# Curriculum and Instruction Student Handbook

# Doctor of Education Program

# 2017-2018

UNIVERSITY of DENVER

MORGRIDGE COLLEGE OF EDUCATION

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# Welcome to Morgridge College of Education

This Student Handbook provides students in the program with policies and procedures to assist them as they progress through the requirements of the Morgridge College of Education (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 and the MCE Policies and Procedures. Although every effort has been made to ensure agreement between these three 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.

Please take some time to review this material to become familiar with the details of the program. *You are responsible for familiarizing yourself with the contents of this Handbook, as well as the policies outlined in the Graduate Bulletin, particularly the Policies and Procedures .*

Please also check the MCE website for the most updated Policies and Procedures information specific to the MCE: http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/

The University of Denver and its programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA) 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.

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# About the Curriculum & Instruction Program

### *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*

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.

### *Distributed Email List and Communication*

All students are automatically assigned a University email address upon entry into the program which must then be forwarded to a preferred email account. This email address is entered in the MCE and C&I lists, and will be used to send Program-specific and MCE communications. Students are responsible for checking email regularly for critical information on scheduling, deadlines, conferences, field placements, and job opportunities, etc. Students are responsible for updating changes in mailing address or other contact information in Pioneer Web within the first week of classes each quarter.

# Doctor of Education Degree Requirements

The 65-credit hour Doctor of Education (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), of which the MCE is a member, 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. See Appendix A for Program Benchmarks.

Students following the prescribed coursework plan can complete their coursework in three years and should attend to the logistics included below accordingly as they advance through the program. Major considerations involve the coursework plan, portfolio defense, and comprehensive examinations. Further, students are encouraged to begin working on their doctoral research after one year of coursework. See Appendix D for the Doctoral Research Project Evaluation. 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.

Students must complete the qualifying Portfolio, a Comprehensive Examination, Doctoral Professional Applied Experiences and a Doctoral Research Project as part of the degree requirements. Each of these four requirements will be discussed in detail in later sections.

Course Offerings

Please see a listing of C&I courses and descriptions in the *Graduate Bulletin*..

Note these courses are not offered every quarter; students should consult an academic advisor to work on a coursework plan for their degree. A sample course sequence is also provided for assistance with course planning.

### *EdD Specializations*

As part of the total 65 credit hours required for the EdD in C&I degree, students must complete a minimum of 24 credit hours in a specialization. See Appendix B for coursework plan. There are four specializations within the EdD program: Curriculum Studies, Gifted Education, Mathematics Education, and Special Education. Each specialization is described in more detail below. It is important that students meet early and regularly with their advisor to determine availability of courses necessary to complete the specialization requirements.

Curriculum Studies Specialization
Students complete 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 Curriculum Studies 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.

Gifted Education Specialization
Students complete courses in gifted education content knowledge integrated with leadership theory in complex systems that 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. Successful candidates in this specialization can qualify for gifted education leadership roles, whether at a district, school, or university level.

Mathematics Education Specialization
Students complete 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.

Special Education Specialization
Students complete courses preparation to become evidence-based-practitioners and researchers who can to optimize social-emotional, cognitive, academic, and behavioral outcomes for children with special needs. Through their coursework, they collaborate with families, community partners, and school personnel to enhance learning opportunities for children with special needs. Successful candidates are capable of applying theory to practice and research, and may qualify for district, school, or university leadership positions.

# Doctoral Applied Experiences for the EdD

***Rationale***

The vision of the University of Denver is to be a great private University dedicated to the public good. Manifestations of this vision 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 and research methodologies. In consideration and preparation for assuming a leadership position within the Academy, additional opportunities are offered with advisor guidance to allow direct experience so that the doctoral candidate can build competencies. Direct experience opportunities are provided in graduate-level teaching, research (beyond that of the doctoral research project), community leadership, presentations and/or publications, grant writing, coaching and/or field work supervision and technology as a 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 when advancing into a role with associated expectations.

