

# **Curriculum and Instruction Student Handbook**

## **Doctor of Education Program**

**2015-2016**



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

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The Curriculum and Instruction Handbook provides students in the program with policies and procedures to assist them as they progress through the requirements of MCE degrees and certificates. In addition to our program publication, the student should become familiar with the Graduate Policies and Procedures as stated in the DU Bulletin. Although every effort has been made to ensure agreement between these two documents, it is the student's responsibility to read the norms regarding degree programs in all documents and to complete various program steps in a timely fashion.

The University of Denver and its programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and by other major accrediting agencies.

The University of Denver is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment on the basis of race, ethnicity, color, religion, sex, national origin, age, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, or disability. The University prohibits all discrimination, harassment and retaliation, and complies with all applicable federal, state and local laws, regulations and Executive Orders.

Inquiries concerning allegations of discrimination based on any of the above factors may be referred to the University of Denver Office of Equal Opportunity/ADA Compliance, Mary Reed Building, Room 422, 2199 S. University Blvd., Denver, CO 80208. Phone: 303-871-7436. Fax: 303-871-3656. For more information, please call the above number or see the website at <http://www.du.edu/deo/>. You may also contact the Office of Diversity and Equal Opportunity/ADA Compliance with concerns regarding determinations of religious or disability accommodations and /or issues about access.

## WELCOME TO CURRICULUM AND INSTRUCTION

The nationally-recognized faculty in the Curriculum and Instruction (C&I) program at the Morgridge College of Education (MCE) aim to provide you with courses that are at the forefront of our field, research-based instructional strategies, and practical field experiences to realize your dream of becoming a highly effective scholar and educator. Throughout your career as a student you will likely encounter many intellectual and professional challenges to your views on education, and we expect to be challenged and changed, as well, by your questions, insights, and lived experiences. Together, we will work toward the development of the most effective pedagogy, curriculum, scholarship, and care for students that is needed to address the current state of education in both private and public, formal and informal, educational settings.

In Curriculum and Instruction, you will find educators dedicated to helping you become the best leader and change agent possible. Whether you intend to become a professor, a master teacher, curriculum developer, or consultant, we can help you develop into a bold leader and innovator equipped with cutting-edge research skills, creative education visions based on established academic disciplines, moral imagination, and social responsibility. We are committed to shaping a safe, sustainable, democratic, accessible, and socially just learning experience for all students in all educational settings. We are pleased to have you join us in this venture.

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## **Vision Statement**

The Morgridge College of Education will be a global leader in innovative and effective approaches for promoting learning throughout the lifespan. Transcending traditional ideas about education and schooling, we will embrace a new, comprehensive vision of learning as a lifelong activity that involves the whole person and can occur through a variety of methods, anywhere and at any time. We will promote educational change and social equity and will provide leadership for the improvement of education, mental health and information services and systems.

## **Curriculum and Instruction (C&I) Program Overview**

This field of study within the C&I program works toward the development of the most effective pedagogy, curriculum, scholarship, and care for students that is needed to address the current state of education in both private and public, formal and informal, educational settings.

## **Morgridge College of Education Policies and Procedures**

Graduate students are responsible for adhering to the Office of Graduate Studies [Policies and Procedures](#). For MCE Academic Policies & Procedures, please refer to the 2015-16 Academic Policies: [\(insert link here\)](#)

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## DOCTOR OF EDUCATION DEGREE REQUIREMENTS

The 65 quarter credit EdD degree is designed for students who want to further their knowledge of teaching, learning, schools, and communities from academically grounded frameworks. All EdD students take a wide range of courses in the areas of curriculum, instruction, foundations, diversity, and research. In accordance with the Carnegie Project on the Education Doctorate (CPED) which the MCE is a member of, the courses for the C&I EdD are designed to be taken in a specific sequence over a three-year period and in a cohort model.

Students must maintain a grade-point average of 3.0 or better. Grades below “C” will not be counted toward the degree.

### EdD Specializations

The specialization category of the degree offers the student an opportunity to focus on a specialized field of interest. There are three specializations within the EdD program: the Curriculum and Instruction specialization, the gifted education specialization, and the mathematics education concentration. The specialization requires a minimum of 9 out of the total 65 credit hours.

