



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

Curriculum and Instruction Student Handbook

Doctor of Education (EdD) 2021-2022

Table of Contents

Table of Contents	2
Purpose of Handbook	4
DU Graduate Bulletin	4
MCE Policies and Procedures	4
Welcome to the Morgridge College of Education	5
Morgridge Vision Statement	5
Morgridge Culture	5
MCE Organization	5
Accreditation	6
Equal Opportunity Institution	6
University of Denver Land Acknowledgement	6
MCE School District Strike Policy	6
TLS Faculty and Staff	7
Curriculum and Instruction EdD Program Overview	9
Course Offerings	9
Communication	9
C&I EdD Resources	9
Advising	10
C&I EdD Program Requirements	11
Benchmarks in C&I EdD program	11
Coursework	12
C&I Specializations	13
Doctoral Applied Experiences for the EdD	15
EdD Comprehensive Examination	18
Dissertation in Practice (DIP)	22
Grades and Dismissal Protocols	27
Grades	27

Probation and Dismissal Protocol _____	27
Appendix A: Curriculum and Instruction EdD Coursework Plan _____	28
Appendix B: C&I EdD Possible General Course Sequence Plan _____	30
Appendix C: C&I EdD Possible GT Cohort Course Sequence Plan _____	31
Appendix D: Doctoral Applied Experiences Log _____	32
Appendix E: EdD Comprehensive Exam Outline _____	33
Appendix F: EdD Comprehensive Examination Rubric _____	36
Appendix G: DIP Proposal Rubric _____	38
Appendix H: DIP Committee Recommendation and Schedule of Oral Defense form _____	39
Appendix I: EdD Student Form Checklist _____	40
Required C&I EdD Forms _____	40
Forms that are not required but may be necessary _____	40
Appendix J: 2021 – 2022 Gifted Education Certificate Coursework Plan _____	41
Appendix K: 2021 – 2022 Culturally and Linguistically Diverse Education Certificate Coursework Plan _____	42
Appendix L: 2021 – 2022 Special Education Generalist (ages 5-21) Certificate Coursework Plan _____	43

Purpose of Handbook

This handbook provides students with policies and procedures to assist them as they progress through the requirements of Morgridge's degrees and certificates. By default, students follow the handbook of the year in which they entered the program. With approval from their advisor, students may choose to follow a handbook published after they matriculated into the program. If a student, with the approval of their advisor, chooses a newer handbook they must follow all the policies and protocols in the new handbook.

In addition to this handbook, the student should become familiar with the [Graduate Policies and Procedures](#) as stated in the DU Graduate 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. In cases of discrepancy between documents, the Graduate Bulletin takes precedence.

DU Graduate Bulletin

Each year, DU publishes a [Graduate Bulletin](#). Students will follow the bulletin that aligns with this C&I handbook – which is determined by the year in which the student matriculated into the program – unless otherwise discussed with the student's advisor. Examples of information provided in the Graduate Bulletin link include:

- School-, college-, and division-specific requirements and information
- Admission and enrollment policies
- Tuition and fees
- Academic requirements, policies, and procedures
 - Academic standards
 - Change of degree or program
 - Student withdrawal from the university
 - Transfer of credit
- Academic and student support services, policies, and procedures
- Course descriptions

MCE Policies and Procedures

Along with DU's Graduate Bulletin, C&I students should be familiar with [MCE's policies and procedures](#). Examples of information provided include:

- Degree planning
 - Advising
 - Course plans
 - Waiver or substitution of courses
 - Non-MCE courses
 - Dissertation/doctoral research credits for continuous enrollment
- APA writing requirement
- Financial support parameters and eligibility

Welcome to the Morgridge College of Education

Welcome to the Morgridge College of Education! We believe that education serves as the foundation of and means for transformation within our society. Morgridge is committed to being more, doing more, and bringing about more positive change through the power of learning.

Morgridge 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.

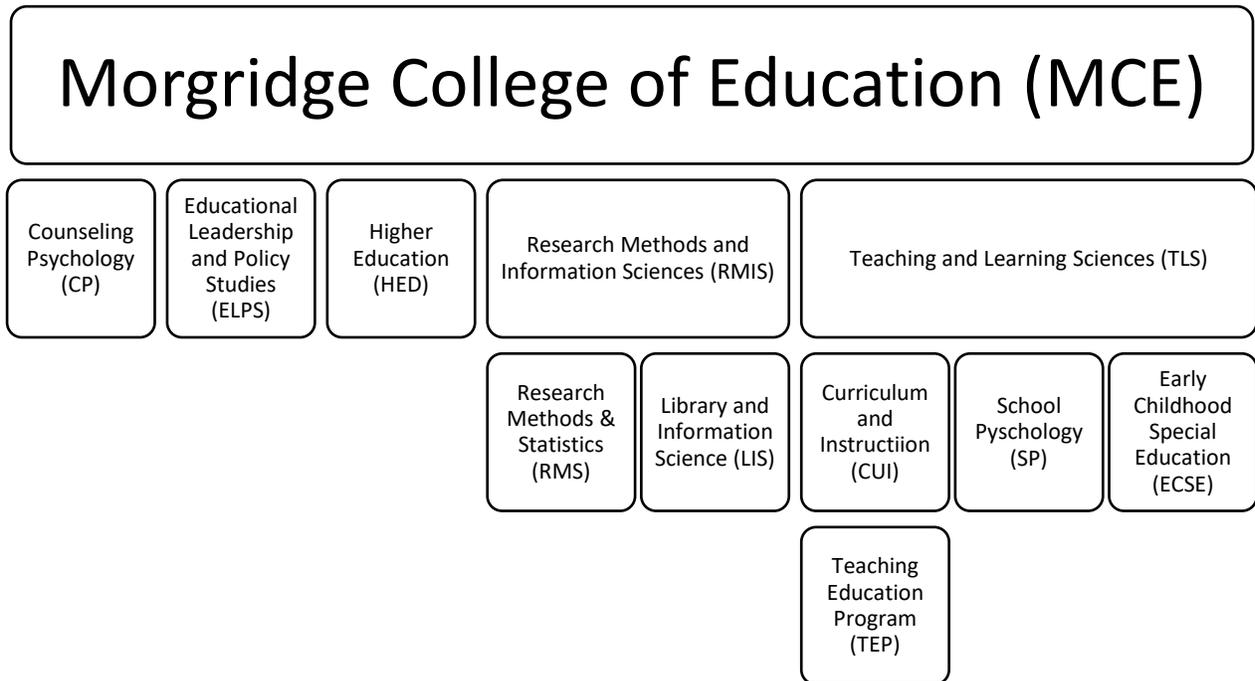
Morgridge Culture

Morgridge defines its culture through 5Cs:

- ❖ Community
- ❖ Curiosity
- ❖ Communication
- ❖ Collaboration
- ❖ Courage

MCE Organization

The chart below depicts MCE’s departmental organization. It does not include the college’s institutes, centers, or communities. *Please note the chart depicts divisions most pertinent to TLS students only.* See MCE’s [website](#) for more information.



Accreditation

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.

Equal Opportunity Institution

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](#). Students 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.

University of Denver Land Acknowledgement

The University of Denver resides on land held in stewardship by the Cheyenne and Arapaho tribes. We recognize the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapaho Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma who were forcibly removed from this land. We also acknowledge the Southern Ute Tribe and the Ute Mountain Ute Tribe, which are the only two federally recognized tribes in Colorado.

Today, Denver is home to many different citizens of Indigenous nations; we recognize their enduring presence on this land by paying respects to their elders, both past and present. It is because of the sacrifices and hardships of the traditional Indigenous inhabitants of this land that we are able to gather at DU to learn, collaborate, and share knowledge.

To learn more about DU's recognition and reconciliation of their involvement in the Sand Creek Massacre, please review the [John Evans report](#).

