

Department of Educational  
Research Practice & Policy—  
*Curriculum Studies & Teaching  
Program*

*PhD, EdD and MA, Curriculum  
and Instruction*

*MA, Early Childhood Special  
Education*

Student Handbook

2013-2014



Morgridge College of Education  
1999 E. Evans Ave, Denver, CO 80208-1700  
Katherine A. Ruffatto Hall  
303-871-2509 | Fax: 303-871-4456  
Email: [edinfo@du.edu](mailto:edinfo@du.edu)  
[www.du.edu/education](http://www.du.edu/education)

The Educational Research Practice & Policy *Student Handbook* provides admitted students with policies and procedures to assist them as they progress through the requirements of MCE degrees and certificates. In addition to our program publication, the student should become familiar with the *Graduate Studies Policy Manual*. Although every effort has been made to ensure agreement between these two documents, it is the student's responsibility to read the norms regarding degree programs in all documents and to complete various program steps in a timely fashion.

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

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

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

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**MORGRIDGE COLLEGE OF EDUCATION  
VISION STATEMENT**

*The Morgridge College of Education will become a nationally and globally recognized institution where we prepare and produce future leaders for the public good through real learning and community engagement.*

**WELCOME TO THE DEPARTMENT OF EDUCATIONAL RESEARCH POLICY AND PRACTICE**

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

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



*P. Bruce Uhrmacher, PhD*

*Department Chair*

*Professor, Curriculum Studies and Teaching*

Morgridge College of Education

344 Ruffatto Hall

303.871.2483

[Bruce.Uhrmacher@du.edu](mailto:Bruce.Uhrmacher@du.edu)

## MORGRIDGE COLLEGE OF EDUCATION ACADEMIC POLICIES

All college and program policies are administered under the University of Denver's [Graduate Policy Manual](#), which are considered the minimum requirements for all members of the university community. The University of Denver reserves the right to make changes in the regulations, rules, fees or other aspects of the policy manual without advance notice. The following sections provide additional policy and procedure information specifically affecting Morgridge College of Education (MCE) students and may be more stringent than the policies outlined in the Graduate Policy Manual.

### **University of Denver Honor Code (MCE Adoption)**

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This *Honor Code* is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of the Honor Code is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect, we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff, and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

All students have the right to continue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever measures it deems necessary in order to protect the safety, security, and/or integrity of a complainant, the University, and/or any member(s) of its community. Such measures include, but are not limited to, involuntary removal from a course, program, activity, or the campus pending a hearing, modifications to living arrangements, and/or reporting incidents to law enforcement or other non-University agencies. The Director of the Student Conduct, in consultation with the appropriate faculty and/or administrators, shall be empowered to impose any interim restriction.

The University also recognizes its obligation to students who have been charged with but not found responsible for misconduct. Therefore, no interim action shall unduly interfere with a respondent's academic progress short of that deemed necessary to protect the University, any member(s) of its community, and/or its mission. The complete text of the *Honor Code* can be found [here](#).

## DEGREE PLANNING

### **Orientation**

Students are strongly encouraged to attend the MCE orientation at the beginning of their first quarter. At this event students will have an opportunity to meet program faculty and staff, as well as members of other MCE programs. The event is designed to provide an opportunity to learn about a variety of college and university support systems, the overview of the student's specific program content and requirements.

### **Advising**

Students are assigned advisors upon enrollment in the program. Students are instructed to contact faculty advisors directly to schedule appointments and create coursework plans. Academic advisors will provide clarification of the policies and procedures that are college-wide in their applicability.

### **Course Descriptions**

The DU Course Catalog contains the official, current course descriptions and can be accessed at [http://myweb.du.edu/mdb/bwlkffcs.p\\_disp\\_dyn\\_ctlg](http://myweb.du.edu/mdb/bwlkffcs.p_disp_dyn_ctlg). Select a term, then select your program.

### **The Coursework Plan**

During the first quarter of study students will develop, with the assistance of the advisor, a plan of study consistent with program requirements to ensure the student understands the sequence of required courses. The signed coursework plan of study and any transfer or waiver request forms will be submitted to the department Academic Service Associate for processing. It is recommended that a copy be retained by both the student and advisor.

Certificate students will submit the initial completed and signed coursework plan no later than the end of the first quarter of enrollment; degree seeking students will submit the course plan within the first 15 credits of enrollment. Sample course work plans appear in the appendices of this handbook.

Although the initial quarters of enrollment may consist of required courses, students will also confer with the advisor to select electives when appropriate. Course work plans can be amended when deemed necessary by the student and advisor. To ensure that approved changes are honored at the time of degree evaluation, a revised, fully signed and dated coursework plan must be submitted to the department Academic Service Associate. This document will replace the original plan.

### **Transfer of Credit**

Degree seeking MCE students may request to transfer a limited number of credits that have not already been counted toward a previous or concurrent degree. Transfer credit toward a 45 credit hour Master's degree is generally limited to 10 quarter hours. Transfer credit toward a 90 credit Doctoral degree is limited to 15 quarter hours. Refer to specific criteria in the [Graduate Studies Policy Manual](#), section 4.3.i.

Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. The student, with the support of the advisor, will initiate a request to transfer-in credits by completing the form found at this link:

<http://www.du.edu/media/documents/graduates/transfer.pdf> This form must be signed by both the faculty advisor and the Department Chair.

### **Waiver or Substitution of Courses**

If the advisor and student determine that the student has previously completed course work required for the degree, the student may request a waiver or substitution by completing the form found at this link:

<http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf>

Under no circumstance will the waiver or substitution of a course(s) reduce the number of credits required for the degree. Substitutions must be clearly indicated on the signed course work plan.

### **Non-MCE Courses**

Degree-seeking students in the MCE are sometimes advised to take classes in other units on campus to complement the course work completed within the college. Please note that courses taken at University College will not be counted as part of the degree unless the course approved by the advisor has been certified to be one level above the student's degree, and has been approved in writing by the MCE Dean. Written approval, signed by both the advisor and the Dean must be obtained prior to taking the course, and submitted with a revised coursework plan to the department Academic Service Associate.

### **MCE Grading Scale (Approved February 2013)**

Grades submitted by instructors at the end of the term are final and are not subject to change by reason of revision of judgment on the part of the instructor. Grades cannot be changed on the basis of second trial, such as a new examination or additional work undertaken or completed after the original grade has been submitted.

Any student whose overall grade point average falls below a 3.0 will be placed on probation. Upon program notification, the student must meet with the advisor to develop a plan of improvement. After three (3) consecutive quarters of deficit, the student may be recommended for termination from the program.

- A 4.0 = 93-100
- A- 3.7 = 90-92
- B+ 3.3 = 87-89
- B 3.0 = 83-86
- B- 2.7 = 80-82
- C+ 2.3 = 77-79
- C 2.0 = 73-76
- C- 1.7 = 70-72
- D+ 1.3 = 67-69
- D 1.0 = 63-66
- D- 0.7 = 60-62

F 0.0 = 59 & below

### **Time to Degree**

The MCE faculty is committed to working closely with students to facilitate their academic progress. As part of this process, faculty regularly review all students' work to assess their progress toward the degree. Assessment is based on a review of coursework, independent work, and other relevant criteria such as demonstrated competence in writing and critical thinking. In addition, in order for students' knowledge to be current, and to pursue research on timely problems that will advance the field, it is expected that all students will make steady progress toward completion of degree requirements.

MCE students are expected to complete degree requirements within the following number of years of beginning their programs, as measured by the matriculation into the degree program:

- Certificate students – three years
- Master's candidates – five years
- Doctoral candidates – seven years

Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension to the Associate Provost for Graduate Studies. The student initiates the petition via webCentral and must be supported by the advisor in order to be considered. If the petition is not approved, the student will be terminated from the program. Students may petition for an extension of time for a minimum of one quarter and up to a maximum of one year per request.

Petition procedures and instructions are detailed in the [Graduate Studies Policy Manual](#).

### **Graduation**

Completing a degree in the Morgridge College of Education (MCE) deserves celebration; the university and the MCE applaud your hard work and great accomplishment.

In order for your degree to be conferred (appear on the transcript) students must apply to graduate. This application must be submitted at least two quarters prior to the intended date of graduation. Information regarding the application process, including critical time lines and deadlines/calendars, can be viewed at this link: [Graduation Information](#). Step-by-step directions can be viewed at this link: [Graduation Application Instructions](#). Failure to file the application on time will automatically delay the date of graduation to a subsequent quarter.