#### *Doctor of Education with a Specialization in Curriculum and Instruction*

Students enrolled in the EdD degree with a specialization in Curriculum and Instruction will take courses aimed at developing professionals who are well-equipped to meet the learning needs of students in a variety of educational settings including: early childhood, K-12, higher education, and non-traditional learning contexts. The specialization focuses on curriculum design, models of curriculum, instructional strategies and student engagement. Additionally, course work in this specialization encourages candidates to think critically and imaginatively about curriculum and instruction and its role in creating a more open and inviting learning experience for all students.

#### *Doctor of Education with a Specialization in Gifted Education*

Education Doctorate students can obtain a specialization in Gifted Education Leadership. Dependent upon the students’ masters training, a minimum of nine quarter hours to 24 quarter hours in gifted education coursework is available. This content knowledge, integrated with leadership theory in complex systems provides a breadth of foundational training for gifted education leadership positions. Research skill development is focused on problem identification and interventions and is achieved through coursework in both qualitative and quantitative methodologies and applied analyses. Total doctoral quarter hour minimum requirement is sixty-five credit hours. Graduates are prepared for Gifted Education Leadership roles, whether at a district, school or university level.

#### *Doctor of Education with a Concentration in Mathematics Education*

Students enrolled in the EdD degree program can elect to obtain a concentration in



mathematics education. Students who complete the concentration in mathematics education will participate in courses aimed at developing leaders and researchers in mathematics education with strong theoretical and historical backgrounds. Successful candidates will be prepared to address matters of practice in mathematics education, be well versed in a wide variety of methods of inquiry with experience in research design, and be capable of applying a variety of theories to address and solve problems. Completion of the concentration will be noted on students’ transcripts. Please note many of these courses are offered on different years. Close consultation with your advisor is necessary if this concentration is of interest of you. Nine credits in mathematics education coursework are required for this concentration. The minimum requirement for the degree is 65 credit hours.

### Coursework Requirements

A. Curriculum.....	6
B. Instruction.....	3-6
C. Diversity .....	3
D. Foundations .....	12-15
E. Research.....	minimum 17
F. Specialization/Concentration .....	9-24
G. Doctoral Research Courses .....	10
<b>Minimum Total Hours.....</b>	<b>65</b>

Please refer to the [Graduate Bulletin](#) for course options.

### Doctoral Applied Experiences for the EdD

#### *Rationale*

The University of Denver is a great private University committed to the public good. Manifestations of this role are seen across departments, divisions, graduate and undergraduate programs, directly in courses and in community service efforts. The Morgridge College of Education is committed to actions related to public good through a focus on “in-context learning”. This concept goes beyond course readings, assignments and activities, and considers the application of skills learned to the professional context. Leadership becomes a key role, whether in a preschool classroom, as a building level principal or district superintendent, developer of curriculum for a museum or the chair of an international effort of an NGO, among many others. Professionals are trained in preparation for a multitude of roles, including the role of the Academy. Doctoral level preparation includes rigorous coursework related to content areas, research methodologies and applied practica or internships. In considering preparation for leading within the Academy, additional opportunities are offered with advisor guidance to allow direct experience to build competencies in the doctoral candidate. Direct experience opportunities are provided in graduate level teaching, research (beyond that of the dissertation), community leadership, presentations and/or publications, grant writing, coaching and/or field work supervision and technology as tool for improvement of learning. These seven

distinct areas are relevant to leadership, growth and positive impact, directly upon graduation and over time. These areas may often interact or combine through an integrated experience. The intent is to benefit the doctoral candidate as he or she advances into a role with associated expectations.

#### *Doctoral Professional Applied Experience Areas*

- Graduate Level Teaching
- Research
- Presentation/Publication
- Community Leadership in Curriculum and Instruction
- Grant Writing
- Coaching/Field Work Supervision
- Technology as Tool for Improved Learning

These areas are documented through completion of the Doctoral Applied Experience Evaluation Log, which is part of the student's file. The student submits evidence of successful experience that the advisor recognizes through approval on this evaluation log. The documentation can then become part of the student's professional portfolio and curriculum vitae. A minimum of two of the identified areas are necessary, with the optional inclusion of many or all. The recommended minimum areas are graduate level teaching and presentation/publication. Experiences may be related (a local presentation on the content taught in the graduate course) or integrated (research conducted on a community leadership project, then submitted for presentation at a national conference). Evidence is documented for each area, whether singularly and discrete or in combination.