MCE School District Strike Policy

The University of Denver and the Morgridge College of Education understands the complexity of labor negotiations and does not take sides in any contract disputes. Students should contact university supervisors for instructions as soon as an event such as a strike or work stoppage occurs. We strongly discourage students from attending field and service placements during a labor strike due to a variety of issues including, but not limited to, supervision. In general, students will work with their university supervisors to ensure that they are able to complete their work. This policy is not intended to influence students who are also district employees, as they should use their own professional judgement. Their actions regarding these situations will have no academic consequences or impact on their status within the program.

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Curriculum and Instruction EdD Program Overview

The C&I program works toward the development of the most effective pedagogy, curriculum, assessment, scholarship, and care for students that is needed to address the current state of education in private and public, as well as formal and informal, educational settings.

The 65-credit doctor of education (EdD) degree program 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 of Education
- ❖ Inclusive Excellence
- ❖ 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 as part of a cohort in a specific sequence over a three-year period. 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.

Course Offerings

Please see a listing of C&I courses and descriptions in the [Graduate Bulletin](#). ***These courses are not offered every quarter; students should consult with their advisor to work on their coursework plan (Appendix A) for their degree.*** On the [C&I Portfolio](#) site, there is a multi-year course offering schedule; although subject to change, this can also assist with planning.

Communication

All students are automatically assigned a university e-mail address upon entry into the program, which must then be forwarded to a preferred e-mail account. This e-mail address is included in the MCE and C&I listservs; it 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, job opportunities, etc. Additionally, students must update changes to their mailing address or other contact information in Pioneer Web within the first week of classes each quarter.

C&I EdD Resources

- [C&I Program Portfolio](#)
This DU portfolio has specific information about the C&I program, including handbooks, coursework plans, and other student forms.
- **Curriculum and Instruction EdD Canvas**
Students will receive an invite to a program-specific Canvas “course” in their DU email. This course is set up to assist in progressing through the program, as non-coursework requirements for EdD completion are listed as “assignments” on this site for completion.

Students are responsible for contacting their advisor if they have questions or concerns regarding the required information. **Failure to complete items in Canvas may result in delayed graduation.**

Advising

Before beginning the program, all students are assigned a faculty advisor. Advisors can assist in selecting coursework, conducting research, and planning a career trajectory. During the course of the program, students may find that there is another faculty member who is a better fit for their academic and professional goals. In that case, students may request to change advisors.

In order to change advisors, students must gain written approval from their current and proposed advisors. Then students can forward the approvals the Academic Services Associate (ASA), who will make the advising change official.

For doctoral students, academic advisors are not necessarily the director of the dissertation in practice committee. Though some students prefer to have the same faculty advisor for coursework as well as the dissertation in practice, there are cases in which it is beneficial to keep these roles separate.

C&I EdD Program Requirements

The exact requirements to complete the C&I EdD program are posted in the [Graduate Bulletin](#). To help C&I students, below are some specific requirements. However, they are subject to change and the C&I program will follow the Graduate Bulletin’s requirements and standards.

To complete the C&I EdD program, students need to:

- Complete 65 credit hours of coursework, including 24 credit hours (minimum) in a specialization
- Maintain a cumulative grade-point average of 3.0 or better
- Complete a minimum of two doctoral applied experiences
- Pass their comprehensive examination
- Propose, conduct, and defend a Dissertation in Practice (DIP)

Benchmarks in C&I EdD program

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

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

Note that the EdD degree includes four Doctoral Research courses: Research as Problem Analysis, Research as Intervention, Applied Research, and Defense of Research. These are designed for students who are actively working on their comprehensive exams and dissertations in practice.

Year 1	Year 2	Year 3
Coursework Start planning doctoral applied experiences Complete the coursework plan and upload to Canvas	Coursework Identify community partner for DIP, if appropriate Complete literature review (Spring: CUI 5980 Research as Problem Analysis) Pass comprehensive examination (Spring)	Pass dissertation in practice proposal (prior to fall quarter) Data collection (Fall: CUI 5981 Research as Intervention) Data analysis and implications (Winter: CUI 5982 Applied Research) Defend DIP (Spring: CUI 5983 Defense of Research) Submit doctoral applied experiences log

Coursework

General C&I required courses are listed in the EdD coursework plan. Only courses offered at the 4000 level and above count toward EdD degree requirements. More information about course requirements for specific specializations are located in the C&I Specializations section.

Appendix B has a general course sequence plan that students can review. Please note that this is an example; **it is not a guarantee of the courses that will be offered**. Students can find course schedules for upcoming years on the [C&I online portfolio](#) and the [RMIS online portfolio](#).

Credit Transfer

Some students are interested in transferring credit from another institution. Please go to the Graduate Bulletin for the official rules and regulations about [credit transfer](#). Below are general guidelines to remember.

- Graduate coursework and credit hours already applied toward a degree cannot be accepted as transfer credit towards another graduate degree of the same level or less.
- The student must initiate in writing the request for transfer of credit through the program of study **prior to or during the first quarter of attendance as a DU degree-seeking student**.
- Transfer credit toward a doctoral degree is limited to 15 hours.

Independent Study, Directed Study, and Independent Research

Some students will take a directed study, independent study, or independent research course during their EdD program, though none of these are required to complete the degree. While these courses seem similar, there are some important distinctions:

- **Independent Study** (CUI 5991): Students register for an independent study to do special work under faculty supervision in areas not covered by course offerings. For instance, a student who has research interests that are not covered by existing MCE courses may arrange an independent study to pursue their interests more deeply.
- **Directed Study** (CUI 5992): Students register for a directed study as a substitution for an existing course offering. For instance, if extenuating circumstances prevent a student from taking a course when it is offered, the student may arrange with a faculty member to take the course on an individual basis.
- **Independent Research** (CUI 5993): Advanced doctoral students register for independent research to conduct independent research for a dissertation, thesis, or other project. Though no independent research credits are required for the EdD, students can use this course to maintain continuous enrollment after completing CUI 5982 and before defending their dissertation in practice (CUI 5983).

Each of these courses requires individual supervision from an instructor as well as approval from the student's advisor. To enroll in one of these courses, students must complete an [application form](#). For independent studies and directed studies that are more aligned with RMS coursework (e.g., a directed study to substitute for an RMS course), students may register for RMS 5991 or RMS 5992, respectively. Since directed studies and independent studies will appear on transcripts with different course numbers, students will need to fill out a course substitution form, as well.

Continuous Enrollment and Leaves of Absence

Students are expected to be enrolled continuously during their degree program unless they apply for a leave of absence. Students who become inactive without applying for a leave of absence may be required to re-enroll for admission and pay additional fees.

Students who temporarily withdraw from the EdD program (e.g., for medical or personal reasons, military duty, etc.) may apply for a leave of absence from the university. Upon returning from a leave of absence, students are guaranteed a place in the program and will not have to re-apply. For more details on leaves of absence, including deadlines and forms, consult the [Graduate Bulletin](#).

After completing all other coursework, EdD students may need additional time to complete their dissertation in practice. They must register for at least one credit of independent research (CUI 5993) each quarter. However, registration for independent research does not confer full-time student status. **To maintain full-time status (e.g., to be eligible for loan deferment or a student visa), students may apply for Continuous Enrollment each year. Students may be able to enroll in Continuous Enrollment when completing the EdD research sequence (CUI 5980- CUI 5983) when all other coursework is completed.** For more details on Continuous Enrollment, including registration deadlines, fees, and required forms, consult the [Graduate Bulletin](#).

Course Substitutions and Waivers

At times, students may need to substitute or waive a course. Students should discuss this with their advisor. A student will need both their advisor's and the department chair's signatures before the form can be approved. Students can find the Graduate Course Substitution or Waiver Form on [MCE's website](#).

C&I Specializations

As part of the total 65 credit hours required for the C&I EdD degree, students must complete a minimum of 24 credit hours in a specialization. C&I has five specializations areas:

- ❖ Culturally and Linguistically Diverse Education
- ❖ Curriculum Studies
- ❖ Mathematics Education
- ❖ K-12 Gifted Education
- ❖ K-12 Special Education

The specialization category of the degree offers an opportunity to focus on a particular field of interest. A well-designed specialization is organized around a student's professional interests and will add a unique academic and professional quality to their C&I degree.