## **ENROLLMENT REQUIREMENTS**

Degree-seeking students must be in active status and enrolled for consecutive terms, fall through spring. Enrollment may consist of registration for courses, thesis credits, or dissertation credits.

### **Student Status**

Unless a student is on an official leave of absence, a student's status is rendered inactive after one quarter of non-enrollment. Inactive students will not be able to register for courses and will need to contact the Office of Graduate Studies ([gst@du.edu](mailto:gst@du.edu)) to request a reactivation form and, if applicable, pay any continuous enrollment fees owed for previous quarters. Complete information regarding leaves of absence is found in the [Graduate Policy Manual](#). The form is found at this link: <http://www.du.edu/media/documents/graduates/personalleave.pdf>.

### **Provisional Admission Status**

Students who are admitted with some deficiency in undergraduate training, incomplete credentials, or low GPA are admitted with provisions. The student status of individuals admitted with provisions will be changed to regular status as soon as the conditions governing this type of admission have been met. In general, provision related to incomplete credentials must be satisfied no later than the sixth week of the first quarter of enrollment. Provisions related to deficiencies in undergraduate training or low GPA must be met within the first quarter of enrollment. Students will refer to the letter giving the offer of admission for specific provisions and the completion timeframe set by the MCE. Unmet admission provisions will result in a registration hold on the student's account.

### **Doctoral Research (Dissertation) Registration Requirement**

MCE doctoral students who have finished all required course work and passed the comprehensive examination will register for a minimum of one dissertation (PhD) or doctoral research (EdD) credit for consecutive terms fall through spring, until the minimum number of research credits has been completed or until the student graduates. PhD programs in the MCE require a minimum of ten (10) dissertation credits, but student progress toward the degree may require students to register for additional credits to maintain degree candidacy.

With advisor approval, doctoral students may register for up to 50% of the minimum number of dissertation credits required by his/her program prior to the completion of all coursework and comprehensive exams. Dissertation credit, as with any credits, will not be refunded if the student does not successfully complete his/her dissertation, other required courses, or qualifying or comprehensive exams.

### **Doctoral Continuous Enrollment**

The University of Denver continuous enrollment process enables students who have passed the comprehensive exam and are required to register for fewer than four research credits each quarter to continue to qualify for Federal Financial Aid. Complete DU continuous enrollment guidelines and procedure are found in the Graduate Policy Manual. Interested students must request approval annually by submitting the Continuous Enrollment Approval form to the advisor: <http://www.du.edu/media/documents/graduates/ceproceduresform.pdf>.

Registration for continuous enrollment credit may accompany registration for doctoral research credit, but under no circumstances does it replace the requirement for quarterly registration in dissertation or doctoral research credit. Students who do not comply with this policy will be required to pay any tuition and fees related to research credit missed in previous quarters. The

department reserves the right to require that additional conditions be met before granting approval of this request if the student is not demonstrating progress towards the degree.

## PROFESSIONALISM IN THE MCE

The MCE prepares students for professions which require a deep knowledge of content and pedagogy, as well as a commitment to mutual wellbeing. Therefore, the Morgridge College of Education expects all students, staff and faculty members to act in a professional manner in all interactions and communications (email, phone, and face-to-face) throughout the program and in every program related setting: classes, schools sites, community settings, in-services, and program meetings. The following behaviors will never be tolerated in any of these settings and any evidence of the display of such may lead to probation or immediate dismissal from the program:

1. Verbal or personal attacks including: bullying, belittling, mocking, or ridicule.
2. Discriminatory, derogatory, or inflammatory language intended to demean and dehumanize.
3. Disrespect of any student, teacher, faculty member, administrator, parent, or other person at the partnership sites.

### **Video- and Audio-Taping Policy**

The MCE partners with many K-12 schools to support students in the completion of internship and/or practicum requirements. While in these schools, it is not uncommon for MCE students to record their interactions with students and use the recordings as a tool for improving their teaching practice. *Before conducting any recording*, students will consult with the host school administration regarding the school/district regulations.

Students are also required to adhere to the MCE Video- and Audio-Taping Policy when conducting any recording activities. The document supporting this policy (Procedures/Checklist for Recording Video and Audio in Classrooms) is found at <http://www.du.edu/education/resources/current-students/index.html>

### **Reasons for Probation and Dismissal**

Students who do not adhere to University/MCE/program policies may be placed on probation and may be dismissed from the program. While such instances are rare, should they occur, students will be contacted by their advisor and informed *specifically and in writing* of issues and concerns with regard to academic progress or attendance, interpersonal or practice effectiveness, safety concerns, and/or ethical violations. *Students will be asked to respond to these concerns personally and in writing*. Decisions regarding probation or dismissal will be made by the program coordinator and the appropriate faculty in consultation with the MCE Dean. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

### **APA Requirement**

The MCE requires that students use *The Publication Manual of the American Psychological Association* (currently in its 6<sup>th</sup> edition) when writing research papers. The APA guidelines set forth rules that ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as:

- punctuation and abbreviations

- construction of tables
- selection of headings
- citation of references
- presentation of statistics
- many other elements that are a part of every manuscript.

Note: Students conducting arts-based research who want to diverge from the APA style guide should speak with their advisors.

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The [DU bookstore](#) carries the APA Manual, and additional information is available online. <http://www.apastyle.org/pubmanual.html>

## MORGRIDGE COLLEGE OF EDUCATION OPERATIONAL PROCEDURES

### **Procedure for Student Booking Study and Meeting Spaces**

Katherine A. Ruffatto Hall (KRH) is a state-of-the-art learning space. We are fortunate to work and learn in a lovely and versatile building which has been designed to facilitate all forms of learning. Within KRH there are several large classrooms and there are many smaller spaces that are available for students to use for individual study and/or small group work.

The MCE utilizes a computerized room scheduling system, [25Live](#). This system is open for students to book the following spaces for academic-related activities in KRH:

- KRH 124 (turret room East – Capacity 6)
- KRH 134 (turret room West – Capacity 15)
- KRH 203 (small conference room – Capacity 8)
- KRH 206 (turret room East – Capacity 14)
- KRH 234 (turret room West – Capacity 12)
- KRH 334 (turret room West – Capacity 12)

Students who are interested in scheduling a room for studying or to meet with a small group, will find directions, FAQs, and login information by going to the Resources tab in webCentral. Go to the box labeled *Space, Event, and Library Study Room Requests*. Click on the *Campus Space and Event Requests* link and use your webCentral username and password to log into 25Live.

#### *Room Reservation TIPS:*

- For best results, review the instructions on webCentral first.
- Fill out every field within the online form or the system will refuse your request.
- Once you have requested a room, you will receive an email stating the request has been processed - **this is NOT the confirmation**. The confirmation will come in a separate email message.

- Plan ahead: requests are not processed immediately. Requests must be submitted a minimum of 24 hours in advance of the event, and best results will be achieved by placing your request 48 hours in advance.
- Classroom space has first priority: no reservations will be processed until all MCE classes have been scheduled.
- Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are rarely available for student scheduling.
- Plans change. If you have to cancel a reservation you will need to work directly with MCE Technology Support, 303-871-3222, as the cancellation cannot be completed online.

All classrooms have layout diagrams posted within the room. Please keep in mind that if you use a room it is your responsibility to place it in its original configuration before you leave. This will ensure that the next user will have the same experience that you had.

**Technology Support Procedures** The Technology Team's mission is to support Morgridge College of Education students, faculty, and staff with university-related technical services listed here.

#### *Computer Lab Support*

- Printing and scanning assistance, including trouble-shooting
  - Student ID cards are loaded with a \$50 printing allowance each quarter. DUNet printers available for use are located in the computer lab and in the 2<sup>nd</sup> floor turret room behind the student locker bank.
  - The Technology Team will be responsible for replacing paper, toner cartridges, paper jams, staples and minor hardware/software questions.
  - Problematic print jobs should be presented to the Technology Team for coordination with UTS.
- Lab Hours and Assistance Available
  - Lab hours are posted on the door of the 210 computer lab.
  - Lab Monitors are available in the 210 computer lab during most evening hours and on Saturdays to help with minor printing and software issues
  - For all other issues, please contact a member of the Technology Team at 1-3222 or in KRH 212.

#### *Student Technology Support*

All student computer technical support issues are currently handled by UTS and questions should be directed to 303-871-4700 or by visiting the UTS help desk. Services include:

- DU wireless configurations for all students' personal laptops should be done with the assistance of UTS. UTS can be reached at 303-871-4700 or by visiting the UTS helpdesk at the [Anderson Academic Commons](#).
- Account help with Blackboard, webCentral, wireless setup.
- MCE offers an equipment check-out and usage training program designed for students to use in order to complete equipment requirements for various courses. Please check with the Tech Team in the computer lab regarding availability. In order to gain access to this equipment, student DU identification number, student program name, phone number and an expected return date for all items will be required.