***Doctoral Professional Applied Experience Areas***

- Graduate Level Teaching
- Research
- Presentation/Publication
- Grant Writing
- Coaching/Field Work Supervision
- Community Leadership in Curriculum and Instruction
- 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 a 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.

<u>Graduate-Level Teaching</u>

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.

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

Presentation/Publication
Students will submit for presentation and/or publication a minimum of two first-authored professional submissions to local, state, national and/or international organizations for juried review and potential acceptance. Emphasis is on submission rather than acceptance. Examples include: presentation at AATC, article submitted to NCTM publication, and proposal submitted to AERA.

Grant Writing
Students will participate 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 grant, drafting a literature review for documentation, or developing a timeline with measurable outcomes.

Coaching/Field Work Supervision
Students will work directly with a 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, and supervising training at a museum. 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: coaching and/or teacher evaluation experience.

*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: 3 or more years teaching experience.

Community Leadership in Curriculum and Instruction
Students will provide evidence of community engaged learning, 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, and program evaluation.

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

### *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. See Appendix C for the evaluation log.

## 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.

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 get feedback from 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 typically submitted near the end of your second academic year in the program, preferably early in the spring quarter. The portfolio is due one week in advance of your portfolio defense. You are responsible for scheduling your oral defense and for reserving a room.

### *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 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 that demonstrate your grasp of curricular and instructional issues and that 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 Applied Experiences

A summary is required of your progress to date on meeting at least two doctoral applied experience 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 an evaluation of Unsatisfactory will be put on probation. Graded Portfolio Cover Sheets must be submitted to the Academic Services Associate (ASA). See Appendix D for Qualifying Portfolio Evaluation Rubric.

## Doctoral Comprehensive Examination

The Comprehensive Exam provides students with an opportunity to analyze and synthesize learning gained from multiple years of coursework and to communicate professional reflections clearly and with substantiated citations. The Comprehensive 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 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. This is the initial of the first three chapters of your dissertation and is a significant part of the course work in CUI: 5980 Research as Problem Analysis.

A student should plan to complete the Comprehensive Exam no later than the fall quarter of year three of the program. Content of a successful Doctoral Comprehensive Examination is often in alignment with the literature review of the Doctoral Research Proposal. Successful completion of the doctoral comprehensive examination is required prior to finalizing the schedule for the Doctoral Research Proposal hearing. The Doctoral Comprehensive Examination may also serve as the Doctoral Research Proposal hearing if the comprehensive exam meets all doctoral research proposal requirements. Comprehensive Exams are reviewed by two C&I faculty members and scored as pass with distinction, pass, pass with required modifications, or fail. Students who receive an evaluation of 'fail' will be put on probation.

*Comprehensive Examination Rubric*

This rubric is completed by faculty members in the Curriculum and Instruction program to evaluate EdD candidates' Comprehensive Examination Paper. A student must earn a score of Pass on Introduction of

Research Topic, Coherence, Review of Pertinent Research Literature, and must earn a score of pass on at least five criteria in total to pass the examination.

| Criteria | Pass | Emerging | Fail |
|---|---|---|---|
| **Introduction of Research Topic** | Candidate gives a clear introduction to the thesis of paper and provides an understandable overview of research topic. | Candidate could have more clearly introduced the thesis of paper OR provided a more thorough overview of research topic. | Candidate could have more clearly introduced the thesis of paper AND provided a more thorough overview of research topic. |
| **Coherence** | Candidate's paper is coherently written, is logical, and comprehensible. Arguments and statements are well supported. | Candidate's paper could be more coherent, could be more comprehensible or arguments made could be better supported. | Candidate's paper lacks coherence and arguments made need to be better supported. |
| **Review of Pertinent Research Literature** | Candidate explores research literature that is pertinent to research topic in some depth and creative insights are demonstrated. | Candidate could explore pertinent research literature to topic in more depth. | Candidate could explore pertinent research literature in much greater depth. |
| **Research Methods** | Candidate introduces research methods to be used in study. | Candidate could have provided more information about research methods. | Candidate fails to provide information about research methods to be used. |
| **References** | Candidate provides a minimum of 25 professional citations in the paper. | Candidate provides only 20-24 citations in paper. | Candidate includes fewer than 19 citations in paper. |
| **APA Format** | Paper clearly follows APA guidelines. | APA guidelines could have been more carefully followed. | There appears to be little concern for APA formatting. |
| **Polish** | No spelling errors and grammatically correct. | Few errors that do not detract from understanding. | Errors in spelling and grammar detract from understanding. |

## 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. 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 review and approval.