Colorado Department of Education (CDE) Endorsements

C&I offers several approved pathways to CDE endorsements. Students are offered the opportunity to seek one of these endorsements through their specialization by following the specific plan outlined in the appendices. C&I offers the following pathways (some may require additional credits):

- Culturally and Linguistically Diverse Education
- Gifted Education CORE
- Gifted Education Specialist
- Gifted Education Director (through the ELPS program)
- Special Education Generalist
- Special Education Director (through the ELPS program)

To be eligible for a CDE endorsement, students must 1) have a Colorado teaching license and 2) complete a specific set of courses and all applicable non-coursework requirements. If students wish to pursue a CDE endorsement, they should consult with their advisor to ensure that they complete all requirements.

Culturally and Linguistically Diverse Education Specialization

In the Culturally and Linguistically Diverse Education (CLDE) specialization, students complete courses to prepare them to be evidence-based practitioners and researchers who can foreground culturally responsive pedagogy and the cultural, linguistic, cognitive, and academic needs of culturally and linguistically diverse learners in communities and classroom practices. Throughout their coursework, candidates learn and apply knowledge about first and second language acquisition, the selection and utilization of culturally relevant literature, essential literacy components and curriculum and assessment practices for CLD learners with an emphasis on language and funds of knowledge to bridge communities, classrooms, and schools.

Students who specialize in Culturally and Linguistically Diverse Education may elect to follow a coursework plan that allows them to qualify for a CDE endorsement if they have a Colorado teaching license. Students who are interested in seeking this credential should consult their advisor.

Curriculum Studies Specialization

In the Curriculum Studies specialization, students complete courses intended to add to their breadth and depth of knowledge of equity and social justice in education so that they will be well-equipped to meet the learning needs of all students in a variety of educational settings. The Curriculum Studies specialization focuses on curriculum design, models of curriculum, instructional strategies, assessment, and student engagement. Students can select courses around various themes in curriculum and instruction, including (but not limited to) diversity, teacher education, aesthetics, urban education, family studies, social work, library and information science, zoo and museum education, and international education. 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.

Mathematics Education Specialization

In the Mathematics Education specialization, students complete courses aimed at developing leaders and researchers in mathematics education with strong theoretical and historical backgrounds. The Mathematics Education specialization focuses on ambitious instructional practices that support meaningful learning experiences for all students, particularly those in historically marginalized groups. Students become familiar with a wide variety of research designs and methods of inquiry so that they can apply various theories to address problems of practice within mathematics education. In this way, students are prepared to address matters of practice in diverse educational settings with a strong background in mathematical content, pedagogy, and assessment.

K-12 Gifted Education Specialization

In the 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. Students develop research skills that are focused on problem identification and interventions; coursework includes both qualitative and quantitative methodologies

and applied analyses. Successful candidates can qualify for gifted education leadership roles, whether at a district, school, or university level.

Students who specialize in Gifted Education may elect to follow a coursework plan that allows them to qualify for a CDE endorsement if they have a Colorado teaching license. Students who are interested in seeking this credential should consult their advisor.

K-12 Special Education Specialization

In the Special Education specialization, students complete courses that prepare them to become evidence-based practitioners and researchers who 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 apply theory to practice and research; they may qualify for district, school, or university leadership positions.

Students who specialize in Special Education may elect to follow a coursework plan that allows them to qualify for a CDE endorsement if they have a Colorado teaching license. Students who are interested in seeking this credential should consult their advisor.

Doctoral Applied Experiences for the EdD

Doctoral Applied Experiences 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 to consider the application of skills in the professional context. Leadership becomes a key role, whether as a teacher in a pre-school classroom, a school or district leader, a developer of curriculum for a museum, the chair of an international effort of an NGO, or any number of other positions. Professionals are trained in preparation for a multitude of roles, including roles in academia. Doctoral preparation includes rigorous coursework related to content areas and research methodologies. In consideration and preparation for assuming a leadership position within academia, doctoral candidates may seek out additional opportunities to gain direct experience and build competencies under the guidance of their advisor. Direct experience opportunities are provided through graduate-level teaching, research (beyond that of the dissertation in practice), presentations or publications, grant writing, coaching or field work supervision, community leadership, and using technology as a tool to improve learning. These seven distinct areas are relevant to leadership, growth, and positive impact immediately 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 they advance to a role with associated expectations.

Doctoral Applied Experience Areas

- ❖ Graduate-level teaching
- ❖ Research
- ❖ Presentations or Publications
- ❖ Grant Writing
- ❖ Community Leadership
- ❖ Coaching or Field Work Supervision
- ❖ Technology as a Tool to Improve Learning

Students will document these experiences in the doctoral applied experience evaluation log. Students will submit evidence of each successful experience; their advisors will acknowledge this by approving the evaluation log. **Students must complete doctoral applied experiences in at least two areas**, though they may elect to complete experiences in many or all areas. Experiences may be unrelated, 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 or in combination. This log can be expanded to provide more detail.

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.

Research

Students interested in research should participate in multiple levels of research under their advisor's direction. Students must document a minimum of three different experiences (e.g., literature review, gathering data, analyzing data, etc.) beyond coursework requirements.

Presentation or Publication

Students interested in presentations or publications should submit proposals to local, state, national, and/or international organizations for juried review and potential acceptance. Students must submit a minimum of two first-authored proposals for presentation or publication, though the emphasis is on submission rather than acceptance. For example, students might submit proposals for a presentation at AATC, an article in an NCTM publication, or a poster to present at AERA.

Grant Writing

Students interested in grant writing should participate in writing and submitting grants to external or University funding sources. Students must document a minimum of two small projects or one large project. For example, students might draft a proposal for a grant, draft a literature review for documentation, or develop a timeline with measurable outcomes.

Community Leadership

Students interested in community leadership should provide evidence of community-engaged learning, service learning, or community impact work related to Curriculum and Instruction or within a specific field of study. For example, students might develop curriculum for a museum, lead professional development work in a local public school, or evaluate the implementation of a school program.

Coaching or Field Work Supervision

Students interested in coaching or field work supervision should work directly with a faculty mentor for training and support. The nature of this experience will be determined by the advisor, but examples might include: supervising or coaching TEP students or supervising training at a museum.

TEP Supervision: Doctoral students with coaching or teacher evaluation experience can supervise up to three TEP students per year. This includes observing and evaluating each TEP student at least twice per quarter, as well as attending training and meetings with TEP faculty and being an informal advisor for supervisees.

TEP Coach: Doctoral students with three or more years of teaching experience can be a coach for TEP students who are identified as needing additional support. This includes coordinating with the TEP student's supervisor or advisor to identify goals, observing the TEP student two or three times per quarter, debriefing with the student after each observation, and updating the student's supervisor or advisor on their progress.

Technology as a Tool to Improve Learning

Students interested in using technology might focus on improving learning through teaching and research, though this experience is not limited to these areas. Students should follow [Quality Matters \(QM\) standards](#) in developing this project. For example, students might evaluate the use of technology tools, develop a program to analyze data, or convert a face-to-face course to a hybrid or online course.

Doctoral Applied Experience Evaluation

As part of the pre-graduation coursework audit in Year 3, students must complete and submit the Doctoral Applied Experiences Log (Appendix D) to Canvas. Students should keep documentation of each experience and submit the documentation to their advisor.