#### *Graduate Level Teaching*

Students interested in teaching should work with their academic advisor to locate suitable courses to teach or co-teach with a faculty member. Students should consider registering for independent study while teaching the course with a faculty member who will act as an instructional coach.

#### *Presentation/Publication*

Student will submit for presentation and/or publication a minimum of two professional pieces to local, state, national and/or international organizations for juried review and potential acceptance. Emphasis is on submission rather than acceptance. These submissions must be single author, not collaborative with faculty. Examples include: Presentation at AATC, article submitted to NCTM publication, proposal submitted to AERA, etc.

#### *Research*

Student participates in multiple levels of research under advisor's direction. Examples include writing a literature review, gathering data, analyzing data, etc. A minimum of three different experiences must be documented beyond coursework requirements.

### *Grant Writing*

Student participates in writing and submitting grants to external or University funding sources. A minimum of two small projects or one large project shall be documented. Examples include: drafting a proposal for a PROF grant, drafting a literature review for documentation, developing a timeline with measurable outcomes, etc.

### *Technology*

Student will demonstrate use of technology to promote deeper learning. This expectation is directly applicable to teaching and research, however not limited. Quality Matters Program “QM” standards are utilized as guidelines. Examples include: effective use of new technology tools, development of a program to analyze data, converting a face-to-face course to hybrid or online, etc.

### *Community Leadership: Service and Engagement*

Student will provide evidence of community engaged learning or service learning or community impact work related to Curriculum and Instruction and/or within a specific field of study. Examples include: curriculum development at a museum, staff development work in a local public school, program evaluation, etc.

### *Coaching/Field Work Supervision*

Student will work directly with faculty mentor for coaching and/or field work supervision training. Experience is determined by mentor as appropriate to need. Examples include: supervising student teachers in field placements, coaching practice teachers in parent communication skills, supervising training at a museum, etc. Example details:

#### *TEP Supervision:*

TEP Supervision would involve one to three students and observation and evaluation of each student at least twice per quarter. It also includes training and meetings with TEP faculty and informal advising for supervisees.

Required experience: coaching and/or teacher evaluation experience required.

#### *TEP Coach:*

This would be coaching an identified TEP student, in consultation with the student’s supervisor and/or advisor. Time commitment: 2-3 observations per quarter for one student (could take on more than one student if interested). Debrief with student and update supervisor.

Required experience: 3 or more years teaching experience.

### *Doctoral Professional Applied Experience Evaluation*

As part of the pre-graduation coursework audit, a completed Doctoral Applied Experience Log, signed by the advisor, for relevant areas must be submitted. Actual work documentation can be kept by the student in his/her portfolio.

**Doctoral Applied Experiences: Evaluation Log**

Activity	Description	Satisfactory? (Y/N)	Faculty Signature and Date
Graduate Level Teaching			
Research			
Presentation/Publication			
Community Leadership in Curriculum & Instruction			
Grant Writing			
Coaching/Field Work Supervision			
Technology as Tool for Improved Learning			

**Edd Qualifying Portfolio**

Portfolios have been adopted as formative and summative assessments for K-12 classrooms, academic and professional programs, and even state licensure programs. Curriculum and Instruction faculty have chosen to implement portfolios as an occasion to assess student progress (not just knowledge) and to assess program and career goals.

The portfolio takes the place of the qualifying exam and is discussed with your program faculty at an oral presentation. Begin your portfolio early, so you do not have to submit a document

that is rushed or incomplete. Your portfolio should represent your best professional effort. We encourage you to work with peers in composing all portions of the portfolio. You might find it especially helpful to work with others on your statement of purpose. Also, you should consult your advisor about any questions you have about the process or about which papers to submit. You should not expect professors to proofread your papers before you submit them.

The portfolio is as much a process as it is a product. We hope that you find it a valuable process that will help you summarize your experiences and will provide direction as you move toward your doctoral research.