- Available equipment includes laptops, MAC adaptors, video cameras, digital audio recorders, and transcription machines, along with many other miscellaneous devices. The resources are housed in the MCE computer lab room #210 and can be checked out from the technology team. Technology team members are available to help train students to use the equipment and make suggestions on which equipment best suits the student's need.
- MCE students may check out equipment for a maximum of 3 days. If not returned after 3 days, the student will be charged \$20.00 per day until the item is returned. In the event that the equipment is not returned, the MCE Technology Team can request that the student's diploma be held until the matter is settled. The Technology Team also reserves the right to refuse equipment check-out to students who fail to abide by these policies.

### *Event Support*

The Technology Team is also responsible for supporting all events in KRH. If you are interested in hosting an event at MCE you must first reserve the space online. Go to <https://25live.collegenet.com/du/> and sign in using your DU ID and passcode (same as webCentral login), and then select Create an Event. All MCE faculty, staff and students can request a space for an event in KRH. All room requests should be submitted at least five (5) business days prior to the event. Classes are booked through the department Academic Services Associate. Only events sponsored by the MCE, Disability Services, and Learning Effectiveness Program are reserved via this form. All other departments and organizations must contact Conference and Event Services at 303-871-4333 or email [events@du.edu](mailto:events@du.edu).

- Room reservations do not include catering, parking, set-up/clean-up, or event support.
- For setup questions call Conversion Services at 303-871-3298
- For Catering call DU Dining at 303-871-4410
- For Audio Visual Support email [mce.support@du.edu](mailto:mce.support@du.edu) or call 303-871-3222

Event requests can only be processed for terms in which classes have been assigned spaces. Event requests for each term will be processed as follows:

- Winter Quarter – first week of November
- Spring Quarter – third week of February
- Summer Quarter – second week of April
- Fall Quarter – first week of September

Events spanning multiple terms (i.e., a monthly meeting occurring throughout the academic year) must be resubmitted for each term. Do not submit event requests more than 3 weeks prior to the dates listed above. For questions, please contact the MCE Room Scheduler, 303-871-3222. If you need to change or cancel an event please reply to your confirmation email and include the Reference Number.

## THE CURRICULUM STUDIES & TEACHING PROGRAM

Welcome to the Curriculum Studies & Teaching (CST) program in the Morgridge College of Education at the University of Denver! We are delighted that you are joining us as a student in CST. Many things distinguish our PhD, EdD, and MA degree programs in CST; outstanding faculty, interesting concentration areas, and the friendly and supportive nature of our programs. What I believe particularly makes CST unique, though, are our wonderful students. You are joining a truly powerful group of engaged emerging scholars and experienced educational practitioners. I guarantee you will find our students, your peers, to be open and supportive, and that the relationships you'll develop will be rewarding and long-term.

This handbook provides detailed information about our programs in CST. Please review all the information contained here. The department Academic Services Associate and the Office of Graduate Studies staff will use the course requirements outlined for your specific program in this Handbook to confirm that you have completed all of the requirements needed to graduate. Therefore, you will want to work closely with your program advisor to ensure that you meet all your program's requirements. It is important for you to be aware, though, that you are ultimately responsible for the contents of this Handbook, as well as the policies outlined in the [Graduate Policy Manual](#).

To facilitate your navigation of this handbook, let me explain how we are organized. Within Curriculum Studies and Teaching (CST), there are three (3) programs of study with their own degrees:

*Curriculum and Instruction (CI):* MA (non-teaching), EdD, and PhD

*Curriculum Teaching and Instruction (CIT):* MA, Teacher Education TEP, and the Denver Teacher Residency Program DTR

*Early Childhood Special Education (ECSE):* MA

Please know that all of us in CST are here to make your academic experiences at DU worthwhile and professionally gratifying. Speaking on behalf of the entire faculty, we look forward to working with you!

Respectfully Yours,

*Rick*

Richard Kitchen, Professor  
Kennedy Endowed Chair of Urban Education  
Coordinator, Curriculum Studies & Teaching  
Morgridge College of Education  
University of Denver  
(303) 871-2255

## CURRICULUM STUDIES & TEACHING PROGRAMS FACULTY AND STAFF

Terrence Blackman, PhD  
Assistant Professor  
Curriculum Studies & Teaching  
KRH 335  
Phone: 303-871-2149  
[terrence.blackman@du.edu](mailto:terrence.blackman@du.edu)

Christie Bruns  
Gifted Specialization Online Delivery Program  
Liaison  
KRH 131  
Phone: 303-871-7674  
[christie.bruns@du.edu](mailto:christie.bruns@du.edu)

Doug Clements, PhD  
Professor  
Kennedy Endowed Chair, Early Childhood  
Education  
Director, Marsico Institute  
KRH 152  
Phone: 303-871-2895  
[Douglas.clements@du.edu](mailto:Douglas.clements@du.edu)

Norma Hafenstein, PhD  
MCE Endowed Clinical Professor  
Curriculum Studies & Teaching  
Director, Institute for the Development of  
Gifted Education  
Director, Ricks Center for Gifted Children  
KRH 359  
Phone: 303-871-2527  
[nhafenst@du.edu](mailto:nhafenst@du.edu)

Kimberly Hartnett-Edwards, PhD  
Assistant Professor  
Curriculum Studies & Teaching  
KRH 347  
Phone: 303 871-2720  
[Kimberly.Hartnett-Edwards@du.edu](mailto:Kimberly.Hartnett-Edwards@du.edu)

Richard Kitchen, PhD  
Professor  
Kennedy Endowed Chair, Urban Education  
Program Coordinator, Curriculum Studies &  
Teaching  
KRH 337  
Phone: 303-871-2255  
[richard.kitchen@du.edu](mailto:richard.kitchen@du.edu)

Janet Lear  
Clinical Assistant Professor  
Curriculum Studies & Teaching  
KHR 352  
Phone: 303-871-2474  
Email: [janet.lear@du.edu](mailto:janet.lear@du.edu)

Jessica Lerner, EdS  
Lecturer & Field Coordinator  
Curriculum Studies & Teaching  
KRH 336  
Phone: 303 871-2517  
[Jessica.Lerner@du.edu](mailto:Jessica.Lerner@du.edu)

Karen Paul-Masaoka  
Academic Services Associate  
Educational Research Policy & Practice  
KRH 358  
Phone: 303-871-7013  
[kpaulmas@du.edu](mailto:kpaulmas@du.edu)

Paul Michalec, PhD **ON SABBATICAL**  
Clinical Professor  
Curriculum Studies & Teaching  
KRH 343  
Phone: 303-871-7952  
[pmichale@du.edu](mailto:pmichale@du.edu)

Anna Millies  
Academic Services Associate  
Educational Research Policy & Practice  
KRH 226  
Phone: 303-871-2494  
[anna.millies@du.edu](mailto:anna.millies@du.edu)

Suzy Thompson, MA  
Lecturer  
Curriculum Studies & Teaching  
KRH 361  
Phone: 303.871.3365  
[sthomps1@du.edu](mailto:sthomps1@du.edu)

Sharolyn Pollard-Durodola, PhD  
MCE Endowed Associate Professor  
in Literacy  
Child, Family, and School Psychology and  
Curriculum Studies Teaching  
KRH 255  
Phone: 303-871-3352  
[sharolyn.pollard-durodola@du.edu](mailto:sharolyn.pollard-durodola@du.edu)

Bruce Uhrmacher, PhD  
Department Chair, Education Research Policy  
and Practice  
Professor  
Curriculum Studies & Teaching  
KRH 344  
Phone: 303-871-2483  
[buhrmach@du.edu](mailto:buhrmach@du.edu)

Nicole Russell, PhD  
Assistant Professor  
Curriculum Studies & Teaching  
KRH 349  
Phone: 303-871-2487  
[Nicole.M.Russell@du.edu](mailto:Nicole.M.Russell@du.edu)

Maria Salazar, PhD  
Director, Teacher Education Programs  
Associate Professor  
Curriculum Studies & Teaching  
KRH 348  
Phone: 303 871-3772  
[msalazar@du.edu](mailto:msalazar@du.edu)