The 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 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 that influences the lived experience of education.

### *Collaboration*

Although there is no requirement for collaboration, students working on Doctoral Research Projects in the Teaching and Learning Sciences program are supported by the concept of collaboration. As part of the Carnegie Project on the Education Doctoral focus, collaboration encourages students to consider initiatives that integrate multiple perspectives. A community effort or shared public document or initiative might result in combined work; however, the proposal, research, and defense must be individual.

Collaboration may take many forms. For example, one data set may be analyzed from two different perspectives. Similar projects may occur in multiple settings as another example of collaboration.

Should a doctoral student decide to collaborate on aspects of the work that will result in their doctoral research project, each student is required to independently complete and defend a proposal for the doctoral research project. Students should work directly with their advisor and committee to determine parameters of collaboration supported in the Teaching and Learning Sciences program at the Morgridge College of Education

### *EdD Research Process*

Students will be introduced to the Doctoral Research Process early in the course sequence, so that they can 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 coursework plan and selected area of specialization. See coursework plan, Appendix A.

Doctoral Research Proposal Hearing

Students will submit and defend a Doctoral Research Proposal (the first three chapters of the 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 Review and Approval
Upon successfully defending the proposal and making any required revisions, students will apply for approval through the Institutional Review Board (IRB) at the University of Denver. Also, depending on the nature of the Doctoral Research Project and the community partner it may be necessary to seek additional institutional approval from the community partner. For instance, many school districts will require researchers to submit documentation to their own review boards for approval before data collection may begin.

### *Office of Research Integrity and Education*

The DU Office of Research Integrity and Education (ORIE) provides support and oversight for research conducted by members of the University of Denver community so as ***"…to ensure active adherence to the ethical principles and professional standards for the responsible conduct of research."***

MCE students, staff and faculty who conduct research are required to review the following checklist and flow chart as the first steps to determine if your research project qualifies as human subject research that requires submission of a proposal to be reviewed by the Institutional Review Board (IRB). Please review the examples of research activities that may or may not require an IRB proposal. MCE graduate students should consult with their faculty advisor about their research activities. If you have additional questions about the ethical conduct of research at DU, please contact ORIE staff at 303-871-2121. More information is available at the *ORIE website*.

Doctoral Research Project

Upon successful defense of the proposal and IRB (and district) approval, students will conduct their Doctoral Research Project. Only data collected post-IRB approval can be included in the 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 that participated in the research, 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 at the final defense 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 completed research, which may include design, implementation and/or evaluation of some change in the field, students will defend their proposal. These defenses must be reviewed and evaluated by the committee. Please refer to the MCE website here for the forms needed for the defense.

Oral Committee

A minimum of two TLS 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 ofthree 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 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 of the doctoral research paper:**

Chapter I: Introduction and Rationale

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

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, and the nature of their role in the change. 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

Chapter IV should address 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 that delineates how others might use this research, and 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

Students must examine various aspects of a certain problem in a school and conduct research on 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.

**The following provides ideas on the nature of each chapter:**

Chapter I: Introduction and Rationale
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
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
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.

