



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

Curriculum and Instruction Student Handbook

Doctor of Education (EdD) 2019-2020

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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.

In addition to this publication, 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.

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 2019-2020 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.

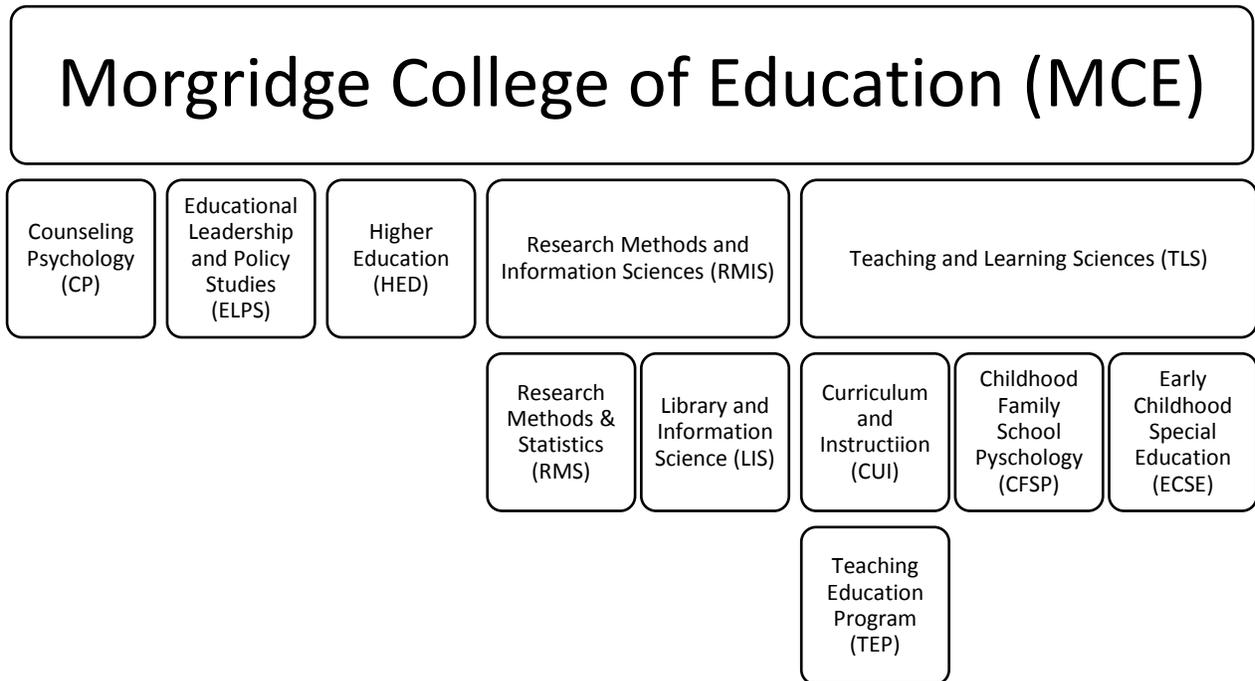
Morgridge Culture

Morgridge defines its culture through 5Cs:

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

MCE's Organization

The chart below depicts MCE's department organization in 2019-2020. It does not include the college's institutes, centers, or communities. *Please note the chart depicts programmatic divisions that are most pertinent to C&I students only.* See's 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](#). 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.

University of Denver Land Acknowledgement

Throughout time, over 100 different tribal nations have a history of occupying the lands now defined as the State of Colorado. It is important to recognize that the University of Denver continues to reside on lands that are held in stewardship by various Indigenous communities. DU has a troubling history with Indigenous communities; the University acknowledges that John Evans, DU founder, was culpable in the events leading up to the Sand Creek Massacre. With that knowledge in mind, it is with much gratitude that we recognize the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapahoe Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma. It is through their sacrifices that we are able to engage in learning and collaboration to further the study of higher education.