### *Portfolio Submission Process*

In consultation with an advisor, begin compiling your portfolio as soon as possible. The portfolio is submitted following your second academic year in the program. Some exceptions are allowed; please consult with your advisor. The portfolio is due one week in advance of your portfolio defense. You are responsible for scheduling your oral and for reserving a room. Oftentimes, a defense is conducted in a professor's office.

### *Portfolio Contents*

Use the [Portfolio Cover Sheet](#) and [Academic Paper Caption](#) forms, and follow the correct format. Your portfolio will consist of your curriculum vitae, a statement of purpose, and two academic papers.

#### *Curriculum Vitae:*

A curriculum vitae (CV) is like a fully-elaborated resume. It lists all the relevant professional activities in which you have engaged. As with a resume, it is up to you to choose a format that best represents your experiences. Some samples of section headings include: Research Interests, Program Development, Administration, Teaching, Grants, Publications, Presentations, and Honors/Awards. See your program advisor for help or examples.

#### *Statement of Purpose:*

In five pages or less (double-spaced, 12-point font), write a statement of purpose that includes your philosophy of education and your research interests. Your research interests should relate to your philosophy of education, and should take into account your current educational concerns, your cognate, and what you have learned in your C&I courses that has shaped your thinking about the topic. The statement of purpose may also include your most current thinking about your dissertation.

#### *Academic Papers:*

You will submit two of your strongest papers for review. Papers should be chosen from courses you have taken, but should be revised/revisited with a different audience in mind. Paper length is not important. You should choose those which demonstrate your grasp of curricular and instructional issues and which reflect your ability to conceptualize, analyze, and synthesize well. Each paper must be accompanied by a Caption Form. In discussing

your reasons for submitting the paper, highlight strengths the paper reveals, as well as its relevance to your intellectual interests and your program progress.

*Doctoral Competencies:*

A summary of your progress to date on meeting at least two doctoral competencies required by the program. Include as much detail as possible on your stages and steps toward completing the doctoral competencies, as well as any help or support you need to reach your professional goals.

*Portfolio Evaluation Process*

Portfolio contents will be reviewed by two C&I professors and feedback will be provided at the portfolio defense. Overall progress will be summarized as: Excellent, Very Good, Adequate, or Unsatisfactory. Students who receive a recommendation of Unsatisfactory will either construct a plan leading to adequate performance, or be counseled out of the program. Graded Portfolio Cover Sheets must be submitted to the Academic Services Associate.

### **Doctoral Comprehensive Examination**

The Comprehensive Exam provides students an opportunity to analyze and synthesize learning gained from multiple years of coursework and to communicate professional reflections clearly and with substantiated citations. The Exam also provides the means for students to initiate the process of writing their Doctoral Proposal. For the Comprehensive Exam, students submit a paper that includes the following: (a) an introduction to the complex persistent problem of practice the student is interested in pursuing for their doctoral dissertation study; (b) a literature review that is pertinent to the research questions outlined in the introduction; and (c) a brief discussion of research methods and procedures selected to address these research questions and a theoretical discussion of why these methods were selected. A student should plan to complete the Comprehensive Exam no later than the fall quarter of year three of their program. Comprehensive Exams are reviewed by two C&I faculty members and scored as pass with distinction, pass, pass with required modifications, or fail.

### **Doctoral Research Project**

With a particular emphasis on the application of various theoretical positions to practical problems in schools, the doctoral research experience stands as the cornerstone of the EdD program. The nature of the research is expected to vary from student to student, as the project will be based on the student's interest, expertise, and career trajectory.

As opposed to the PhD, the EdD does not require the completion of a traditional dissertation, but will instead provide the student with an opportunity to conduct doctoral-level research with the intentions of improving practice in schools, community settings, and educational entities today. This research may be facilitated through cooperation with a variety of educational settings, including public or private schools, community-based organizations, informal learning environments, or other areas, as dictated by the student in cooperation with

the advisor. It is expected that the student take full responsibility for the logistics, access, and other considerations.

Doctoral Research Project can embody a great variety of context and will vary in scope, means and final products. What remains as a central theme to all Doctoral Research Projects is the value of meaningfully connecting theoretical ideals to the realm of practice. The purpose of these projects is not to further the development of theories, but to engage with the current problems faced in schools or other educational contexts and, ideally, intervene in those educational contexts to improve them. Students are encouraged to engage their imaginations and harness their energy to make a difference in people's lives and further the development of practical research which influences the lived experience of education.