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

## Probation and Termination Protocol

### *Grades*

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

For general information on the policies and procedures related to probation and termination in the Curriculum and Instruction Program in the Morgridge College of Education (MCE), please see the *MCE Policies and Procedures* page, section "MCE General Academic Probation Protocol and Dismissal Protocol" at: http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/#mce-general-academic-probation-protocol-and-dismissal-protocol

Students should also access the *DU Graduate Bulletin*, section "Academic Standards" for a comprehensive description of situations that warrant probation, dismissal, and termination. This information can be found at: http://bulletin.du.edu/graduate/academicpoliciesandprocedures/academicstandards/

### *Adequate Progress*

Three or more non-passing grades (below a "C" or incomplete grades) may be a sign of inadequate progress and may result in probationary status. Please see the incomplete grade policy in the Graduate School Bulletin for further information: http://www.du.edu/registrar/programs/bulletin.html

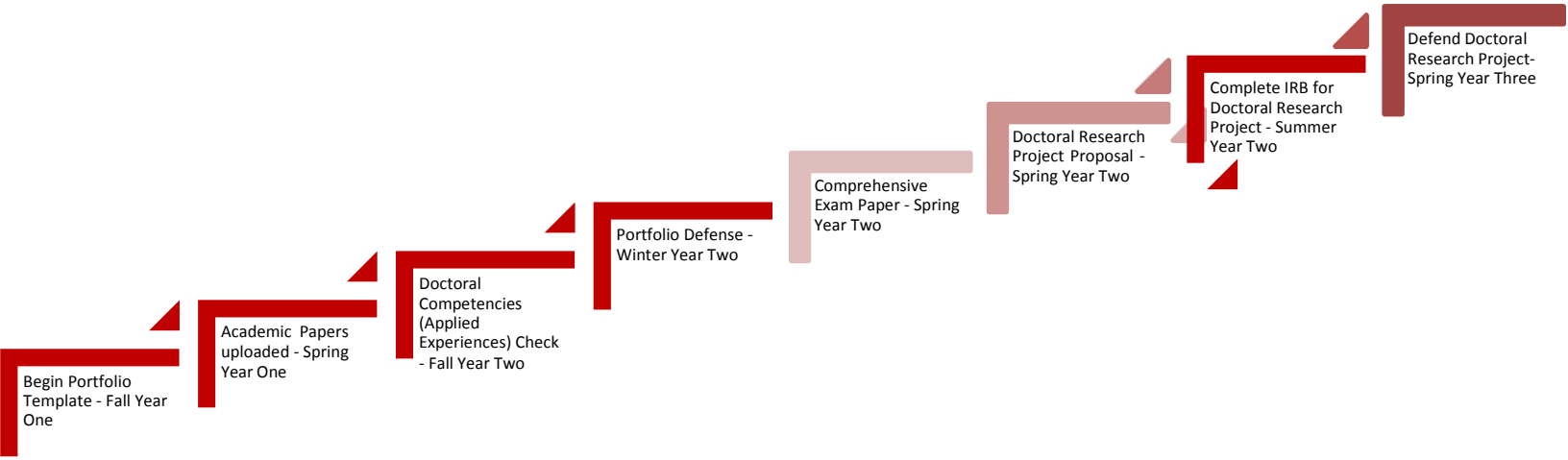
# Appendix A: Program Benchmarks

The following Benchmarks are to be completed by year-end, unless noted otherwise or modified in conjunction with your academic advisor. A "year" is considered fall through summer.

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

| Year 1 | Year 2 | Year 3 |
|---|---|---|
| ❖ Coursework<br><br>❖ Field-Based Partner identified | ❖ Coursework<br><br>❖ Complete Portfolio (due one week before the oral hearing). **Winter Quarter**<br><br>❖ Complete Literature Review (***Research as Problem Analysis***) | ❖ Complete Comprehensive Exam (***Research as Intervention***)<br><br>❖ Doctoral Research Project Proposal Hearing (Fall Quarter)<br><br>❖ Data Collection (Winter Quarter)<br><br>❖ Writing up Findings (***Applied Research***)<br><br>❖ Research Project Defense!<br><br>*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. |