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. You should contact your 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, 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; you should consult with you advisors to work on your coursework plan (Appendix A) for your degree.*** On the [C&I Portfolio](#) site is a multi-year course offering schedule; although subject to change, this can also assist with your 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. You are responsible for checking email regularly for critical information on scheduling, deadlines, conferences, field placements, job opportunities, etc. You are responsible for updating changes in 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.
- **C&I Canvas**
You will receive an invite to Canvas in your DU email. This site is to assist you in progressing through the program, as non-coursework requirements for EdD completion are listed as “assignments” on this site for you to complete.

You are responsible for contacting your advisor if you 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 your program, you may find that there is another faculty member who is a better fit for your academic and professional goals. In that case, you may choose 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 doctoral research project committee. Though some students prefer to have the same faculty advisor for coursework as well as the doctoral research project, 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 doctoral research project

Benchmarks in C&I EdD program

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.

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.

There are four Doctoral Research courses: Research as Problem Analysis, Research as Intervention, Applied Research, and Defense of Research.

Year 1	Year 2	Year 3
Coursework Start planning doctoral applied experiences	Coursework Identify field-based partner Complete literature review (Spring: CUI 5980 Research as Problem Analysis) Pass comprehensive examination (Spring)	Pass doctoral research project proposal (prior to fall quarter) Data collection (Fall: CUI 5981 Research as Intervention) Data analysis and implications (Winter: CUI 5982 Applied Research) Defend doctoral research project (Spring: CUI 5983 Defense of Research) Submit doctoral applied experiences log

Coursework

General C&I required courses are listed in your coursework plan. More information about course requirements for specific specializations is in the C&I Specializations section.

Appendix B has a general course sequence plan you can review. Please note that this is an example; **it is not a guarantee of the courses that will be offered**. You 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 is required to complete the degree. Though 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 doctoral research project (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 RMIS coursework (e.g., a directed study to substitute for an RMIS course), students may register for RMIS 5991 or RMIS 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.

After completing all other coursework, EdD students may need additional time to complete their doctoral research project. 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. For more details on Continuous Enrollment, including registration deadlines, fees, and required forms, consult the [Graduate Bulletin](#).

Students who temporarily withdraw from the EdD program (e.g., for medical or personal reasons, military duty, or Peace Corps service) 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](#).

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, you 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
- ❖ Gifted Education
- ❖ 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 your professional interests and will add a unique academic and professional quality to your C&I degree.

Colorado Department of Education (CDE) Endorsements

C&I offers several approved pathways to CDE endorsements. EdD students are offered the opportunity to seek one of these endorsements through their specialization by following the specific plan outlined. C&I offers the following pathways that can be part of the EdD:

- Gifted Education CORE
- Gifted Education Specialist
- Gifted Education Director
- 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. If you wish to pursue a CDE endorsement, consult with your advisor to ensure that you complete all requirements.

Culturally and Linguistically Diverse Education Specialization

In the Culturally and Linguistically Diverse Education (CLDE) specialization, educators complete courses to prepare them to be evidence-based practitioners and researchers who can foreground culturally responsive pedagogy and the cultural, language, 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.

Curriculum Studies Specialization

In the Curriculum Studies specialization, students complete courses intended to add to their breadth and depth of knowledge in education so that they will be well-equipped to meet the learning needs of students in a variety of educational settings. The Curriculum Studies specialization focuses on curriculum design, models of curriculum, instructional strategies, and student engagement. Students can select courses around various themes in curriculum and instruction, including (but not limited to) diversity, teacher education, aesthetics, technology, 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 with 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.

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. This requires coursework beyond what is required for the C&I specialization. Students who are interested in seeking this credential should consult their advisor.

Special Education Specialization

In the 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; 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. This requires coursework beyond what is required for the C&I specialization. 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 doctoral research project), 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
- ❖ Coaching or Field Work Supervision
- ❖ Community Leadership
- ❖ 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 evaluation log. The documentation can become part of the student’s professional portfolio and curriculum vitae. **Students must complete doctoral applied experiences in at least two areas**, though they may elect to complete experiences in many or all areas. The recommended minimum areas are graduate-level teaching and presentations or publications. 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. Students are encouraged to assemble evidence of their experiences in a professional portfolio.

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.

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.

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.

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). Students should keep documentation of each experience in their portfolio and submit the documentation to their advisor.

