<p>In addition, its purpose is tightly aligned to a problem of practice or stated aspiration, with examples as to its intended impact on faculty, students, and goals relating to equity and social justice.</p> <p><i>4-5 points</i></p>	<p>In addition, Origins of the transformation and the journey of its design and implementation are clear. The role the programs’ key shifts in light of social justice and equity goals is prominent.</p> <p><i>6 points</i></p>
<p><b>Impact on Practice, Program, and Communities</b> Transformation clearly articulated in ways that suggest proof points and learning goals.</p> <p>Evidence of impact on community as relates to equity and social justice goals, student completion, professional practice, and active participation in the CPED consortium.</p> <p><i>5 possible points</i></p>	<p>Programmatic elements and the ways in which they were transformed are linked to specific institutional and/or student learning goals that enable equity-driven practice.</p> <p>Demonstrated evidence of program’s impact on students, faculty, and on the community the program serves, particularly as it relates to equity social justice. Evidence is linked to the transformation goals that orient the award application.</p> <p><i>1-2 points</i></p>	<p>In addition, The transformation is described in ways that invite replication or adaptation, i.e., proofing site. and illustrate programmatic and mission alignment.</p> <p>Social justice and equity outcomes impacted by the program are provided.</p> <p>Evidence of impact illustrates both programmatic/mission alignment and to CPED principles, e.g., social justice.</p> <p><i>3-4 points</i></p>	<p>In addition, key elements of the transformation integrate with quality indicators and program/mission alignment.</p> <p>Outcomes impacted by the program are analyzed and compared over time.</p> <p>Application elements are likely to cause members to grapple with something new or understand CPED principles in a different way.</p> <p>Impact evidence incorporates key contributors or indicators of impact on social justice and equity in the institution’s immediate and/or broader community.</p> <p><i>5 points</i></p>