In the Doctoral Research Project, students are expected to focus on the application of various theoretical positions to practical problems in schools or other related venues. The nature of the research is expected to vary from student to student, as the project will be based on the student's interest, expertise, and career trajectory.

The EdD will provide the student with an opportunity to conduct doctoral-level research with the intentions of improving educational institutions today. This research may be facilitated through cooperation with a variety of educational settings, including public or private schools, community-based organizations, informal learning environments, or other areas, as dictated by the student in cooperation with the advisor. It is expected that the student take full responsibility for the logistics, access, and other considerations, including IRB approval.

#### *EdD Research Process*

Students will be introduced to the Doctoral Research Process early in the course sequence, and take advantage of the flexibility within C & I courses to build the theoretical foundation for their final doctoral research. This could be writing the methodology section in a research course, composing the literature review in a curriculum course, or even collecting preliminary data through other courses.

*Research Sequence* (as dictated by coursework, along with courses selected by the student): Students will advance through the agreed-upon prescriptive sequence of research courses required for the prospective EdD student at the University of Denver. For a list of these courses, see Appendix B.

#### *Doctoral Research Proposal Hearing:*

Students will submit and defend a Doctoral Research Proposal to their committee members (one advisor and one committee member. The proposal defense should be scheduled and completed by the end of the fall quarter of the third year of their degree program.

*IRB Approval:*

Upon successfully defending the proposal and making any required revisions, students will apply for approval through our Institutional Review Board, again similar to the dissertation.

*Doctoral Research Project:*

Upon successful defense of the proposal and IRB approval, students will engage in their Doctoral Research Project.

*Creative Dissemination:*

A creative, community-based dissemination is a required component of this project (this is a component of the Quasi-Practical). Researchers must disseminate their work to interested community members as defined by the nature of the research. This could include the school researched, the administration in that school district, school leaders and policymakers who face issues similar to those examined in the research, or other community members and stakeholders. Community partners should be in attendance and based on feedback from the community partner the research project may need revision to meet the practical needs of the community of partner.

*Doctoral Research Project Final Defense:*

Following the research, which may include design, implementation and/or evaluation of some change in the field, students will defend their proposal in a format similar to the dissertation defense. These defenses must be reviewed and evaluated by the committee.

*Oral Committee*

A minimum of two C&I faculty with earned doctorates should attend the proposal defense. The committee for the final defense of the doctoral research project should consist of a minimum of three voting members. The committee will include two faculty from C&I. The doctoral research project director will be a full-time clinical, tenured, or tenure-track faculty member. The third committee member can be a C&I faculty, a faculty from DU, or a community member (with an earned doctorate) If the third voting committee member is from outside C&I or DU, approval for the committee member must come from the doctoral research project director. No outside committee chair is required.

*Doctoral Research Project Options*

For most students the doctoral research process will be completed in one of two ways: through the intervention (option one), or problem analysis (option two). In both of these options, students will be engaging with contemporary educational contexts in the interests of improving the educational experiences of those environments. Though the intervention addresses this issue more directly, through quite literally intervening, the problem analysis option is structured to ensure the work is positioned to influence educational environments firsthand. (Other options are possible with permission of the advisor and oral committee.)

*Option One - Intervention:*



Option one entails the identification and characterization of a problem and the provision of some intervention in that educational environment with the intention of addressing that problem, as well as an evaluation of that intervention. This also involves creative dissemination of the entire problem identification, intervention, and evaluation process to those parties that may be interested in learning about this topic (at least three presentations). Examples might include, but are not limited to, a school improvement plan or a professional development series.

The following provides ideas on the nature of each chapter:

#### Chapter I: Introduction and Rationale

Similar to that of a dissertation Chapter 1, the problem faced in a particular educational setting should serve as the rationale (dearth in the literature is not considered a viable rationale for the EdD doctoral research paper).

#### Chapter II: Review of Literature

Similar to that of a dissertation Chapter 2, this section should include the literature on both the problem, and the prospective intervention or action in the field.

#### Chapter III: Action or Intervention in the Field

What did the researcher actually do or change in the field? These changes should inspire some noticeable change in the practice of teaching, learning, and curriculum. This section will delineate what they changed, why they changed it, the nature of their role in the change, etc. This also includes how the researcher collected and analyzed data (and any methodological considerations associated with data collection and analysis).