EdD Comprehensive Examination

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 style.

Comprehensive Examination Components and Criteria

In the Comprehensive Examination, C&I EdD students must include the following components:

- Statement of professional goals
- Overview of research topic
- Statement of research problem (i.e., what problem exists in the field)
- Statement of research purpose (i.e., how this study will address the problem)
- Literature review of research problem
- Research questions
- Proposed research design and timeline for completion

The resulting document must follow APA conventions and be no more than 30 pages (excluding title page and references), double-spaced, and in 12-point font. Students will upload one document with all of the required components to Canvas.

Comprehensive Examination Evaluation

Doctoral students may submit their comprehensive exam in the Fall or Spring quarter. By the first day of the quarter in which you intend to complete your comprehensive exam, you must submit an Intent to Complete Comprehensive Exam form. This form notifies the department to assign evaluators who can review your exam after the 6th week of the quarter.

The student's advisor and one additional faculty member will independently review and evaluate the Comprehensive Examination according to a rubric (see Appendix E). The additional faculty member will be assigned by the Department Chair. Both the advisor and faculty member should be in agreement on the evaluation. In the event of a disagreement, the faculty members will meet to discuss their evaluations. In the event that they are unable to reach a consensus, the Department Chair will review the submission and make the final decision.

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 doctoral research project.**

First Attempt

After the advisor and faculty member review the Comprehensive Exam, the student will receive a rating of pass, pass with revisions, or fail:

- **Pass:** The student may be asked to consider minor revisions to aid in a proposal defense, or no further action may be required. In rare cases, an exceptional paper may receive a "with honors" designation.
- **Pass with revisions:** The student will receive written feedback from the advisor about necessary revisions. The student will have two weeks to complete the revisions and resubmit the exam. The advisor will re-assess the exam within three weeks. If the student passes, they may be asked to consider minor revisions to aid in a proposal defense, or no further action may be required. If a student fails the revisions, the student will fail the comprehensive examination.
- **Fail:** The student will need to retake the Comprehensive Examination when it is next offered.

Second Attempt (if needed)

After an unsuccessful first attempt, a student may make one additional attempt. As before, the student will receive a rating of pass, pass with revisions, or fail:

- **Pass:** The student may be asked to consider minor revisions to aid in a proposal defense, or no further action may be required.
- **Pass with revisions:** The student will receive written feedback from the advisor about necessary revisions. The student will have two weeks to complete the revisions and resubmit the exam. The advisor will re-assess the exam within three weeks. If the student passes, the student may be asked to consider minor revisions to aid in a proposal defense, or no further action may be required. If a student fails the revisions, the student will fail the comprehensive examination.
- **Fail:** The Department Chair will begin the protocol to dismiss the student from the program.

Doctoral Research Project

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 doctoral research project, 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.

Doctoral research projects take place in a variety of contexts; they vary in scope, means, and final products. **The central theme for all doctoral research projects is a meaningful connection between theoretical ideals and 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 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.

Collaboration

Although there is no requirement for collaboration, students working on doctoral research projects 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 doctoral research projects are 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 by the Curriculum and Instruction department.

Doctoral Research Project Options

For most students, the doctoral research process will be completed in one of two ways: through intervention or problem analysis. In both options, students will engage with contemporary educational contexts in the interest of improving educational experiences. Intervention projects address the issue of improvement directly, by intervening in a specific educational setting. Problem analysis projects are structured to ensure that the work is positioned to influence educational environments firsthand. Other doctoral research project formats are possible with permission of the advisor and committee.

Intervention

Students who select an intervention for their doctoral research project should identify and characterize a problem, develop an intervention to address the problem in a specific educational environment, and evaluate that intervention. Students should also creatively disseminate the entire problem identification, intervention, and evaluation process to interested parties through at least three presentations. This might include, for example, a school improvement plan or a professional development series.

For an intervention project, the doctoral research paper should follow this 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.