Julie Sarama, PhD  
Professor  
Kennedy Endowed Chair in Innovative Learning  
Technologies  
KRH 152  
Phone: 303-871-3983  
[Julie.sarama@du.edu](mailto:Julie.sarama@du.edu)

## WELCOME TO THE CURRICULUM AND INSTRUCTION (CI) PROGRAM

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



*P. Bruce Uhrmacher, PhD*

*Professor*

Interim Department Chair  
Curriculum Studies and Teaching

Ph. 303.871.2483

[buhrmach@du.edu](mailto:buhrmach@du.edu)

*Norma Hafenstein, PhD*

*Director, Ricks Center for Gifted Children*

Director, Institute for the Development of  
Gifted Education

MCE Endowed Clinical Professor

Ph: 303.871.2527

[nhafenst@du.edu](mailto:nhafenst@du.edu)

Richard Kitchen, PhD

Program Coordinator

Curriculum Studies and Teaching

Kennedy Endowed Chair in Urban Education

Ph. 303-871-2255

[Richard.Kitchen@du.edu](mailto:Richard.Kitchen@du.edu)

## PROGRAM OVERVIEW

### **Mission Statement**

The mission of the Curriculum and Instruction Program is to produce graduates who are leaders and innovators in education, equipped with cutting-edge applied research skills, creative educational vision based on established academic disciplines, moral imagination, curricular expertise, and commitment to issues of equity and social responsibility.

### *CS & T Portfolio Community*

Curriculum Studies & Teaching maintains a portfolio site on the University of Denver's Portfolio Community at <https://portfolio.du.edu>. Its purpose is to provide a central location for job/internship postings, program information and forms, and announcements for proposals or research opportunities. Students are encouraged to visit the site regularly for updated information.

### *Student Mailboxes*

Each CS&T student has a student mailbox (hanging folder) located in the file cabinet on the third floor of Ruffatto Hall outside the CS&T faculty offices. This cabinet is inter-department mail only and is often where faculty members will return papers or projects. It is the student's responsibility to check his/her mailbox on a regular basis. Space is limited.

## PROGRAM REQUIREMENTS AND EXPECTATIONS

### **Master of Arts Degree**

The 45 quarter-hour master's program in CI is planned cooperatively with each student to meet his/her professional and personal goals. Most students prepare for traditional and non-traditional positions in education that require planning, consulting, research, curriculum development, evaluation, and policy-making. The MA program is appropriate for classroom teachers who want to improve their curriculum development and pedagogy for the purpose of making their classrooms effective learning spaces for all students. Courses will introduce MA students to matters including: Inclusive Excellence, Evidence Based Reflective Practice, 21<sup>st</sup> Century Teaching, 21<sup>st</sup> Century Learning, and Transformational Leadership.

A. Curriculum.....	12
B. Instruction .....	12
C. Diversity .....	3
D. Foundations .....	3
E. Research.....	6
F. Cognate .....	9
<b>Minimum Total</b>	<b>45 hours</b>

### ***MA Cognate***

MA students select a 9 credit hour cognate that is intended to add to their breadth and depth of knowledge in education. A well-designed cognate is organized around the student's professional interests and will add a unique academic and professional quality to the student's Curriculum and

Instruction degree. Students can develop a cognate around more traditional themes in curriculum and instruction, such as, but not limited to: diversity, teacher education, aesthetics, technology, urban education, and gifted education. Students are also encouraged to consider less traditional themes in curriculum and instruction, such as, but not limited to: family studies, social work, library and information services, business, zoo/museum education, and international education. Other students may prefer to take courses in an eclectic or liberal studies manner.

Master’s students following this option will take courses in Curriculum, Instruction, Diversity, Foundations, and Research. Graduate-level classes for the cognate are chosen in consultation with an academic advisor. The minimum credits requirement for the degree is 45 quarter hours.

***Master of Arts with a Concentration in Gifted Education***

As an alternative to the cognate, students enrolled in the master’s degree program have the option of obtaining a concentration in gifted education for a total of 46 quarter hours. Students who complete the 25 quarter-hour concentration in gifted education will participate in courses and practicum experiences aimed at developing professionals who are well-equipped to meet the needs of gifted students in a variety of educational environments. Completion of the concentration will be noted on students’ transcripts. In addition, students who successfully complete the concentration will be recommended for the Gifted Education Specialist endorsement offered through the Colorado Department of Education (CDE). Please note many of these courses are offered less frequently, so close consultation with your advisor is necessary if this concentration is of interest to you.

Master’s Students will take a minimum of 25 quarter hours in Gifted Education coursework, plus 21 quarter hours in Curriculum, Instruction, Diversity, Foundations, and Research. The minimum requirement for the degree is 46 quarter hours.

A. Gifted Education .....	25
B. Curriculum and Instruction .....	9
C. Diversity .....	3
D. Foundations .....	3
E. Research.....	6
<b>Minimum Total .....</b>	<b>46 hours</b>

*Any CST courses may be substituted as described below. Other university courses (with the exception of University College courses) or MCE courses may be substituted with advisor permission.*

**Curriculum** (Refer to coursework plan to determine credit requirement)

*CUI 4020 Introduction to Curriculum .....	3
*CUI 4021 Models of Curriculum .....	3
CUI 3995 Urban Education .....	5
CUI 4022 Curriculum Theory into Practice .....	3
CUI 4027 Implementing Curriculum: A Practicum .....	3
CUI 4034 Curriculum and Cultural Context .....	3

<i>(CUI 4034 may be taken to fulfill "Curriculum" or "Diversity")</i>	
CUI 4161 Ethnicity, Gender, and Diversity in the Curriculum .....	3
<i>(CUI 4161 may be taken to fulfill "Curriculum" or "Diversity")</i>	
CUI 4170 Engaging Learners Through the Arts.....	3
<i>(CUI 4170 may be taken to fulfill "Curriculum" or "Instruction")</i>	
CUI 4530 Second Language Acquisition .....	3

**Instruction** (Refer to coursework plan to determine credit requirement)

CFSP 4312 Learning Applications and Analysis.....	3
CUI 3995 Urban Education .....	5
<i>(CUI 3995 may be taken to fulfill "Curriculum" or "Instruction")</i>	
CUI 4031 Teaching and Learning .....	3
CUI 4032 Analysis of Teaching.....	3
CUI 4033 The Practice of Teaching.....	3
CUI 4035 Urban Education: Problems and Perspectives.....	3
CUI 4038 Urban Youth Development .....	3
CUI 4042 Instructional Design & Web Development for Educators .....	3
CUI 4155 Special Topics: Spirituality in Education and Psychology .....	3
<i>(This course may be taken to fulfill "Instruction" or "Foundations")</i>	
CUI 4159 Educating Multiethnic Populations.....	3
<i>(CUI 4159 may be taken to fulfill "Instruction" or "Diversity")</i>	
CUI 4170 Engaging Learners Through the Arts .....	3
<i>(CUI 4170 may be taken to fulfill "Curriculum" or "Instruction")</i>	
CUI 4403 Instructional Strategies for Gifted Learners .....	3
CUI 4531 Supporting English Language Learners Across the Curriculum .....	3
CUI 4532 Culturally Responsive Pedagogy .....	3
<i>(CUI 4532 may be taken to fulfill "Diversity" or "Instruction")</i>	
CUI 4870 Education in International Settings.....	3

**Diversity** (minimum 3 credits required)

CUI 4034 Curriculum and Cultural Context .....	3
<i>(CUI 4034 may be taken to fulfill "Curriculum" or "Diversity")</i>	
CUI 4159 Educating Multiethnic Populations.....	3
<i>(CUI 4159 may be taken to fulfill "Instruction" or "Diversity")</i>	
CUI 4160 Race, Class & Gender in Education .....	3
CUI 4161 Ethnicity, Gender, and Diversity in the Curriculum .....	3
<i>(CUI 4161 may be taken to fulfill "Curriculum" or "Diversity")</i>	
CUI 4532 Culturally Responsive Pedagogy .....	3
<i>(CUI 4532 may be taken to fulfill "Diversity" or "Instruction")</i>	
<i>(Some diversity courses may be found in the Higher Education Program.)</i>	

**Foundations** (minimum 3 credits required)

CFSP 4314 Nature of Intelligence .....	3
CUI 4100 Sociocultural Foundation of Education.....	3
CUI 4130 Philosophy of Education .....	3

CUI 4150 Sociology of Education .....	3
CUI 4155 Special Topics: Spirituality in Education and Psychology .....	3
<i>(This course may be taken to fulfill "Instruction" or "Foundations")</i>	
CUI 4172 Aesthetic Foundation of Education .....	3
CUI 4180 History of Education in the United States.....	3
<i>(Some substitutions permitted; see your Advisor.)</i>	

**Gifted Education** (minimum 25 credits required for Gifted Ed concentration)

CUI 4400 The Nature & Needs of Gifted Learners .....	3
CUI 4401 Psychological Aspects of Giftedness.....	3
CUI 4402 Curriculum for Gifted Learners.....	3
CUI 4403 Instructional Strategies for Gifted Learners .....	3
CUI 4404 Twice-Exceptional Students.....	3
CUI 4405 Practicum in Gifted Education .....	1-3
<i>(Credit hours are dependent upon experience and set by your advisor).</i>	
CUI 4407 Current Issues in Gifted Education: Identification .....	3
CUI 4408 Creativity: Theory and Practice .....	3
CUI 4410 Program Development, Leadership, and Comm in Gifted Education ....	3

**Research** (minimum 6 credits required)

*RMS 4900 Education Research and Measurement .....	4
CUI 4058 Teacher as Researcher .....	3

**Cognate** (minimum 9 credits) The MA cognate should add to your breadth and depth of knowledge in education. A well-designed cognate is organized around a student’s professional interests and will add a unique academic and professional quality to your degree.