#### Chapter IV: Evaluation of the Action or Intervention

Similar to that of a Qualitative Dissertation Chapter 4: What responses did the researcher's activity in the field inspire? What happened? What did not happen? What does this mean?

#### Chapter V: Engaging in the Quasi-Practical

A section delineating how others might use this research, this should include the creative dissemination of the product to schools, supervisory boards, and other audiences as appropriate. Disseminating this work to communities involved in the research is a requisite condition of successfully completing this degree.

#### *Option Two - Problem Analysis*

Research in option two will resemble that of a dissertation in some regards. Students must examine various aspects of a certain problem in a school and research the potential solutions to those problems. They must then creatively disseminate what they found about the problem in the school, and provide a coherent recommendation for the educational institution based on what they found in this context, and what has worked in comparable situations (at least three presentations). Examples might include, but are not

limited to, a curriculum review, program evaluation, instructional evaluation, teacher effectiveness, or an inclusive excellence analysis.

*\*Inspired by Illinois State University's (2009) Organizational Problem Analysis and Program Evaluation Dissertations.*

The following provides ideas on the nature of each chapter:

#### Chapter I: Introduction and Rationale

Similar to that of a dissertation Chapter 1, the problem faced in a particular educational setting should serve as the rationale (dearth in the literature is not considered a viable rationale for the EdD doctoral research paper).

#### Chapter II: Review of Literature

Similar to that of a dissertation Chapter 2: This section should include the literature on both the problem/issue faced in this school, as well as some of the potential causes or solutions to problems like these.

#### Chapter III: Methodology

What did the researcher actually do to better understand this problem or issue in this school? This section will delineate the methodological considerations for how the researcher developed a deeper understanding of the problems or issues in a given school, including how the researcher collected and analyzed data (and any methodological considerations associated with data collection and analysis).

#### Chapter IV: Analysis and Description of the Problem

Similar to that of a Qualitative Dissertation Chapter 4: What did the researcher find or reveal in this research? What did the researcher learn about the problem in this school? What is causing the problem? What is helping? What is missing?

#### Chapter V: Engaging in the Quasi-Practical

This section delineates what this school or institution, and potentially other establishments like it, may consider doing to address this issue. This section should include the creative dissemination of the product to schools, supervisory boards, and other audiences as appropriate. Disseminating this work to communities involved in the research is a requisite condition of successfully completing this degree.

#### *Recommended Coursework and Doctoral Research Schedule*

Please note: the following is a recommended schedule for the three-year plan. This plan can be adapted as necessary. Please see your advisor if you have questions, comments, or need clarification.

A student enrolled full time (3 credits per quarter), will complete their coursework in three years and should attend to the logistics included below accordingly as they advance through

the program. The major considerations involve the coursework plan (preliminary and final), portfolio defense, and comprehensive examinations. Further, students are encouraged to begin working on their doctoral research after one year of coursework to ensure that students can progress through the program in three years. Please note the various considerations and logistical sequence included below. Students who have questions or comments about the sequence below should contact their advisor for clarification or direction.

**Program Benchmarks**

(A Year is Considered Fall through Summer)

The following Benchmarks are to be completed by year-end, unless noted otherwise or modified in conjunction with your academic advisor.

There are 3 Dissertation in Practice Courses: **Research as Problem Analysis, Research as Intervention, and Applied Research**

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>❖ Coursework</li> <li>❖ Field-Based Partner must be identified</li> </ul>	<ul style="list-style-type: none"> <li>❖ Coursework</li> <li>❖ Complete Portfolio (due one week before the oral hearing). <b>Winter Quarter</b></li> <li>❖ Complete Literature Review (<b>Research as Problem Analysis</b> Summer course)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Complete Comprehensive Exam (<b>Research as Intervention</b> Fall Course)</li> <li>❖ Doctoral Research Project Proposal Hearing (Fall Quarter)</li> <li>❖ Data Collection (Winter Quarter)</li> <li>❖ Writing up Findings (<b>Applied Research</b> Spring Course)</li> <li>❖ Research Project Defense!</li> </ul> <p>*NOTE—if you are unable to complete the writing of your findings by the end of Spring, you can go into the Summer, with the permission of your advisor.</p>