**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.



# Appendix B: Curriculum and Instruction EdD Coursework Plan

NAME_____STUDENT #_____

*Please discuss with your advisor the course plan most appropriate for your schedule. Students must maintain a cumulative grade-point average of 3.0 or better. Grades below "C" will not be counted toward the degree.*

| | Course Number | Credit Hours | Expected Term of Completion |
|---|---|---|---|
| **A. REQUIRED COURSES** | | | |
| Introduction to Curriculum | CUI 4020 | 3 | |
| Transformational Teaching & Learning | CUI 4039 | 3 | |
| Race, Class and Gender in Education | CUI 4160 | 3 | |
| Critical Perspectives: Democracy, Power and Privilege | CUI 4035 | 3 | |
| **Minimum Total Credit Hours Required** | | **12** | |
| **B. FOUNDATIONS** | | | |
| ***Choose a minimum of one from the following courses:*** | | | |
| History of Education in the United States | CUI 4180 | 3 | |
| Philosophy of Education | CUI 4130 | 3 | |
| Spirituality in Education | CUI 4131 | 3 | |
| **Minimum Total Credit Hours Required** | | **3** | |
| **C. SPECIALIZATION** | | | |
| | | | |
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| | | | |
| | | | |
| | | | |
| **Minimum Total Credit Hours Required** | | **24** | |
| **D. RESEARCH** | | | |
| ***Required Research Coursework**** *(6 credits)* | | | |

| | Course Number | Credit Hours | Expected Term of Completion |
|---|---|---|---|
| Structural Foundations of Research in Social Sciences | RMS 4940 | 3 | |
| Empirical Research Methods | RMS 4930 | 3 | |
| | | | |
| ***Research Sequences*** *(8-9 credits)* ***Choose ONE Option.*** | | | |
| **OPTION 1:** | | | |
| Introduction to Qualitative Research | RMS 4941 | 4 | |
| Qualitative Data Collection and Analysis | RMS 4942 | 4 | |
| **OPTION 2:** | | | |
| Introductory Statistics | RMS 4910 | 5 | |
| Correlation and Regression (RMS 4911 - 4 cr) **OR** Survey and Design Analysis (RMS 4931 – 3 cr) | | 4/3 | |
| | | | |
| ***Doctoral Research Courses*** *(10 credits)* | | | |
| Research as Problem Analysis | CUI 5980 | 3 | |
| Research as Intervention | CUI 5981 | 3 | |
| Applied Research | CUI 5982 | 3 | |
| Defense of Research | CUI 5983 | 1 | |
| **Minimum Total Credit Hours Required** | | **24** | |

| SUMMARY OF COURSEWORK COMPLETED | CREDITS REQUIRED | CREDITS COMPLETED |
|---|---|---|
| A. Required Coursework | 12 | |
| B. Foundations | 3 | |
| C. Specialization | 24 | |
| D. Research | 24 | |
| **MINIMUM TOTAL CREDITS FOR DEGREE**** | **65**** | |

***In addition, you must complete the following non-coursework requirements: qualifying portfolio, doctoral comprehensive exam, and doctoral research project.***

Student's Signature_____Date _____

Advisor's Signature_____Date _____

Cognate Advisor's Signature (*if applicable*)_____Date _____

**IMPORTANT NOTES FOR COURSEWORK PLAN:**

**As part of Required Research Coursework, a recommended prerequisite is: RMS 4920 Educational Measurement (3 credits).*

***Please note, the summary of total credits required for degree above adds to 63 credit hours. However, 65 credit hours are required for the EdD degree in C&I. Therefore, students must exceed the minimum number of hours by two credit hours in order to complete the total degree requirements of 65 credit hours.*

# Appendix: C Doctoral Applied Experiences: Evaluation Log

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

# Appendix D: EdD Qualifying Portfolio Evaluation Rubric

This rubric is completed by faculty in the Curriculum and Instruction program to evaluate EdD candidates' Qualifying Portfolio.