Edd Comprehensive Examination

The Doctoral Comprehensive Exam is offered fall, winter, and spring quarters. The doctoral student must submit an *Intent to Complete Doctoral Comprehensive Exam* form to Canvas the first day of the fall, winter, or spring quarters. Failure to submit the form may delay comps. The student should contact their Advisor prior to submitting the form to make sure the Advisor supports the intention. Students are allowed up to two attempts to pass the comprehensive exam in the course of the program. **Students must pass the Doctoral Comprehensive Examination before their dissertation proposal hearing.**

Comprehensive Examination Objectives

In the Comprehensive Examination, C&I EdD students will demonstrate:

- Reflection related to professional trajectory.
- Comprehensive understanding of a research topic relevant to the field.
- Basic knowledge of research methods: systematic literature review, research questions, research design.
- Critical thinking skills: creativity, analysis, synthesis, evaluation, reflection.
- Effective writing skills: organization, coherence, grammar, spelling, writing conventions, APA.

Comprehensive Examination Components and Criteria

Write a paper, 25-30 pages in length (includes title page, references, tables, figures, appendices), double-spaced, 12-point font. Follow current APA style and conventions.

Include the following:

- Title page (running head: COMPREHENSIVE EXAM_LAST NAME, Comprehensive Exam: quarter/year, student name, University of Denver, advisor name)
- Professional goals
- Overview of research topic (or problem of practice)
- Research problem or Problem of practice
- Theoretical or Conceptual framework
- Literature review
- Methods
- References
- Appendices

Logistics and Policies

C&I doctoral students are to follow the most recent logistics and policies for C&I Doctoral Comprehensive Exams as defined by the program and stated in the program handbooks. If policies are updated, doctoral students will be advised before starting the process.

Curriculum and Instruction Doctoral Comprehensive Exam Process			
Activity/Steps	Timeline	Who is responsible?	Description
<p>STEP 1</p> <hr/> <p>C&I EdD student consults with advisor about timeline</p>	By the 3rd year in the program	<p>→ Student</p> <p>→ Academic advisor</p>	EdD students email annotated bibliography and 1-2 page Overview of Research Project to advisor. Advisor meets with students as needed.
<p>STEP 2</p> <hr/> <p>ASA sends reminder to students about upcoming deadline to submit the <i>Intent to Complete Comprehensive Exam</i> form</p>	2 weeks prior to the start of the Fall, Winter, Spring quarters	→ ASA	<p>Failure to complete the form by due date may delay comps until the next available quarter.</p> <p>If the due date is missed the student must send a formal appeal to their advisor. If the advisor supports the appeal, the student will send the C&I EdD Coordinator their appeal for review. This should include a rationale for the delay and statement of preparedness for the comprehensive exam.</p>
<p>STEP 3</p> <hr/> <p>Students submit <i>Intent to Complete Comprehensive Exam</i> form in Canvas</p>	1 st day of quarter (Fall, Winter, Spring)	→ Student	
<p>STEP 4</p> <hr/> <p>A second reader will be assigned by the ASA</p>	By Monday of Week 3 of the quarter	<p>→ ASA,</p> <p>→ Department Chair in consultation with the PhD/EdD Coordinators</p>	<p>The first reader is the student's academic advisor.</p> <p>ASA works with the Department Chair and PhD/EdD Coordinators to ensure equitable distribution of second readers.</p> <p>Second readers include tenure track and teaching and professional faculty.</p>
<p>STEP 5</p> <hr/> <p>Student submits the Doctoral Comprehensive Examination in Canvas or notifies ASA of withdrawal of intent to submit.</p>	By Monday of Week 6 of the quarter	→ Student	The student uses the <i>Doctoral Comprehensive Exam Outline & Rubric</i> to prepare and submit Doctoral Comprehensive Exam in Canvas. Exams will not be accepted after this date.

<p style="text-align: center;">STEP 6</p> <hr/> <p>ASA notifies the advisor and second reader the comprehensive exam has been submitted in Canvas</p>	<p>By Tuesday of Week 6 of the quarter</p>	<p>→ ASA</p>	
<p style="text-align: center;">STEP 7</p> <hr/> <p>Advisor and 2nd reader review the <i>Comprehensive Examination paper</i>. 2nd Reader submits the <i>Doctoral Comprehensive Exam Approval Page</i> to the advisor.</p>	<p>By Monday of Week 8 of the quarter</p>	<p>→ Advisor → 2nd Reader</p>	<p>The comprehensive exam will be assessed as pass, pass with revisions, or fail according to the rubric available in the Handbook.</p> <p>Faculty will provide comments on the comprehensive exam posted on the Canvas site. Additional comments can be provided during one-on-one conversations if deemed warranted by the faculty advisor.</p>
<p style="text-align: center;">STEP 8</p> <hr/> <p>Advisor documents the decision on the <i>Doctoral Comprehensive Exam Approval Page</i> in Canvas. The advisor sends the form to the student. If “pass” decision, the student submits the form to Canvas</p>	<p>By Friday Week 8 of the quarter</p>	<p>→ Advisor</p>	<p>If there is a discrepancy in the results, the advisor and 2nd reader hold a meeting to come to a consensus. The department chair will facilitate a conversation if both faculties are unable to reach consensus.</p>

Comprehensive Examination Evaluation

Students will receive one of the following evaluations: pass, pass with revisions, or fail. Students are allowed up to two attempts to pass the Comprehensive Examination. **Students must pass the Comprehensive Examination before they are allowed to propose their dissertation.**

Rating	Action	Timeline
Pass	<p>The student submits the signed <i>Doctoral Comprehensive Exam Approval Page</i> to Canvas.</p> <p>The student may be asked to make minor revisions to aid in a proposal defense, or no further action may be required.</p> <p>The student can move to the next step of Dissertation or Dissertation in Practice proposal development and hearing.</p>	By Week 9 of the quarter
Pass with revisions	<p>The student will complete the revisions in consultation with the faculty advisor and resubmit the revised comprehensive paper in Canvas.</p> <p>The advisor and the second reader will re-review the comprehensive paper and submit a revised decision as <u>pass or fail</u>. Second reader submits the <i>Doctoral Comprehensive Exam Approval Page</i> to the advisor.</p> <p>Advisor documents the determination on the <i>Doctoral Comprehensive Exam Approval Page</i> in Canvas. The advisor sends the form to the student.</p> <p>If the student receives a pass decision, the student submits the form to Canvas.</p>	<p>By 1st day of Week 10 of the quarter</p> <p>By the 5th day of Week 10 of the quarter</p> <p>By the 1st day of finals week</p> <p>By last day of finals week</p>
Fail	<p>The student will need to resubmit the comprehensive exam the following quarter that it is offered. Upon two failed attempts, the faculty advisor may begin the protocol for probation or dismissal from the program.</p> <p>The student must complete comps before their dissertation proposal hearing.</p>	The student has a maximum of two attempts to submit their comprehensive exams.

See the full comprehensive exam rubric on Appendix E.

Dissertation in Practice (DIP)

With a particular emphasis on applying various theories to practical problems in education, 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, since the EdD project should be based on the student's interest, expertise, and career trajectory. It is expected that students take full responsibility for the dissertation in practice, including IRB review and approval, logistics, access, and other considerations.

As opposed to the PhD, the EdD does not require the completion of a traditional dissertation. Instead, **students will have 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.

Dissertations in practice can take place in a variety of contexts; they vary in scope, means, and final products. **The central theme for all dissertations in practice is a meaningful connection between theoretical ideals and the realm of practice.** The purpose of these dissertations is not to further the development of theories, but to engage with the current problems faced by practitioners in schools or other educational contexts and, ideally, to intervene in those educational contexts and 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.

The C&I Dissertation in Practice (DIP) is informed by the [Carnegie Project on the Education Doctorate](#) (CPED). As such it adheres to the following CPED design principles:

- Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
- Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
- Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
- Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
- Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
- Emphasizes the generation, transformation, and use of professional knowledge and practice.

Key CPED definitions and principles

Key CPED definitions and principles that inform the C&I EdD include:

Scholarly Practitioner

- Blends practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice.
- Uses practical research and applied theories as tools for change,
- Understands the importance of equity and social justice.

- Disseminates their work in multiple ways.
- And resolves problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.