**SAMPLE 3-Year EDD Scope & Sequence for GT, Math OR Curriculum Specialization**

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Summer</i>
<b>Year 1</b>				
	CUI 4020: Introduction to Curriculum (3)	CUI 4021: Models of Curriculum (Math & Curriculum Spec) (3)  GT: CUI 4402 Curriculum for Gifted Learners (3)	CUI 4932: Analysis of Teaching (3)  Or Specialization in Gifted or Math (3)	RMS 4910: Introduction to Statistics (5)
	CUI 4039: Transformational Teaching and Learning (3)	RMS 4940: Structural Foundations (3)	CUI 4160: Race, Class, & Gender (3 )	CUI 4130: Philosophy of Education  Or Foundations Course for GT or Math (3)
<b>Year 2</b>				
	RMS 4920: Educational Measurement (3)	RMS 4930: Empirical Research (3)	CUI 4022: Theory into Practice (3)  OR  Specialization in Gifted or Math (3)	CUI XXX: <b>Research as Problem Analysis</b> (3) <i>(new course in approval process)</i>
	CUI 4180: History of Education  Or  Math Foundation or Gifted Foundation (3)	RMS 4941: Introduction to Qualitative Methods (4)	RMS 4942: Advanced Qualitative Methods (4)	RMS 4911: Correlation Regression (3)

	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Summer</i>
<b>Year 3</b>	<p>CUI 4100: Socio-Cultural Foundations of Education (3)</p> <p>Or</p> <p>Math Foundation or Gifted Foundation (3)</p>	<p>CUI 4027: Implementing Curriculum Practicum</p> <p>Or</p> <p>Math Foundation or Gifted Foundation(3)</p> <p>OR</p> <p>Math Specialization or Gifted Specialization (3)</p>	<p>CUI XXXX: <b>Applied Research</b> (4) <i>(new course in approval process)</i></p>	
	<p>CUI XXXX: <b>Research as Intervention</b> (3) <i>(new course in approval process)</i></p>	<p>CUI 4033: Practice of Teaching (3)</p> <p>Or</p> <p>Math Foundation or Gifted Foundation (3)</p> <p>OR</p> <p>Math Specialization or Gifted Specialization (3)</p>	<p>Defense/Creative Dissemination</p>	

## Doctoral Research Project Evaluation Rubric

This form will be completed by professors in the Curriculum and Instruction EdD program to evaluate the Doctoral Research Project.

Student Name \_\_\_\_\_ ID \_\_\_\_\_

CRITERIA	Excellent	Good	Sub-standard
<b>Cogency</b>	Arguments and statements are clear, concise, and well supported. Materials are thoughtfully organized and writing is of a level expected of an EdD.	Arguments and statements are mostly clear, concise, and supported, but there are occasional flaws. Materials are organized and writing is competent.	Arguments and statements lack clarity, and there is little support for statements. Materials lack in organization and writing needs a great deal of work.
<b>Thoroughness</b>	Ideas, interests, and other components of the work are well developed, thoughtfully articulated, and supported with reference to scholarly literature and personal experience.	Ideas, interests, and other components of the work are developed, articulated, and supported with reference to scholarly literature and personal experience.	Ideas, interests, and other components of the work lack in development, articulation, and support with reference to scholarly literature and personal experience.
<b>Intervention</b>	The research inspired significant change in the practice of teaching, learning, or curriculum.	The research inspired some noticeable change in the practice of teaching, learning, or curriculum.	Change within the practice of teaching, learning, and curriculum was not inspired by the researcher's efforts.
<b>General Project Approach</b>	Student organizes and presents research through a strong Intervention or Problem Analysis approach. The approach chosen successfully aligns with the research conducted.	Student organizes and presents research through a strong Intervention or Problem Analysis approach. The approach chosen aligns well with the research conducted.	It is not clear which research approach was selected by the student. The approach chosen does not align well with the research conducted.
<b>Quasi-Practical</b>	The results of the research are shared with interested community members as defined by the research.	Few results of the research are shared with interested community members as defined by the research.	The results of the research are not shared with interested community members as defined by the research.