Problem Analysis

Students who select a problem analysis for their doctoral research project should examine various aspects of a certain problem in an educational setting and conduct research on potential solutions to that problem. They should develop a coherent recommendation for the educational institution based on their findings as well as findings from comparable situations. Students should also creatively disseminate their analysis and recommendations through at least three presentations. This might include, for example, a curriculum review, a program evaluation, an instructional evaluation, or an inclusive excellence analysis.

For a problem analysis project, the doctoral research paper should follow this 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 or issue faced in this educational setting, as well as some of the potential causes of 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

Delineate what this school or institution, and potentially other establishments like it, might consider in addressing this issue. This section should include the creative dissemination of the project 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.

Doctoral Research Project Process

Students will be introduced to the doctoral research project 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 preliminary 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.

Doctoral Research Proposal

Students will submit and defend a doctoral research proposal (the first three chapters of the doctoral research project) to their advisor and one committee member. The proposal defense should be scheduled and completed by the start of the fall quarter of the third year of the degree program.

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 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.

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. 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 [ORSP website](#).

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

Committee

Students must select a committee to review their doctoral research project. The committee for the project defense should include at least three voting members, including the doctoral research project 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. 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 doctoral research project 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 [MCE website](#) for the forms needed for the defense.

Creative Dissemination

Creative, community-based dissemination is a required component of the doctoral research project. 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 should be in attendance at the final defense. Based on feedback from community partners, students may need to revise the doctoral research project 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 doctoral research project is properly formatted. Students must submit an electronic copy of their doctoral research project to ETD/ProQuest and submit the faculty approval page to the Office of Graduate Education at least two weeks prior to the end of the quarter. See the Graduate School's [dissertation instructions](#) for a schedule of deadlines and specific instructions for submitting the dissertation to ETD/ProQuest.

Grades and Termination Protocols

Grades

Students must maintain a cumulative grade-point average of 3.0 or better. Grades below “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 prevent 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 Termination Protocol

For general information on the policies and procedures related to probation and termination 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.

Appendix A: 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. Students pursuing a CDE endorsement should consult their advisor to ensure they meet all requirements.

	Course Number	Credit Hours	Expected Term of Completion
A. REQUIRED COURSES			
Introduction to Curriculum	CUI 4020	3	
Transformational Teaching and 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			
<i>Select one of the following courses:</i>			
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			
Minimum Total Credit Hours Required		24	

	Course Number	Credit Hours	Expected Term of Completion
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 (8-9 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	5	
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		24	

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

Summary of Coursework Completed

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

**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

In addition, you must pass the following non-coursework requirements: comprehensive examination, doctoral applied experiences, and doctoral research project 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) Research (3) RMS 4940 Structural Foundations of Research in Social Sciences</p> <p>3) Research (3) RMS 4920 Educational Measurement*</p> <p>Total Credits: 9</p>	<p>1) Required (3) CUI 4160 Race, Class, and Gender in Education</p> <p>2) Foundations (3) CUI 4180 History of Education in US</p> <p>3) Specialization (3)</p> <p>Total Credits: 9</p>	<p>1) Required (3) CUI 4039 Transformational Teaching and Learning</p> <p>2) 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 4035 Critical Perspectives</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>2) Specialization (3)</p> <p>Total Credits: 6</p>	<p>1) Doc. Research (1) CUI 5983 Defense of Research</p> <p>2) Specialization (3)</p> <p>Total Credits: 4</p>

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

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 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</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 distance coursework specifically 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, and students are encouraged to assemble evidence of their experiences in a professional portfolio. *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 Examination Rubric

Students must earn a score of “Pass” on at least five criteria — including Overview of Research Topic, Review of Relevant Research Literature, and Coherence — in order to pass the examination.

Criteria	Pass	Conditional Pass	Fail
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	<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
Overview of Research Design	<ul style="list-style-type: none"> Research design includes methods and timeline that are appropriate to the research questions. 	<ul style="list-style-type: none"> Research design includes methods and timeline that are somewhat appropriate to the research questions. 	<ul style="list-style-type: none"> Research design does not include methods or timeline that are appropriate for the research questions.
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 F: Doctoral Research Project Proposal Rubric

The DRP 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 problems are 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 view 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 view 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 poorly aligned with 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.