### MA DEGREE COMPLETION COMPONENT

**MA / Ma-Gifted Concentration Final Comprehensive Paper**

During the last quarter of the student’s period of enrollment, the student will turn in to his or her advisor a five page paper that addresses the following question:

- Synthesize and analyze what you have learned thus far in this program. How do the ideas, theories, research methods and critical (and/or transformational experiences) you encountered contribute (or not contribute) to your professional and intellectual life?

The paper must be turned in by the fifth week of the quarter. An assessment of pass/fail will be ascertained. If the evaluation is a ‘fail,’ the student will be given the paper during the seventh week of the quarter and it must be returned to the advisor by the last day of final’s week. Failure to turn in this paper as prescribed could result in a delay of graduation.

Students will be evaluated on the following:

- Ability to identify and integrate concepts from research, theory, and practice
- Ability to write with coherence and clarity

- Ability to support judgments by citing appropriate references to literature, authorities in the field, and critical experiences
- Ability to include only relevant data in the answer.

**CURRICULUM AND INSTRUCTION, MASTER OF ARTS  
COURSE WORK PLAN**

NAME \_\_\_\_\_ STUDENT # \_\_\_\_\_

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

	<b>Course Number</b>	<b>Credit Hours</b>	<b>Expected Term of Completion</b>
<b>A. CURRICULUM</b> (minimum 12 credits)			
Introduction to Curriculum	CUI 4020	3	
Models of Curriculum	CUI 4021	3	
<b>B. INSTRUCTION</b> (minimum 12 credits)			
<b>C. DIVERSITY</b> (minimum 3 credits)			

<b>D. FOUNDATIONS</b> (minimum 3 credits)			
<b>F. RESEARCH</b> (minimum 6 credits)			
Education Research & Measurement	RMS 4900	4	
<b>G. COGNATE</b> (minimum 9 credits)			
<b>SUMMARY</b>			<b>Credit Hours</b>
A. Curriculum		(12)	
B. Instruction		(12)	
C. Diversity		(3)	
D. Foundations		(3)	
E. Research		(6)	
F. Cognate		(9)	
<b>MINIMUM TOTAL CREDITS (45)</b>			

*In addition, a final comprehensive paper is to be submitted to the advisor (and passed) during the last quarter of study.*

Student's Signature \_\_\_\_\_  
 ..... DATE

Advisor's Signature \_\_\_\_\_  
 ..... DATE

Cognate Advisor's Signature (if applicable) \_\_\_\_\_  
 ..... DATE

**CURRICULUM AND INSTRUCTION, MASTER OF ARTS  
WITH GIFTED EDUCATION CONCENTRATION  
COURSE WORK PLAN**

NAME \_\_\_\_\_ STUDENT # \_\_\_\_\_

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

	<b>Course Number</b>	<b>Credit Hours</b>	<b>Expected Term of Completion</b>
<b>A. GIFTED EDUCATION</b> (minimum 25 credits)			
The Nature & Needs of Gifted Learners	CUI 4400	3	
Psychological Aspects of Giftedness	CUI 4401	3	
Curriculum for Gifted Learners	CUI 4402	3	
Instructional Strategies for Gifted Learners	CUI 4403	3	
Twice-Exceptional Students	CUI 4404	3	
Practicum in Gifted Education <i>(Credit hours are dependent upon experience and set by your advisor).</i>	CUI 4405	1-3	
Current Issues in Gifted Education: Identification	CUI 4407	3	
Creativity: Theory and Practice	CUI 4408	3	
Program Development, Leadership and Comm in Gifted Ed	CUI 4410	3	
<b>B. CURRICULUM, TEACHING AND LEARNING</b> (min 9 credits)			

<b>C. FOUNDATIONS</b> (minimum 3 credits)			
<b>D. RESEARCH AND INQUIRY</b> (min 6 credits)			
<b>E. DIVERSITY</b> (minimum 3 credits)			
<b>SUMMARY</b>			<b>Credit Hours</b>
A. Gifted Education	(25)		
B. Curriculum, Teaching and Learning	(9)		
C. Foundations	(3)		
D. Research and Inquiry	(6)		
E. Diversity	(3)		
<b>MINIMUM TOTAL CREDITS (46)</b>			

*In addition, a final comprehensive paper is to be submitted to the advisor (and passed) during the last quarter of study.*

Student's Signature \_\_\_\_\_  
 ..... DATE

Advisor's Signature \_\_\_\_\_  
 ..... DATE

Cognate Advisor's Signature (if applicable) \_\_\_\_\_  
 ..... DATE

## DOCTORAL DEGREE OVERVIEW

The CI program offers two doctoral options: the Doctorate in Education and the Doctorate of Philosophy. Students will complete the required minimum amount of credits in program area requirements, research, doctoral research courses and a specialization of their choosing. Through this flexible but intentional program structure, students will form an understanding of foundations, instruction, curriculum, diversity, and research, while still pursuing their own areas of interest as they further develop their own unique brands of expertise.

When completing the PhD Cognate or the Curriculum specialization within the EdD, students select courses intended to add to their breadth and depth of knowledge in education. A well-designed cognate/specialization is organized around a student's professional interests and will add a unique academic and professional quality to the student's degree. With advisor support, students are encouraged to consider enrolling other MCE programs, as well as courses from across the wider university. In this way, students can develop a cognate or specialization around more traditional themes in curriculum and instruction, such as, but not limited to: diversity, teacher education, aesthetics, technology, urban education, and gifted education. Students are also encouraged to consider less traditional themes in curriculum and instruction, such as, but limited to: family studies, social work, library and information services, business, zoo/museum education, spirituality in education, and international education. Other students may prefer to take courses in an eclectic or liberal studies manner.

Within both the 65 credit-hour EdD program and the 90 credit-hour PhD program, the CST program courses stand as the backbone of the degree, offering students an opportunity to build on their knowledge of theory and practice within the field of curriculum and instruction. Emphasis, in terms of credit hours, is given to these courses as they offer the foundation upon which the degree is built. In some cases, because of particular course offerings in a given year or because of student interest, substitutions can be made.

*Any CST courses may be substituted as described below. Other university courses (with the exception of University College courses) or MCE courses may be substituted with advisor permission.*

### **Doctor of Education, EdD**

The 65 quarter credit EdD degree is designed for students who want to further their knowledge of teaching, learning, schools, and communities from academically grounded frameworks. All EdD students take a wide range of courses in the areas of curriculum, instruction, foundations, diversity, and research.

#### *EdD Specializations*

The specialization category of the degree offers the student an opportunity to focus on a specialized field of interest. There are two specializations within the EdD program: the curriculum studies specialization or the gifted education specialization. The specialization requires a minimum of 9 out of the total 65 credit hours.

## COURSEWORK REQUIREMENTS

A. Curriculum.....	6
B. Teaching and Instruction .....	6
C. Diversity .....	3
D. Foundations .....	12-15
E. Research.....	Min 17
F. Specialization .....	9-24
G. Doctoral Research Courses.....	11
<b>Minimum Total.....</b>	<b>65 hours</b>

### Sample Course Planning Outlines

Students will use the following outline when meeting with the advisor to create a plan of study.

- Students may enroll from the following courses to satisfy the various requirement areas (Curriculum; Instruction; etc.).
- Courses not taken as part of Program Area Requirements may be taken as part of the Specialization, with approval by the course advisor.
- Exceptions to coursework from other MCE programs may be made with advisor approval on a case-by-case basis.