Faculty Decision	Explanation
<b>Pass</b>	Student research paper is acceptable for pass as is, and requires no revision or resubmission; research paper is complete.
<b>Conditional Pass</b>	Student must make revisions as noted by reviewing faculty. Upon completion of recommended revisions, student resubmits for evaluation.
<b>Fail</b>	Students are only given the faculty decision of fail if their initial submission was given the grade of “revise and resubmit” and that resubmission also necessitates substantial revision and resubmission. In other words, consecutive faculty decisions of “revise and resubmit” results in a fail. A failing grade for the doctoral research paper results in termination from the program.

**Curriculum and Instruction Doctorate of Education (EdD) Coursework Plan 2015-2016**

NAME \_\_\_\_\_ ID # \_\_\_\_\_

Please discuss with your advisor the course plan most appropriate for your schedule. Students must maintain a grade-point average of 3.0 or better. Students must receive a C or better in coursework to be counted toward the degree (and a grade-point average of 3.0 or better).

	<b>Course Number</b>	<b>Credit Hours</b>	<b>Expected Term of Completion</b>
<b>A. CURRICULUM (6 credits)</b>			
Introduction to Curriculum	CUI 4020	3	
<b>B. INSTRUCTION (3-6 credits)</b>			
<b>C. DIVERSITY (3 credits)</b>			
<b>D. FOUNDATIONS (12-15 credits)</b>			



<b>E. RESEARCH (minimum 17 credits)</b>			
Introductory Statistics	RMS 4941	5	
Qualitative Data Collection and Analysis	RMS 4942	3	
Structural Foundations of Research	RMS 4940	3	
<b>F. SPECIALIZATION (9-24 credits)</b>			
<b>G. DOCTORAL RESEARCH (10 credits)</b>			
Research as Problem Analysis	CUI xxxx	3	
Research as Intervention	CUI xxxx	3	
Applied Research	CUI xxxx	4	

Summary	Credit Hours		
A. Curriculum (6)			
B. Teaching (3-6)			
C. Diversity (3)			
D. Foundations (12-15)			
E. Research (minimum 17)			
F. Specialization (9-24)			
G. Doctoral Research (10)			
<b>TOTAL MINIMUM CREDITS (65)*</b> *Please note: the numbers in each category above are either a minimum or range of credit hours required.			

As noted in this handbook, students must also pass other components as part of their degree requirements.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Specialization Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_  
*(if applicable)*

**Curriculum and Instruction Doctorate of Education (EdD) with a Concentration in  
Mathematics Education Coursework Plan 2015-2016**

NAME \_\_\_\_\_ ID # \_\_\_\_\_

Please discuss with your advisor the course plan most appropriate for your schedule. Students must maintain a grade-point average of 3.0 or better. Students must receive a C or better in coursework to be counted toward the degree (and a grade-point average of 3.0 or better).

	<b>Course Number</b>	<b>Credit Hours</b>	<b>Expected Term of Completion</b>
<b>A. CURRICULUM</b> (minimum 6 credits)			
Introduction to Curriculum	CUI 4020	3	
<b>B. INSTRUCTION</b> (3-6 credits)			
<b>C. DIVERSITY</b> (3 credits)			

<b>D. FOUNDATIONS (12-15 credits)</b>			
<b>E. RESEARCH (minimum 17 credits)</b>			
Introductory Statistics	RMS 4910	5	
Educational Measurement	RMS 4920	3	
Structural Foundations of Research	RMS 4940	3	
<b>F. MATHEMATICS CONCENTRATION (9 credits)</b>			

<b>G. DOCTORAL RESEARCH</b> (10 credits)			
Research as Problem Analysis	CUI 4XXX		
Research as Intervention	CUI 4XXX		
Applied Research	CUI 4XXX		

<b>Summary</b>	<b>Credit Hours</b>	
A. Curriculum (6)		
B. Teaching (3-6)		
C. Diversity (3)		
D. Foundations (12-15)		
E. Research (minimum 17)		
F. Math Education Concentration (9)		
G. Doctoral Research (10)		
<b>TOTAL MINIMUM CREDITS (65)*</b> *Please note: the numbers in each category above are either a minimum or range of credit hours required.		

As noted in this handbook, students must also pass other components as part of their degree requirements.

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Specialization Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_  
(if applicable)