Signature Pedagogy

Signature Pedagogy is the pervasive set of practices used to prepare scholarly practitioners for all aspects of their professional work: “to think, to perform, and to act with integrity” (Shulman, 2005, p.52). Signature pedagogy includes three dimensions, as articulated by Lee Shulman (2005):

1. Teaching is deliberate, pervasive and persistent. It challenges assumptions, engages in action, and requires ongoing assessment and accountability.
2. Teaching and learning are grounded in theory, research, and in problems of practice. It leads to habits of mind, hand, and heart that can and will be applied to authentic professional settings.
3. Teaching helps students develop a critical and professional stance with a moral and ethical imperative for equity and social justice.

Inquiry as Practice

Inquiry as Practice is the process of posing significant questions that focus on complex problems of practice. By using various research, theories, and professional wisdom, scholarly practitioners design innovative solutions to address the problems of practice. At the center of Inquiry of Practice is the ability to use data to understand the effects of innovation. As such, Inquiry of Practice requires the ability to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens.

Laboratories of Practice

Laboratories of Practice are settings where theory and practice inform and enrich each other. They address complex problems of practice where ideas—formed by the intersection of theory, inquiry, and practice—can be implemented, measured, and analyzed for the impact made. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice.

Dissertation in Practice

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice.

Problem of Practice

A persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.

Collaboration

Although there is no requirement for collaboration, students working on the dissertation in practice in Curriculum and Instruction are encouraged to collaborate. As part of the Carnegie Project on the Education Doctoral focus, collaboration allows 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, scholars and practitioners may analyze the same data set from two different perspectives or conduct similar projects in multiple settings. Doctoral students

who decide to collaborate on aspects of the work that lead up to their dissertation in practice are required to independently complete and defend a proposal for the dissertation in practice. Students should work directly with their advisor and committee to determine parameters of collaboration supported by the Curriculum and Instruction department.

Dissertation in Practice Options:

The C&I DIP is built around a compelling problem of practice. The goal is to engage with contemporary educational contexts in the interest of improving educational experiences. DIPs can take a variety of formats including:

- Broad social and educational problems/issues investigated through theoretical or practical lenses;
- Contextualized problems focused on unique or particular communities;
- Investigations of existing or proposed interventions; and
- Efficacy or assessment studies of existing programs or educational methods.

Other dissertation in practice formats are possible with permission of the advisor and committee.

DIP general format:

Chapter I: Introduction and Rationale

Describe the problem faced in a particular educational setting to establish a rationale for the project. Note that a dearth in the literature is not considered a viable rationale for the EdD doctoral research paper.

Chapter II: Review of Literature

Synthesize existing research that is relevant to 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

Describe and evaluate responses to the researcher's activity. What happened? What did not happen? What does this mean?

Chapter V: Engaging in the Quasi-Practical

Delineate the ways that others might use this research. 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 requirement for successfully completing this degree.

Dissertation in Practice Process:

Students will be introduced to the DIP process early in their coursework so that they can take advantage of the flexibility within C&I courses to build the theoretical foundation for their project. For example,

students may start writing the methods section in a research course, composing the literature review in a curriculum course, or collecting pilot study data through other courses.

Research Sequence

Students will advance through the agreed-upon prescriptive sequence of research courses required for the coursework plan and selected area of specialization. See Appendix A for the EdD coursework plan.

Dissertation in Practice Proposal

Students will submit and defend a DIP proposal to their advisor and one committee member. The DIP proposal includes the first three chapters of the dissertation in practice. Students should build on their work in the comprehensive exam, with more thorough and detailed sections for the Statement of Research Problem, Literature Review, and Research Design.

The proposal defense should be scheduled and completed late spring of the second year or by the start of the fall quarter of the third year of the degree program. Students cannot propose their dissertation in practice before successfully passing their comprehensive exams.

Office of Research and Sponsored Programs

The [DU Office of Research and Sponsored Programs](#) (ORSP) 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.”

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. Depending on the nature of the dissertation in practice 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.

MCE students, staff and faculty who conduct research are required to consult the [ORSP website](#) to determine if their research project qualifies as human subject research that requires IRB approval. 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. Students may contact ORSP staff with additional questions about the ethical conduct of research at DU (303-871-2121). More information is available at the [ORSP website](#).

After successfully defending the proposal and securing approval from IRB and community partners (as necessary), students will conduct their dissertation in practice. **Only data collected post-IRB approval can be included in the dissertation in practice.**

Committee

Students must select a committee to review their dissertation in practice. The committee for the DIP defense should include at least three voting members, including the dissertation in practice director (a full-time faculty member from C&I) and an additional faculty member from C&I. The third committee member may be a faculty member at DU or a community member. All committee members must have

earned doctorates. If the third voting committee member is from outside C&I or DU, they must be approved by the dissertation in practice director. No outside committee chair is required. A minimum of two TLS faculty with earned doctorates should participate in the dissertation research project defense.

Oral Defense

Following the completed research, which may include design, implementation and/or evaluation of some change in the field, students will defend their project. Defenses must be reviewed and evaluated by the committee. Please refer to the [C&I Portfolio site](#) for the forms needed for the defense.

Creative Dissemination

Creative, community-based dissemination is a required component of the dissertation in practice. Researchers must disseminate their work to interested community members, as defined by the nature of the research. Interested community members might include participating schools, district leaders, school leaders, policymakers who face issues similar to those examined in the research, or other community members and stakeholders. **Community partners, if possible, should be in attendance at the final defense. Based on feedback from community partners, students may need to revise the dissertation in practice in order to meet the practical needs of the community partners.**

Submit dissertation to ETD/ProQuest

Students should consult DU's [thesis formatting guidelines](#) to ensure that their dissertation in practice is properly formatted. Students must submit an electronic copy of their dissertation in practice to ETD/ProQuest and submit the faculty approval page to the Office of Graduate Education. See the Graduate School's [dissertation instructions](#) for a schedule of deadlines and specific instructions for submitting the dissertation in practice to ETD/ProQuest.

Grades and Dismissal Protocols

Grades

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

Incomplete Grades

An Incomplete “I” is a temporary grade that may be given at the instructor’s discretion. It is intended for students who face extenuating circumstances — e.g., a sudden illness, necessary absence, or other event beyond their control — that prevents the completion of course requirements by the end of the academic term. For more information, please review the Office of the Registrar’s [Incomplete Grade Policy](#).

Probation and Dismissal Protocol

For general information on the policies and procedures related to probation and dismissal in the Curriculum and Instruction program in Morgridge, please refer to the [MCE General Academic Probation Protocol and Dismissal Protocol](#).

For a comprehensive description of situations that warrant probation, dismissal, and termination, please refer to the Graduate Bulletin’s description of [Academic Standards](#).

Adequate Progress

Three or more non-passing grades (i.e., grades that are incomplete or below a “C”) may be a sign of inadequate progress and may result in probationary status.

Minimum Total Credit Hours Required		24-27	
D. RESEARCH			
<i>Required Research Coursework* (6 credits)</i>			
Structural Foundations of Research in Social Sciences	RMS 4940	3	
Quantitative Research Design	RMS 4930	3	
<i>Research Sequences (7-8 credits) Choose ONE Option.</i>			
<i>OPTION 1:</i>			
Introduction to Qualitative Research	RMS 4941	4	
Qualitative Data Collection and Analysis	RMS 4942	4	
<i>OPTION 2:</i>			
Introductory Statistics	RMS 4910	4	
Correlation and Regression <i>OR</i> Survey and Design Analysis	RMS 4911 RMS 4931	4 3	
<i>Doctoral Research Courses (10 credits)</i>			
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		23	

Summary of Coursework Completed

	Required Credits	Credits Completed
Required Coursework	12	
Foundations	3	
Specialization	24-27	
Research	23	
MINIMUM TOTAL CREDITS FOR DEGREE	65**	

**Note: the summary of total credits required for the degree above adds up to 62 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 three credit hours in order to complete the total degree requirements of 65 credit hours. In addition, you must pass the following non-coursework requirements: comprehensive examination, doctoral applied experiences, and dissertation in practice proposal and defense.