**Sample Planning Outline: Curriculum and Instruction EdD, Curriculum Studies Specialization**

PROGRAM AREA REQUIREMENTS					
<b>Curriculum</b>					
		Introduction to Curriculum*	CUI 4020	3	
		Curriculum Theory into Practice	CUI 4022	3	
		Implementing Curriculum: A Practicum	CUI 4027	3	
		<i>Minimum Required</i>		<b>6</b>	
<b>Teaching</b>					
		Teaching and Learning*	CUI 4031	3	
		Analysis of Teaching	CUI 4032	3	
		Culturally Responsive Pedagogy	CUI 4532	3	
		<i>Minimum Required</i>		<b>6</b>	
<b>Diversity</b>					
		Race, Class and Gender	CUI 4160	3	
		Educating Multiethnic Populations	CUI 4159	3	
		Socio-Cultural Foundation of Education	CUI 4100	3	
		<i>Minimum Required</i>		<b>3</b>	
<b>Foundations</b>					
		History of Education in the U.S.	CUI 4180	3	
		Aesthetic Foundations of Education	CUI 4172	3	
		Curriculum and Cultural Context	CUI 4034	3	
		Special Topics: Human Development	CUI 4155	3	
		Sociocultural Foundations of Education	CUI 4100	3	
		Philosophy of Education	CUI 4130	3	
				<b>12-15</b>	
<b>RESEARCH</b>					
		Educational Measurement*	RMS 4920	3	
		Structural Foundations of Research in Social Sciences*	RMS 4940	3	
		Introductory Statistics*	RMS 4910	5	
Option 1		Introduction to Qualitative Research	RMS 4941	4	11
		Qualitative Data Collection and Analysis	RMS 4942	4	
		Arts-Based Research	RMS 4947	3	
Option 2		Empirical Research Methods*	RMS 4930	3	6-7
		TAKE: Correlation and Regression	RMS 4911	4	
		OR: Survey and Design Analysis	RMS 4931	3	
		<i>Minimum Required</i>		<b>17</b>	
<b>SPECIALIZATION</b>					
		Models of Curriculum	CUI 4021	3	
		Literacy Instruction and Assessment	CUI 4028	3	
		Practice of Teaching	CUI 4033	3	
		Engaging Learners through the Arts	CUI 4170	3	

		Teaching and Learning with Technology	LIS 4110	3
		<i>Minimum Required</i>		<b>9</b>
<b>DOCTORAL RESEARCH COURSES</b>				
		Research as Problem Analysis*	CUI XXXX	3
		Research as Intervention*	CUI XXXX	3
		Applied Research Credit Hours*	CUI XXXX	5
		<i>Minimum Required</i>		<b>11</b>
		<b>Total Program Requirements</b>		<b>65</b>

\* Required course

## Sample Planning Outline: Curriculum and Instruction EdD, Gifted Education Specialization

PROGRAM AREA REQUIREMENTS				
Curriculum				
		Introduction to Curriculum	CUI 4020	3
		Curriculum for Gifted Learners	CUI 4402	3
		<i>Minimum Required</i>		<b>6</b>
Teaching				
	OR	Teaching and Learning	CUI 4031	3
		Instructional Strategies for Gifted Learners	CUI 4403	3
		<i>Minimum Required</i>		<b>3</b>
Diversity				
		Race, Class and Gender	CUI 4160	3
		<i>Minimum Required</i>		<b>3</b>
Foundations				
		Creativity: Theory Into Practice	CUI 4408	3
		Child Development	CFSP 4311	3
		Organizational Theory & Behavior	ADMN 4819	3
		Leadership in Complex Systems	ADMN 4822	3
		Program Development, Leadership and Communication in Gifted Education	CUI 4410	3
		<i>Minimum Required</i>		<b>12-15</b>
RESEARCH				
		Introductory Statistics	RMS 4910	5
		Structural Foundations of Research in Social Sciences	RMS 4940	3
		Educational Measurement	RMS 4920	3
Option 1		Introduction to Qualitative Research	RMS 4941	4
		Qualitative Data Collection and Analysis	RMS 4942	4
		Arts-based Research	RMS 4947	3
		<i>Minimum Required</i>		<b>11</b>
Option 2		Empirical Research Methods*	RMS4930	3
		<b>TAKE:</b> Correlation and Regression	RMS 4911	4
		<b>OR:</b> Survey and Design Analysis	RMS 4931	3
		<i>Minimum Required</i>		<b>6-7</b>
Option 3		Empirical Research Methods	RMS 4930	3
		Introduction to Qualitative Research	RMS 4941	4
		<b>TAKE:</b> Correlation and Regression	RMS 4911	4
		<b>OR:</b> Survey and Design Analysis	RMS 4931	3
		<i>Minimum Required</i>		<b>10-11</b>
Option 4		Introduction to Qualitative Research	RMS 4941	4
		Qualitative Data Collection and Analysis	RMS 4942	4
		Empirical Research Methods	RMS 4930	3
		<b>TAKE:</b> Correlation and Regression	RMS 4911	4
		<b>OR:</b> Survey and Design Analysis	RMS 4931	3
		<i>Minimum Required</i>		<b>14-15</b>
		<i>Minimum Required</i>		<b>Min. 17</b>

SPECIALIZATION				
		The Nature and Needs of Gifted Learners	CUI 4400	3
		Psychological Aspects of Giftedness	CUI 4401	3
		Twice Exceptional Students	CUI 4404	3
		Current Issues in Gifted Education – Identification	CUI 4407	3
		<i>Curriculum for Gifted Learners</i>	<i>CUI 4402</i>	<i>3 (listed above)</i>
		<i>Instructional Strategies for Gifted Learners</i>	<i>CUI 4403</i>	<i>3 (listed above)</i>
		<i>Creativity: Theory Into Practice</i>	<i>CUI 4408</i>	<i>3 (listed above)</i>
		<i>Program Development, Leadership and Communication in Gifted Education</i>	<i>CUI 4410</i>	<i>3 (listed above)</i>
		<i>Minimum Required</i>		<b>9-24</b>
Applied Research				
		Research as Problem Analysis*	CUI XXXX	3
		Research as Intervention*	CUI XXXX	3
		Applied Research Credit Hours*	CUI XXXX	5
		<i>Minimum Requirement</i>		<b>11</b>
		<b>Total Program Requirements</b>		<b>65</b>

\* Required course

**CURRICULUM STUDIES & TEACHING  
DOCTORATE OF EDUCATION (EDD)  
COURSE WORK PLAN**

NAME \_\_\_\_\_ STUDENT # \_\_\_\_\_

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

	Course Number	Credit Hours	Expected Term of Completion
<b>A. CURRICULUM (6 credits)</b>			
Introduction to Curriculum	CUI 4020	3	
<b>B. TEACHING AND INSTRUCTION (3-6 credits)</b>			
Teaching & Learning Environments	CUI 4031	3	
<b>C. DIVERSITY (3 credits)</b>			
Race, Class & Gender	CUI 4160	3	
<b>D. FOUNDATIONS (12-15 credits)</b>			
<b>E. RESEARCH (17 min credits) ***</b>			

	Introductory Statistics	RMS 4910	5	
	Educational Measurement	RMS 4920	3	
	Structural Foundations of Research in Social Sciences	RMS 4940	3	
	<b>F. SPECIALIZATION (9-24 credits) * or **</b>			
	<b>G. DOCTORAL RESEARCH (11 credits)</b>			
	Research as Problem Analysis		3	
	Research as Intervention		3	
	Applied Research		5	
	<p><b>*Gifted Education Specialization:</b>  Nature &amp; Needs of Gifted Learners CUI4400 - 3 credits  Psychological Aspects of the Gifted CUI4401 – 3 credits  Twice-Exceptional Students CUI 4404 – 3 credits  Current Issues in Gifted Education: Identification CUI4007 – 3 credits  <i>Curriculum for Gifted Learners CUI4402 – 3 credits</i>  <i>Instructional Strategies for Gifted Learners CUI4403 – 3 credits</i>  <i>Program Development, Leadership &amp; Communication CUI4410 – 3 credits</i></p>			
	<p><b>**Curriculum Specialization</b>  Models of Curriculum CUI4021 – 3 credits  Literacy Instruction and Assessment CUI 4028 – 3 credits  Practice of Teaching CUI 4033 – 3 credits  Engaging Learners through the Arts CUI 4170 – 3 credits</p>			