| Criteria | Excellent | Satisfactory | Needs Revision |
|---|---|---|---|
| Curriculum Vitae | The candidate's curriculum vitae (CV) is a fully-elaborated statement of professional experience. It lists all the relevant professional activities in which the candidate has engaged. The format is coherent and does a good job of representing the candidate's professional experiences. | The candidate's CV resembles a fully-elaborated statement of professional experience, or the format could be more coherent, or the candidate needs to do more to represent her/his professional experiences. | The candidate's CV is not a fully-elaborated statement of professional experience, the format could be more coherent, and the candidate needs to do more to represent her/his professional experiences. |
| Statement of Purpose | The statement of purpose includes the candidate's philosophy of education and research interests. The candidate's research interests relate well to the candidate's philosophy of education and takes into account the candidate's current educational concerns, cognate, and pertinent learning in C&I coursework. Paper clearly follows APA guidelines and no spelling errors and grammatically correct. | The candidate's research interests could be more related to the candidate's philosophy of education or more could have been done to reflect the candidate's current educational concerns, cognate, and pertinent learning in C&I coursework. APA guidelines could have been more carefully followed or only a few errors. | The candidate's research interests could be more related to the candidate's philosophy of education and more could have been done to reflect the candidate's current educational concerns, cognate, and pertinent learning in C&I coursework. There appears to be little concern for APA formatting and errors in spelling and grammar detract from understanding. |
| Academic Papers | The papers presented demonstrate the candidate's grasp of curricular and instructional issues and reflect the candidate's ability to conceptualize, analyze, and synthesize well. The candidate effectively articulates a professional rationale for selection of topics of papers. | The papers presented demonstrate the candidate's grasp of curricular and instructional issues need further development or reflect that the candidate needs to continue to develop abilities such as conceptualizing, | The papers presented demonstrate the candidate's grasp of curricular and instructional issues need further development and reflect that the candidate needs to continue to develop abilities such as conceptualizing, analyzing, and |

| | | | |
|---|---|---|---|
| | | analyzing, and synthesizing. The candidate moderately articulates a professional rationale for selection of topics of papers. | synthesizing. The candidate fails to articulates a professional rationale for selection of topics of papers. |
| Doctoral Competencies | The candidate does an effective job of summarizing progress made toward meeting multiple doctoral competencies required by the program. In addition, the candidate provides exemplary detail on the stages and steps completed to meet the doctoral competencies. | The candidate could have more effectively summarized progress made toward meeting at least two doctoral competencies required by the program or provided more details on the stages and steps completed to meet the doctoral competencies. | The candidate has not summarized progress made toward meeting at least two doctoral competencies required by the program. |

# Appendix E: EdD Comprehensive Examination Rubric

This rubric is completed by faculty in the Curriculum and Instruction program to evaluate EdD candidates' Comprehensive Examination Paper. A student must earn a score of Pass on five or more of the criteria listed including Introduction of Research Topic, Coherence, Review of Pertinent Research Literature to pass the examination.

| Criteria | Pass | Emerging | Fail |
|---|---|---|---|
| **Introduction of Research Topic** | Candidate gives a clear introduction to the thesis of paper and provides an understandable overview of research topic. | Candidate could have more clearly introduced the thesis of paper OR provided a more thorough overview of research topic. | Candidate could have more clearly introduced the thesis of paper AND provided a more thorough overview of research topic. |
| **Coherence** | Candidate's paper is coherently written, is logical, and comprehensible. Arguments and statements are well supported. | Candidate's paper could be more coherent, could be more comprehensible or arguments made could be better supported. | Candidate's paper lacks coherence and arguments made need to be better supported. |
| **Review of Pertinent Research Literature** | Candidate explores research literature that is pertinent to research topic in some depth and creative insights are demonstrated. | Candidate could explore pertinent research literature to topic in more depth. | Candidate could explore pertinent research literature in much greater depth. |
| **Research Methods** | Candidate introduces research methods to be used in study. | Candidate could have provided more information about research methods. | Candidate fails to provide information about research methods to be used. |
| **References** | Candidate provides a minimum of 25 professional citations in the paper. | Candidate provides only 20-24 citations in paper. | Candidate includes fewer than 19 citations in paper. |
| **APA Format** | Paper clearly follows APA guidelines. | APA guidelines could have been more carefully followed. | There appears to be little concern for APA formatting. |
| **Polish** | No spelling errors and grammatically correct. | Few errors that do not detract from understanding. | Errors in spelling and grammar detract from understanding. |