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Appendix B: C&I EdD Possible General Course Sequence Plan

	Fall	Winter	Spring
Year 1	<p>1) Required (3) CUI 4020 Introduction to Curriculum</p> <p>2) Specialization (3)</p> <p>3) Required Research (3) RMS 4940 Structural Foundations of Research</p> <p>Total Credits: 9</p>	<p>1) Required (3) CUI 4160 Race Class and Gender in Education</p> <p>2) Foundations (3)</p> <p>3) Specialization (3)</p> <p>Total Credits: 9</p>	<p>1) Required (3) CUI 4035 Critical Perspectives in Education</p> <p>2) Required Research (3) RMS 4930 Quantitative Research Design</p> <p>3) Specialization (3)</p> <p>Total Credits: 9</p>
Year 2	<p>1) Specialization (3)</p> <p>2) Specialization (3)</p> <p>3) Research Sequence (4-5)</p> <p>Total Credits: 10-11</p>	<p>1) Required (3) CUI 4039 Transformational Teaching and Learning</p> <p>2) Specialization (3)</p> <p>3) Research Sequence (4)</p> <p>Total Credits: 10</p>	<p>1) Doc. Research (3) CUI 5980 Research as Problem Analysis</p> <p>2) Specialization (3)</p> <p>Total Credits: 6</p>
Year 3	<p>1) Doc. Research (3) CUI 5981 Research as Intervention</p> <p>2) Specialization (3)</p> <p>Total Credits: 6</p>	<p>1) Doc. Research (3) CUI 5982 Applied Research</p> <p>Total Credits: 3</p>	<p>1) Doc. Research (1) CUI 5983 Defense of Research</p> <p>Total Credits: 1</p>

Appendix C: C&I EdD Possible GT Cohort Course Sequence Plan

	Summer	Fall	Winter	Spring
Year 1	<p>1) Specialization (3) CUI 4401 Psychological Aspects of the Gifted</p> <p>2) Research (3) RMS 4940 Structural Foundations of Research in Social Sciences</p> <p>Total Credits: 6</p>	<p>1) Required (3) CUI 4020* Introduction to Curriculum</p> <p>2) Specialization (3) CUI 4400* Nature and Needs of the Gifted Learner</p> <p>Total Credits: 6</p>	<p>1) Required (3) CUI 4039* Transformational Teaching and Learning</p> <p>2) Specialization (3) CUI 4403* Instructional Strategies for the Gifted</p> <p>Total Credits: 6</p>	<p>1) Research (3) RMS 4930* Quantitative Research Design</p> <p>2) Specialization (3) CUI 4407* Special Topics in Identification of the Gifted</p> <p>Total Credits: 6</p>
Year 2	<p>1) Specialization (3) CUI 4402 Curriculum for the Gifted</p> <p>2) Specialization (3) CFSP 4302 Special and Gifted Education Law</p> <p>Total Credits: 6</p>	<p>1) Required (3) CUI 4035 Critical Perspectives</p> <p>2) Research Sequence (4-5)</p> <p>Total Credits: 7-8</p>	<p>1) Specialization (3) CUI 4410* Program Development, Leadership and Communication</p> <p>2) Research Sequence (3-4)</p> <p>Total Credits: 6-7</p>	<p>1) Doc Research (3) CUI 5980* Research as Problem Analysis</p> <p>2) Specialization (3) CUI 4404* Twice Exceptional Learners</p> <p>Total Credits: 6</p>
Year 3	<p>1) Required (3) CUI 4160 Race, Class and Gender in Education</p> <p>2) Specialization (3) CUI 4408 Creativity Theory and Practice</p> <p>Total Credits 6</p>	<p>1) Foundations (3) CUI 4130* Philosophy of Education</p> <p>2) Doc Research (3) CUI 5981 Research as Intervention</p> <p>Total Credits: 6</p>	<p>1) Doc Research (3) CUI 5982* Applied Research</p> <p>Total Credits: 3</p>	<p>1) Doc Research (1) CUI 5983 Defense of Research</p> <p>Total Credits: 1</p>

* Some courses will be offered as a distance course for the Gifted and Talented EdD cohort.

Appendix D: Doctoral Applied Experiences Log

Students must complete at least two experiences (in different areas). This log can be expanded to provide more detail. *Once completed, students need to upload the form into Canvas.*

Name: _____

DU ID: _____

Program: _____

Date: _____

Activity	Description and Evidence	Satisfactory? (Y/N)	Faculty Signature and Date
Graduate-level Teaching			
Research			
Presentation or Publication			
Grant Writing			
Coaching or Field Work Supervision			
Community Leadership in Curriculum and Instruction			
Technology as a Tool for Improving Learning			

Appendix E: EdD Comprehensive Exam Outline

Comprehensive Exam Outline

Professional Goals

- Provide a statement of your personal and/or professional journey, reflecting on what led to your professional goals and aspirations.
- In what ways has your coursework and Doctoral Applied Competencies informed your personal and professional understanding of your area of interest/problem of practice? How have these supported your professional journey as an agent of change?
- Reflect on your sense of self as educator and scholar of diversity, equity and inclusion as you started the C&I program and your current understanding of those personal and professional commitments.

Overview of Research Topic/Problem of Practice

- Describe the background/context of your research problem; include personal, scholarly, and practical rationale for the study
- Describe why this study is important (theory, practice, research-base) to you and your professional community

Research Problem/Problem of Practice

Problem 1

- Define a problem in the research or the practice of education that you will address

Problem 2 *add more research problems to address if needed

- Define a problem in the research or the practice of education that you will address

Significance of Problem

- Describe the significance of your research or investigation of a problem of practice in education or your professional community
- Describe how this study connects with the wider mission of C&I/MCE/DU to promote diversity, equity, inclusion, and social justice in education

Purpose of Study

- Describe the purpose of the study in 1 sentence.

Literature Review

Theoretical and/or Conceptual Framework

- Describe a theoretical or conceptual framework that will guide your literature review purpose.
- Optional: Provide a framework visual as a figure or diagram

Literature Reviews

- Identify literature/synthesis/meta-analyses on your topic area
- Describe these previous literature/synthesis/meta-analyses (e.g., purpose, methods, main findings as relevant to the research problem)
- State how your synthesis furthers/differs/expands previous syntheses/meta-analyses

- Describe the gap in the literature your research will address

Purpose

- State the purpose of your review of literature

Literature Review Method

Inclusion Criteria

- State the inclusion/exclusion criteria for your review of literature

Electronic Database Search

- Include the electronic database(s) searched, how many articles were identified in the electronic database search, and the number of articles that were excluded on the title/abstract review
- Include a rationale for each article excluded after the title/abstract review. The rationale must align to your inclusion criteria

Hand Search and Ancestral Review

- Include a reviewed reference section of at least one relevant and published synthesis/meta-analysis and state how many additional articles were identified from this reference section review
- Include a three-year hand search of three relevant journals and state how many additional articles were identified from this hand search. Include a final sentence that states the total number of articles identified and includes in-text citations for these articles

Literature Review Results

Overview of Studies

- Include an overview of studies, these may include aggregated (e.g., total number of participants across all studies) and disaggregated data (e.g., disaggregated by age/grade) from all studies

Theme 1

- Include a theme that addresses your review of literature's purpose

Show studies and examples from the literature- descriptive analysis

Theme 2 (add more themes if needed)

- Include a theme that addresses your review of literature's purpose

Show studies and examples from the literature- descriptive analysis

Discussion of Literature Review

Summary of Findings/ Conclusion

- Include a summary of findings that specifically states how this review of literature adds (e.g., agrees, disagrees, furthers) to previous literature and/or problems of practice. This section is included in the summary of finding.