<p>Teaching and Learning with Technology LIS 4110 – 3 credits</p> <p><b>***Research</b></p> <p>Option 1: Introduction to Qualitative Research RMS4941 – 4 credits  Qualitative Data Collection and Analysis RMS4942 – 4 credits  Arts-Based Research RMS4947 – 3 credits</p> <p>Option 2: Empirical Research Methods RMS4930 – 3 credits  TAKE: Correlation and Regression RMS4911 – 4 credits  OR: Survey and Design Analysis RMS4931 – 3 credits</p> <p>Option 3: RMS 4930 Empirical Research Methods – 3 credits  RMS 4941 Introduction to Qualitative Research – 4 credits  TAKE: RMS 4911 Correlation and Regression – 4 credits  OR: RMS 4931 Survey Design and Analysis – 3 credits</p> <p>Option 4: RMS 4941 Introduction to Qualitative Research – 4 credits  RMS 4942 Qualitative Data Collection and Analysis – 4 credits  RMS 4930 Empirical Research Methods – 3 credits  TAKE: RMS 4911 Correlation and Regression – 4 credits  OR: RMS 4931 Survey Design and Analysis – 3 credits</p>
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<b>SUMMARY</b>	<b>Credit Hours</b>
A. CURRICULUM (6)	
B. TEACHING (3-6)	
C. DIVERSITY (3)	
D. FOUNDATIONS (12-15)	
E. RESEARCH (15-17)	
F. SPECIALIZATION (9-12)	
G. DOCTORAL RESEARCH (11)	
<b>TOTAL Minimum Credits (65)*</b>	
<i>*Please note: the numbers in each category above are either a minimum or range of credit hours required.</i>	

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

Student’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor’s Signature \_\_\_\_\_ Date \_\_\_\_\_

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

## Doctor of Philosophy, PhD

The 90 quarter-credit Doctor of Philosophy (PhD) degree program is designed for students who want to further their knowledge of teaching, learning, schools, and communities from academically grounded frameworks. All PhD students take a wide range of courses in the areas of Curriculum, Instruction, Foundations, Diversity, and Research. Dissertation topics cover a broad assortment of theoretical and practical topics in domestic, as well as, international contexts. Many of our PhD students take faculty positions in upper level research institutions, while other graduates enjoy highly successful careers in the public school environment designing, implementing, and evaluating curriculum.

### COURSEWORK REQUIREMENTS

A. Curriculum.....	9
B. Instruction.....	9
C. Diversity.....	6
D. Foundations.....	6
E. Research.....	19-33
F. Cognate.....	18
G. Dissertation.....	min 10
H. Electives.....	2-16
<b>Minimum Total Hours.....</b>	<b>90</b>

### PhD Cognate

PhD students select an 18 credit hour cognate that is intended to add to their breadth and depth of knowledge in education. A well-designed cognate is organized around the student's professional interests and will add a unique academic and professional quality to the student's Curriculum and Instruction degree. Students can develop a cognate around more traditional themes in curriculum and instruction, such as, but not limited to: diversity, teacher education, aesthetics, technology, urban education, and gifted education. Students are also encouraged to consider less traditional themes in curriculum and instruction, such as, but not limited to: family studies, social work, library and information services, business, zoo/museum education, and international education. Other students may prefer to take courses in an eclectic or liberal studies manner.

### Possible Courses by Category

A. Curriculum (min credits required: 6 for EdD, 9 for PhD)	Qtr. Hrs.
*CUI 4020 Introduction to Curriculum.....	3
CUI 4021 Models of Curriculum.....	3
CUI 4022 Curriculum Theory into Practice.....	3
CUI 4027 Implementing Curriculum: A Practicum.....	3
CUI 4034 Curriculum and Cultural Context.....	3
(CUI 4034 may be taken to fulfill "Curriculum" or "Diversity")	
CUI 4161 Ethnicity, Gender, and Diversity in the Curriculum.....	3
(CUI 4161 may be taken to fulfill "Curriculum" or "Diversity")	

CUI 4170 Engaging Learners Through the Arts.....	3
<i>(CUI 4170 may be taken to fulfill "Curriculum" or "Instruction")</i>	
CUI 4402 Curriculum for Gifted Learners.....	3
CUI 5991 Independent Study: Advanced Topics in Curriculum.....	3
<b>B. Teaching and Instruction</b> (min credits required: 6 for EdD, 9 for PhD)	
*CUI 4031 Teaching and Learning .....	3
CUI 3995 Urban Education.....	5
<i>(CUI 3995 may be taken to fulfill "Curriculum" or "Instruction")</i>	
CUI 4028 Literacy Instruction & Assessment.....	3
CUI 4029 Issues in Literacy.....	3
CUI 4032 Analysis of Teaching .....	3
CUI 4033 The Practice of Teaching.....	3
CUI 4035 Urban Education: Problems and Perspectives.....	3
CUI 4038 Urban Youth Development.....	3
CUI 4042 Instructional Design & Web Development for Educators.....	3
CUI 4155 Special Topics: Spirituality in Education and Psychology.....	3
<i>(This course may be taken to fulfill "Instruction" or "Foundations")</i>	
CUI 4159 Educating Multiethnic Populations.....	3
<i>(CUI 4159 may be taken to fulfill "Instruction" or "Diversity")</i>	
CUI 4170 CUI 4170 Engaging Learners Through the Arts.....	3
<i>(CUI 4170 may be taken to fulfill "Curriculum" or "Instruction")</i>	
CUI 4403 Instructional Strategies for Gifted Learners.....	3
CUI 4532 Culturally Responsive Pedagogy.....	3
<i>(CUI 4532 may be taken to fulfill "Diversity" or "Instruction")</i>	
CUI 4870 Education in International Settings.....	3
<b>C. Diversity</b> (min credits required: 3 for EdD, 6 for PhD)	
CUI 4034 Curriculum and Cultural Context.....	3
<i>(CUI 4034 may be taken to fulfill "Curriculum" or "Diversity")</i>	
CUI 4055 Human Rights and Education .....	3
<i>(CUI 4055 may be taken to fulfill "Instruction" or "Diversity")</i>	
CUI 4159 Educating Multiethnic Populations .....	3
<i>(CUI 4159 may be taken to fulfill "Instruction" or "Diversity")</i>	
CUI 4160 Race, Class & Gender in Education.....	3
CUI 4161 Ethnicity, Gender, and Diversity in the Curriculum.....	3
<i>(CUI 4161 may be taken to fulfill "Curriculum" or "Diversity")</i>	
CUI 4532 Culturally Responsive Pedagogy.....	3
<i>(CUI 4532 may be taken to fulfill "Diversity" or "Instruction")</i>	
<i>(Additional diversity courses can be found in the Higher Education Program)</i>	
<b>D. Foundations</b> (min credits required: 15 for EdD, 6 for PhD)	
CUI 4100 Sociocultural Foundation of Education.....	3
CUI 4130 Philosophy of Education.....	3
CUI 4155 Special Topics: Spirituality in Education and Psychology.....	3

*(This course may be taken to fulfill "Instruction" or "Foundations")*

CUI 4172 Aesthetic Foundation in Education .....	3
CUI 4180 History of Education in the United States.....	3
CUI 4034 Curriculum and Cultural Context.....	3
CFSP 4311 Child Development.....	3
CUI 4408 Creativity: Theory and Practice.....	3
CUI 4410 Program Development, Leadership and Communication of Gifted Education... 3	
<i>(This course may be taken to fulfill "Foundations" or "Specialization in Gifted")</i>	
ADMN 4822 Leadership in Complex Systems.....	3
ADMN 4819 Organizational Theory and Behavior.....	3

EdD and PhD degree requirements diverge at the point of research. Please follow carefully:

**EdD Research Requirements:**

**E. Research** (minimum 17 credits required)

**Introductory Level, REQUIRED**

RMS 4920 Educational Measurement.....	3
RMS 4910 Introductory Statistics.....	5
RMS 4940 Structural Foundations of Research in Social Sciences.....	3

Option 1: (Take all)

RMS 4941 Introduction to Qualitative Research.....	4
RMS 4942 Qualitative Data Collection and Analysis.....	4
RMS 4947 Arts-based Research.....	3

Option 2:

RMS 4930 Empirical Research Methods** .....	3
(And select from one the following courses)	
RMS 4911 Correlation and Regression.....	4
RMS 4931 Survey Design and Analysis.....	3

Option 3:

RMS 4930 Empirical Research Method.....	3
RMS 4941 Introduction to Qualitative Research.....	4
(And select from one the following courses)	
RMS 4911 Correlation and Regression.....	4
RMS 4931 Survey Design and Analysis.....	3

Option 4:

RMS 4930 Empirical Research Methods.....	3
RMS 4941 Introduction to Qualitative Research.....	4
RMS 4942 Qualitative Data Collection and Analysis.....	4
(And select from one the following courses)	
RMS 4911 Correlation and Regression.....	4
RMS 4931 Survey Design and Analysis.....	3

**F. Specialization** (minimum 9 credits)

A specialization in Curriculum Studies and Teaching should add to your breadth and depth of knowledge in education. A well designed cognate is organized around a student's professional interests and will add a unique academic and professional quality to your Curriculum Studies and Teaching degree.