# Appendix F: EdD Doctoral Research Project Proposal Rubric

This rubric is completed by faculty in the Curriculum and Instruction program to evaluate EdD candidates' Doctoral Research Project Proposal. A candidate must earn a score of Pass on six or more of the criteria listed including Introduction of Research Topic, Coherence, Review of Pertinent Research Literature, and Research Methods to successfully defend the proposal.

| Criteria | Pass | Emerging | Fail |
|---|---|---|---|
| **Introduction of Research Topic** | Candidate gives a clear introduction to the proposal, articulates the persistent problem of practice, provides an understandable overview of research topic, and lists research questions to be examined. | Candidate needs to further develop an introduction to the proposal OR articulates more clearly the persistent problem of practice, OR provide a stronger overview of research topic OR needs to list research questions to be examined. | Candidate needs to further develop an introduction to the proposal, articulate more clearly the persistent problem of practice, provide a stronger overview of research topic, AND needs to list research questions to be examined. |
| **Coherence** | Candidate's proposal is coherently written, is logical, and comprehensible. Arguments and statements are well supported. | Candidate's proposal could be more coherent, could be more comprehensible or arguments made could be better supported. | Candidate's proposal lacks coherence, is not comprehensible, and arguments made need to be better supported. |
| **Review of Pertinent Research Literature** | Candidate explores research literature that is pertinent to research topic in some depth and creative insights are demonstrated. | Candidate could explore pertinent research literature to topic in more depth. | Candidate could explore pertinent research literature in much greater depth. |
| **Research Methods** | Candidate provides general review of research literature of methods to be used followed by an in-depth description of specific methods to be used for data collection and analyses. Candidate includes clearly defined and developed research tools such as interview protocol, survey instruments, observation protocol, etc. | Candidate could further develop general review of literature of methods to be used OR further develop the in-depth description of specific methods to be used for data collection and analyses. Candidate needs to further define and develop research tools such as interview protocol, survey instruments, observation protocol, etc. | Candidate could further develop general review of literature of methods to be used AND further develop the in-depth description of specific methods to be used for data collection and analyses. Candidate has not defined and developed research tools such as interview protocol, survey instruments, observation protocol, etc. |
| **References** | Candidate provides a minimum of 30 professional citations in the paper. | Candidate provides only 25-29 citations in paper. | Candidate includes fewer than 25 citations in paper. |
| **APA Format** | Paper clearly follows APA guidelines. | APA guidelines could have been more carefully followed. | There appears to be little concern for APA formatting. |
| **Polish** | No spelling errors and grammatically correct. | Few errors that do not detract from understanding. | Errors in spelling and grammar detract from understanding. |

# Appendix G: Doctoral Research Project Evaluation Rubric

This rubric 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 |
|---|---|---|---|
| **Cogency** | 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. |
| **Thoroughness** | 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. |
| **Intervention** | 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. |
| **General Project Approach** | 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. |
| **Quasi-Practical** | 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 |
|---|---|
| **Pass** | Student research paper is acceptable for pass as is, and requires no revision or resubmission; research paper is complete. |
| **Conditional Pass** | Student must make revisions as noted by reviewing faculty. Upon completion of recommended revisions, student resubmits for evaluation. |
| **Fail** | 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. |