Limitations and Future Research

- Include a limitations and future research section. Note that this is where you make your case for your dissertation study

Personal Significance for Future Study

- Note how the literature review informed your personal and professional understanding of your compelling question and area of research in education

Method

Research Questions

- Include proposed research questions

Researcher in this Context

- Include information about personal commitment and background experiences associated with the proposed research

References (APA 7)

Appendices

Appendix F: EdD Comprehensive Examination Rubric

In order to pass the comprehensive examination, the submission must:

- Meet all EdD Comprehensive Exam guidelines
- Be rated as “exemplary” or “satisfactory” on all aspects of the paper.

Criteria	Exemplary	Satisfactory	Unacceptable
Statement of Professional Goals	<ul style="list-style-type: none"> • Goals are clearly related to a professional trajectory. • Goals are aligned with applied experiences. 	<ul style="list-style-type: none"> • Goals are partially related to a professional trajectory. • Goals are partially aligned with applied experiences. 	<ul style="list-style-type: none"> • Goals do not lead to a clear professional trajectory. • The goals are not aligned with applied experiences.
Overview of Research Topic	<ul style="list-style-type: none"> • Overview of the research topic demonstrates student’s comprehensive knowledge of the field. • Research topic is directly applicable to the field. 	<ul style="list-style-type: none"> • Overview of the research topic demonstrates partial knowledge of the field. • Research topic is somewhat applicable to the field. 	<ul style="list-style-type: none"> • Overview of the research topic does not demonstrate comprehensive knowledge of the field. • Research topic does not directly apply to the field.
Statement of Research Problem	<ul style="list-style-type: none"> • Scope of the problem is clear and realistic. • Research problem is well-supported by research and ethical to investigate. • Research problem is grounded in theoretical or practical significance. • Research problem is clearly applicable to the field. 	<ul style="list-style-type: none"> • Scope of the problem is somewhat clear and realistic. • The problem is somewhat supported by research; there are some ethical concerns. • Research problem is partially grounded in theoretical or practical significance. • Research problem is partially applicable to the field. 	<ul style="list-style-type: none"> • Scope is too broad, too narrow, or ill-defined. • The problem is not well-supported by research • Research problem is not grounded in theoretical or practical significance. • Unethical to investigate • Research problems are not applicable to the field.
Review of Relevant Research Literature	<ul style="list-style-type: none"> • Literature review has a clear theoretical, conceptual, or empirical basis. • The theoretical, conceptual, or empirical basis for the literature view is aligned with the research topic and research problem. 	<ul style="list-style-type: none"> • Literature review has a weak theoretical, conceptual, or empirical basis. • The theoretical, conceptual, or empirical basis for the literature view is partially aligned with the research topic and research problem. 	<ul style="list-style-type: none"> • Literature review lacks a clear theoretical, conceptual, or empirical basis. • The theoretical, conceptual, or empirical basis for the literature review poorly aligned with research topic and research problem.
Research Questions and Design	<ul style="list-style-type: none"> • Research questions are clear and measurable. • Research questions are motivated by the literature review and aligned to the research problem. 	<ul style="list-style-type: none"> • Research questions are partially clear or measurable. • Research questions are partially motivated by the literature review and aligned to the research problem. 	<ul style="list-style-type: none"> • Research questions are not clear or measurable. • Research questions are not motivated by the literature review or aligned to the research problem
Coherence	<ul style="list-style-type: none"> • Paper is coherently written and logical, with well-supported arguments. • Paper flows from section to section. 	<ul style="list-style-type: none"> • Paper is coherent and logical, however it has weakly-supported arguments. • Paper flows from section to section with few exceptions. 	<ul style="list-style-type: none"> • Paper lacks coherence and logic; arguments need to be better supported.
Depth of discussion and References	<ul style="list-style-type: none"> • In-depth discussion and elaboration in all sections of the paper. • Compelling evidence from professional sources is given to support content. 	<ul style="list-style-type: none"> • In-depth discussion and elaboration in most sections of the paper. • Compelling evidence from professional sources is given to support content with few exceptions. 	<ul style="list-style-type: none"> • Cursory discussion and elaboration in most sections of the paper. • Sources to support content are occasionally given. Many statements seem unsubstantiated.

	<ul style="list-style-type: none"> Sources cited are accurate and current. 	<ul style="list-style-type: none"> Sources cited are accurate and current with few exceptions. 	<ul style="list-style-type: none"> Sources cited are either not accurate and/or not current.
APA Format	<ul style="list-style-type: none"> Paper follows APA 7 guidelines. 	<ul style="list-style-type: none"> Paper partially follows APA 7 guidelines. 	<ul style="list-style-type: none"> Paper does not follow APA 7 guidelines.
Polish	<ul style="list-style-type: none"> No spelling or grammatical errors. 	<ul style="list-style-type: none"> Few errors that do not detract from understanding. 	<ul style="list-style-type: none"> Errors detract from understanding.

Appendix G: DIP Proposal Rubric

The DIP proposal should expand on the comprehensive exam, with more thorough and detailed sections for the Statement of Research Problem, Literature Review, and Research Design. Students must earn a score of “Pass” on at least six criteria — including Overview of Research Topic, Review of Relevant Research Literature, Research Questions, Research Design, and Coherence — in order to pass the proposal.

Criteria	Pass	Conditional Pass	Fail
Overview of Research Topic	<ul style="list-style-type: none"> Overview of the research topic demonstrates comprehensive knowledge of the field. Research topic is directly applicable to the field. 	<ul style="list-style-type: none"> Overview of the research topic demonstrates partial knowledge of the field. Research topic is somewhat applicable to the field. 	<ul style="list-style-type: none"> Overview of the research topic does not demonstrate sufficient knowledge of the field. Research topic does not directly apply to the field.
Statement of Research Problem	<ul style="list-style-type: none"> Scope of the problem is clear and realistic. Research problem is well-supported by research and ethical to investigate. Research problem is grounded in theoretical or practical significance. Research problem is clearly applicable to the field. 	<ul style="list-style-type: none"> Scope of the problem is somewhat clear and realistic. The problem is somewhat supported by research; there are some ethical concerns. Research problem is partially grounded in theoretical or practical significance. Research problem is partially applicable to the field. 	<ul style="list-style-type: none"> Scope is too broad, too narrow, or ill-defined. The problem is not well-supported by research. Research problem is not grounded in theoretical or practical significance. Unethical to investigate. Research problem is not applicable to the field.
Review of Relevant Research Literature	<ul style="list-style-type: none"> Literature review is thorough and complete. Literature review has a clear theoretical, conceptual, or empirical basis. The basis for the literature review is aligned with the research topic and research problem. 	<ul style="list-style-type: none"> Literature review is partially thorough and complete. Literature review has a weak theoretical, conceptual, or empirical basis. The basis for the literature review is partially aligned with the research topic and research problem. 	<ul style="list-style-type: none"> Literature review is not thorough and complete. Literature review lacks a clear theoretical, conceptual, or empirical basis. The basis for the literature review is poorly aligned with the research topic and research problem.
Research Questions	<ul style="list-style-type: none"> Research questions are clear and measurable. Research questions are motivated by the literature review and aligned to the research problem. 	<ul style="list-style-type: none"> Research questions are partially clear and measurable. Research questions are partially motivated by the literature review and aligned to the research problem. 	<ul style="list-style-type: none"> Research questions are not clear or measurable. Research questions are not motivated by the literature review or aligned to the research problem.
Research Design	<ul style="list-style-type: none"> Research design includes an overview of research literature of relevant methods. Research design includes a thorough and complete description of the methods and tools to be used for data collection and analysis. 	<ul style="list-style-type: none"> Research design includes a partial overview of research literature of relevant methods. Research design includes a partial description of the methods and tools to be used for data collection and analysis. 	<ul style="list-style-type: none"> Research design does not include an overview of research literature of relevant methods. Research design does not sufficiently describe the specific methods and tools to be used for data collection and analysis.
Coherence	<ul style="list-style-type: none"> Paper is coherently written and logical, with well-supported arguments. 	<ul style="list-style-type: none"> Paper is somewhat coherent and logical, with weakly-supported arguments. 	<ul style="list-style-type: none"> Paper lacks coherence and logic; arguments need to be better supported.
APA Format	<ul style="list-style-type: none"> Paper follows APA guidelines. 	<ul style="list-style-type: none"> Paper partially follows APA guidelines. 	<ul style="list-style-type: none"> Paper does not follow APA guidelines.
Polish	<ul style="list-style-type: none"> No spelling or grammatical errors. 	<ul style="list-style-type: none"> Few errors that do not detract from understanding. 	<ul style="list-style-type: none"> Errors detract from understanding.