# Appendix H: C&I EdD Possible General Course Sequence Plan

| | *Fall* | *Winter* | *Spring* |
|---|---|---|---|
| **Year 1** | 1.) CUI 4020 Introduction to Curriculum (3)<br>2.) RMS 4940 Structural Foundations of Research in Social Sciences (3)<br><br>Total Credits: 6 | 1.) CUI 4039 Transformational Teaching & Learning (3)<br>2.) *RMS 4920 Educational Measurement (3)<br>3.) CUI 4160 Race, Class, & Gender in Education (3)<br><br>Total Credits: 9 | 1.) Specialization Course (3)<br>2.) Specialization Course (3)<br><br>Total Credits: 6 |
| **Year 2** | 1.) RMS 4930 Empirical Research Methods (3)<br>2.) Specialization Course (3)<br>3.) RMS 4910 Introductory Statistics (5) or RMS 4941 Introduction to Qualitative Research (4)<br><br>Total Credits: 10-11 | 1.) CUI 4035 Critical Perspectives: Democracy, Power & Privilege (3)<br>2.) Specialization Course (3)<br>3.) CUI 4180 History of Educ. In the US or CUI 4130 Philosophy of Education or CUI 4131 Spirituality in Education (3)<br>Total Credits: 9 | 1.) Specialization Course (3)<br>2.) CUI 5980 Research as Problem Analysis (3)<br>3.) RMS 4911 Correlation and Regression (4) or RMS 4931 Survey & Design Analysis (3) or RMS 4942 Qualitative Data Collection & Analysis (4)<br><br>Total Credits: 9-10 |
| **Year 3** | 1.) CUI 5981 Research as Intervention (3)<br>2.) Specialization Course (3)<br><br>Total Credits: 6 | 1.) CUI 5982 Applied Research (3)<br>2.) Specialization Course (3)<br>3.) Specialization Course (3)<br><br>Total Credits: 9 | 1.) CUI 5983 Defense of Research (1)<br><br>Total Credits: 1 |

** As part of Required Research Coursework, a recommended prerequisite is RMS 4920 Educational Measurement (3 credits).*

# Appendix I: C&I EdD GT Cohort Possible Course Sequence Plan*
# Incoming 2017

| | Summer | Fall | Winter | Spring |
|---|---|---|---|---|
| **Year 1** | CUI 4401 Psychological Aspects of the Gifted (3)<br><br>RMS 4940 Structural Foundations of Research in Social Sciences (3)<br><br>Total Credits: 6 | CUI 4020 Introduction to Curriculum (3) DISTANCE<br><br>CUI 4400 Nature and Needs of Gifted Learners (3) DISTANCE<br><br>Total Credits: 6 | CUI 4039 Transformational Teaching and Learning (3) DISTANCE<br><br>CUI 4403 Instructional Strategies for the Gifted (3) DISTANCE<br><br>Total Credits: 6 | RMS 4930 Empirical Research Methods (3) DISTANCE<br><br>CUI 4407 Special Topics in Identification of the Gifted (3) DISTANCE<br><br>Total Credits: 6 |
| **Year 2** | CUI 4402 Curriculum for the Gifted (3)<br><br>CFSP 4302 Educational Law Class (3)<br><br>Total Credits: 6 | RMS 4910 Introductory Statistics (5) DISTANCE<br><br>RMS 4941 Intro to Qualitative Research (4) DISTANCE<br><br>Total Credits: 9 | CUI 4410 Program Development, Leadership and Communication (3) DISTANCE<br><br>RMS 4931 Survey & Design Analysis (3)<br>OR<br>RMS 4942 Qualitative Data Collection & Analysis (4) DISTANCE<br><br>Total Credits: 6-7 | CUI 5980 Research as Problem Analysis (3) DISTANCE<br><br>CUI 4404 Twice Exceptional Learners (3) DISTANCE<br><br>Total Credits: 6 |
| **Year 3** | CUI 4408 Creativity: Theory and Practice (3)<br><br>CUI 4160 Race, Class and Gender (3)<br><br>Total Credits 6 | CUI 5981 Research as Intervention (3) DISTANCE<br><br>CUI 4130 Philosophy of Education (3) DISTANCE<br><br>Total Credits: 6 | CUI 5982 Applied Research (3) DISTANCE<br><br>Total Credits: 3 | CUI 5983 Defense of Research (1)<br><br>Total Credits: 1 |

*Subject to change.