Appendix H: DIP Committee Recommendation and Schedule of Oral Defense form

Teaching and Learning Sciences Curriculum and Instruction

In general, all members of the C&I Dissertation in Practice should hold Doctorate degrees. The committee is composed of a minimum of three and a maximum of five members. Three members are voting members: two C&I program faculty (faculty chair and a committee member) and a third member who may be a community member, adjunct faculty member, post- doctoral appointee, or a professor from other colleges or institutions. If the third voting member is not a Morgridge College of Education faculty member, the selection must be supported by a strong rationale and submitted for department chair approval.

*It is the candidate's responsibility to reserve a room through 25Live for the oral exam, and notify all attendees of its location.

Candidate Information

Name: _____ Student ID Number: _____

Date of Defense: _____ Location of Defense*: _____

Recommended Committee Information

Committee Chair (C&I) _____ Rank _____

Committee Member _____ Title _____

Committee Member _____ Title _____

Rationale, if needed: _____

Committee Member _____ Title _____

Rationale, if needed: _____

Committee Member _____ Title _____

Rationale, if needed: _____

Dept. Chair/Advisor Approval _____ Date _____

Completed, signed document to be submitted to the department ASA.

Appendix I: EdD Student Form Checklist

Checklist of forms for all EdD C&I students. See purpose of these forms, due date, and where to submit them in the table below. Unless otherwise noted, all documentation can be found on the C&I Portfolio website.

Required C&I EdD Forms

- [Coursework Plan](#)
- [Doctoral Applied Experiences Log](#)
- [Comprehensive Exam Intent to Submit Form](#)
- [Comprehensive Exam Approval Page](#)
- [Dissertation Proposal Approval Page](#)
- [Thesis/Dissertation Oral Defense Committee Recommendation Form](#)
- Manuscript Format and Style Form*
- IRB Determination Form*
- [Schedule of Oral Defense](#)
- [Results of Oral Defense](#)
- [Final Approval](#)

* All dissertation paperwork except the proposal approval form is provided by the [Office of Graduate Education](#) and to be turned into the OGE.

Forms that are not required but may be necessary

- [Transfer Credit Application](#)
- [Independent/Directed Study Application Form](#)
- [Experiential Learning Application Form](#)
- [Course Substitution/Waiver Form](#)
- Praxis Results (upload scores to Canvas)
- [Continuous Enrollment Form](#)

Appendix J: 2021 – 2022 Gifted Education Certificate 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 a “C” will not be counted toward the degree. Students pursuing a CDE endorsement should consult their advisor to ensure they meet all requirements.

	Course Number	Credits Hours	Expected Term of Completion
Culturally and Linguistically Diverse Learners in Gifted Education	CUI 4412	3	
Psychological Aspects of the Gifted	CUI 4401	3	
Curriculum for Gifted Learners	CUI 4402	3	
Instructional Strategies for Gifted	CUI 4403	3	
Twice Exceptional Students	CUI 4404	3	
Special Topics in Identification of the Gifted	CUI 4407	3	
Creativity: Theory and Practice	CUI 4408	3	
Program Development, Leadership, and Communication	CUI 4410	3	
Total		24	

Endorsement information:

The Colorado Department of Education awards endorsements to a Colorado teaching license. Completion of this certificate is the “approved program” aspect of these requirements for the Gifted Education Core Endorsement. Completion of this certificate within a C&I EdD degree is the “approved program” aspect of requirements for a Gifted Education Specialist Endorsement.

Student’s Signature _____ Date _____

Advisor’s Signature _____ Date _____

Certificate Advisor’s Signature _____ Date _____
(if different than advisor)

Appendix K: 2021 – 2022 Culturally and Linguistically Diverse Education Certificate 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 a “C” will not be counted toward the degree. Students pursuing a CDE endorsement should consult their advisor to ensure they meet all requirements.

	Course Number	Credits Hours	Expected Term of Completion
Foundations of Education for CLDE	CUI 4529	3	
Language and Cultural Issues in Assessment and Instruction	CUI 4536	3	
Literacy and Language Development for Culturally and Linguistically Diverse Learners	CUI 4538	3	
Language Development and Strategies for Culturally and Linguistically Diverse Learners	CUI 4531	3	
Critical Perspectives in Education	CUI 4035	3	
Curriculum Theory into Practice	CUI 4022	3	
Family-School Partnering and Consultation	CFSP 4330	3	
Humanizing Pedagogies	CUI 4047	3	
Total		24	

Endorsement information:
The Colorado Department of Education awards endorsements to a Colorado teaching license. Completion of this certificate is the “approved program” aspect of these requirements for the Culturally and Linguistically Diverse Education endorsement.

Student’s Signature _____ Date _____

Advisor’s Signature _____ Date _____

Certificate Advisor’s Signature _____ Date _____
(if different than advisor)

Appendix L: 2021 – 2022 Special Education Generalist (ages 5-21) Certificate 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 a “C” will not be counted toward the degree. Students pursuing a CDE endorsement should consult their advisor to ensure they meet all requirements.

	Course Number	Credits Hours	Expected Term of Completion
Foundations of Special Education: Inclusive Pedagogy for Students with Dis/Abilities^	TEP 4010	3	
Curriculum, Instruction & Assessment: Theory and Practice III^	CUI 4542	3	
Learning Theories and Behavior Analysis	CFSP 4312	3	
Literacy Instruction I^	TEP 4590	3	
Literacy Instruction II^	TEP 4591	3	
Mathematics Across the Content Areas^ Elementary Math Methods for Cultural Linguistic Diversity^	CUI 4505 or CUI 4503	3	
Professional, Leadership & Ethical Issues in Special Education: Birth to 21	CFSP 4315	3	
Exceptionalities in Education: High Incidence Disabilities	CFSP 4305	3	
Total		24	

^Courses that are required for the Teacher Education Program.

The endorsement requirements consist of a minimum of 24 credits for licensure within the Colorado Department of Education. All students will be required to take and pass the aforementioned courses, maintain good standing within the university, and maintain a 3.0 GPA. In the spring quarter, students will take the Praxis exam for CDE Endorsement for Special Education Generalist.

As this certificate sits on top of a Bachelor’s or Master’s degree it is probable that many students will enter the program with duplicative courses. In order to meet the standards outlined by CDE and to provide a rigorous and enriching experience for students, additional flexibility is necessary. Up to two courses may be transferred* in to the certificate program. These courses must be outside those required for a degree. Professional development or continuing education units will not be considered. Additionally, students have the opportunity to waive** two courses (6 credit hours), although those courses would need to be substituted with two other courses. The total number of hours for the

certificate would remain at 24 credits with all of the courses coming from DU. For example; a student could transfer in two courses and these would count as part of the 24 credits, and the student would take an additional 18 credits from DU and graduate with a 24 credit certificate.

Faculty will make the determination of eligibility for transfers as well as waiving courses at the time of acceptance into the certificate program.

Additional optional course—CFSP 4317: Special Topics in Special Education: Learning Differences (1 credit)

*Transferred credits—previous courses count for the courses needed and students do not need to take a substitute course.

**Waived credits—Students do not need to take the courses because they have taken them from another institution, but they need to take another course in its place.

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Certificate Advisor's Signature _____ Date _____
(if different than advisor)