**G. Doctoral Research Courses** (minimum of 11 credits required)

Doctoral Research hours cannot be taken until the Comp Exam has been passed.

CUI xxxx Research as Problem Analysis.....	3
CUI xxxx Research as Intervention.....	3
CUI xxxx Applied Research Credit Hours.....	5

**PhD Research Requirements:** \*\*May test out – see advisor

**E. Research (19-33 TOTAL research credits required)**

**Introductory Level** (minimum 3-14 credits)

RMS 4910: Introductory Statistics** .....	5
RMS 4930: Empirical Research Methods** .....	3
RMS 4940: Structural Foundations of Research in Social Sciences.....	3
RMS 4941: Introduction to Qualitative Research** .....	4

**Intermediate Level** (minimum 8-9 credits)

RMS 4945: Community Based Research .....	3
RMS 4947: Arts-Based Research.....	3
RMS 4946: Advanced Qualitative Research.....	4
RMS 4921: Psychometric Theory.....	3
RMS 4932: Meta-Analysis Social Science Research.....	3
RMS 4931: Survey Design and Analysis.....	3
RMS 4911: Correlation and Regression [or PSYC 4300 (5hrs)].....	4
RMS 4912: Analysis of Variance (ANOVA) [or PSYC 4330 (5 hrs)].....	5
RMS 4959: Topics in Research Design.....	1-5
SOWK 5402: Qualitative Research Methods.....	4
SOWK 5405: Qualitative Data Analysis.....	4
STAT 4680: Sampling Theory and Applications .....	4
STAT 4810 Nonparametric Statistics .....	4

**Advanced Level – Level** (minimum 3-5 credits)

RMS 4929: Topics in Psychometrics.....	1-3
RMS 4914: Structural Equation Modeling.....	5
RMS 4913: Multivariate Analysis.....	5
RMS 4919: Topics in Statistics.....	1-5
RMS 4915: Hierarchical Linear Modeling.....	4

**Program Requirement – Level** (minimum 5 credits)

Select from these courses or other research courses approved by program advisor:

CUI 4050 Curriculum and Instruction Research Seminar.....3  
CUI 5994 Seminar in Dissertation Organization and Design.....2-5

**F. Cognate** (minimum 18 credits)

A cognate in Curriculum and Instruction should add to your breadth and depth of knowledge in education. A well designed cognate is organized around a student's professional interests and will add a unique academic and professional quality to your Curriculum and Instruction degree. See page 7 of this handbook for more information.

**G. Dissertation Credits** (minimum of 10 credits required)

*Dissertation hours cannot be taken until the Comp Exam has been passed.*

CUI 5995 Dissertation Research .....10

**CURRICULUM STUDIES & TEACHING  
DOCTOR OF PHILOSOPHY (PHD)  
COURSE WORK PLAN**

NAME \_\_\_\_\_ STUDENT # \_\_\_\_\_

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

	Course Number	Credit Hours	Expected Term of Completion
<b>A. CURRICULUM (9 credits)</b>			
Introduction to Curriculum	CUI 4020	3	
Models of Curriculum	CUI 4021	3	
<b>B. INSTRUCTION (9 credits)</b>			
<b>C. DIVERSITY (6 credits)</b>			
<b>D. FOUNDATIONS (6 credits)</b>			

	Course Number	Credit Hours	Expected Term of Completion
<b>E. RESEARCH – INTRODUCTORY</b> (3-14 credits) <i>** may test out</i>			
RMS 4910: Introductory Statistics**		5	
RMS 4930: Empirical Research Methods**		3	
RMS 4940: Structural Foundations of Research in Social Sciences		3	
RMS 4941: Introduction to Qualitative Research**		4	
<b>E. RESEARCH – INTERMEDIATE</b> (8-9 credits)			
<b>E. RESEARCH – ADVANCED</b> (3-5 credits)			
<b>E. PROGRAM REQUIREMENT</b> (5 credits)			



C. DIVERSITY	(6)	
D. FOUNDATIONS	(6)	
E. RESEARCH	(19-33)	
F. COGNATE	(18)	
G. ELECTIVE	(2-16)	
H. DISSERTATION	(min 10)	
<b>TOTAL</b>	<b>(90)*</b>	

*\*Please note: the numbers in each category above are either a minimum or range of credit hours required.*

*As noted in the CS&T handbook, students must also pass other components as part of their degree requirements.*

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

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

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

## ADDITIONAL PROGRAM REQUIREMENTS

### Online Portfolio

Portfolios have been adopted as formative and summative assessments for K-12 classrooms, academic and professional programs, and even state licensure programs. Curriculum and Instruction faculty have chosen to implement portfolios as an occasion to assess student progress (not just knowledge) and to assess program and career goals. The portfolio is discussed with your program faculty at an oral presentation. Your portfolio should represent your best professional effort.

### Portfolio Process

- Your portfolio is due annually during your time in the program. Some exceptions are allowed; please consult with your advisor.
- Begin compiling your portfolio as soon as possible, in consultation with an advisor.
- Your portfolio contents will be reviewed by CS&T professors, and feedback will be provided. Your overall progress will be summarized as: Excellent, Very Good, Adequate, or Unsatisfactory. If you receive an Unsatisfactory recommendation, you will either construct a plan leading to Adequate performance, or be counseled out of the program.

### Portfolio Contents

Use the Qualifying Portfolio Cover Sheet and Academic Paper Caption Forms, and follow the correct format. Your portfolio will consist of your curriculum vitae, a statement of purpose, and two academic papers.

- *Curriculum Vitae.* A curriculum vitae (CV) is like a fully-elaborated resume. It lists all the relevant professional activities in which you have engaged. As with a resume, it is up to you to choose a format that best represents your experiences. Some samples of section headings include: Research Interests, Program Development, Administration, Teaching, Grants, Publications, Presentations, and Honors/Awards. See your program advisor for help or examples.
- *Statement of Purpose.* In five pages or less (double-spaced, 12-point font), write a statement of purpose that includes your philosophy of education and your research interests. Your research interests should relate to your philosophy of education, and should take into account your current educational concerns, your cognate, and what you have learned in your CS&T courses that has shaped your thinking about the topic. The statement of purpose may also include your most current thinking about your dissertation.
- *Academic Papers.* You will submit two of your strongest papers for review. Papers should be chosen from courses you have taken, but should be revised/revisited with a different audience in mind. Paper length is not important. You should choose those which demonstrate your grasp of curricular and instructional issues and which reflect your ability to conceptualize, analyze, and synthesize well. Each paper must be accompanied by a Caption Form. In discussing your reasons for submitting the paper, highlight strengths the paper reveals, as well as its relevance to your intellectual interests and your program progress.
- *Additional Assignments.* Additional assignments to be added to the portfolio throughout the program as applicable to program coursework or research projects.

- *Portfolio Defense.* Contents of portfolio will be presented by student to a team of faculty members for discussion and review prior to the beginning of doctoral research project. If contents of portfolio are not adequate, the student will be required to take steps to assure appropriate level is attained.

## **DEGREE COMPLETION REQUIREMENT, EDD**

### **Doctoral Comprehensive Examination**

The Comprehensive exam provides the students an opportunity to analyze and synthesize information gained from multiple years of course work and to communicate professional reflections clearly and with substantiated citations.

The three hour Exam will be held at the end of course work and it will be evaluated by multiple faculty members.

#### **Evaluation Criteria:**

- Ability to identify and integrate concepts from research, theory, and practice.
- Ability to identify and analyze important controversial issues and to make decisions about them which are balanced, ethical, valid, and feasible based upon the best available documentation from the literature and your own experience.
- Ability to write with coherence and clarity.
- Ability to support judgments by citing appropriate references to literature, authorities in the field, and critical experiences.
- Ability to include only relevant data in the answer.

#### **Examples of Comprehensive Exam Essay Questions for Doctoral Students:**

- Discuss what American educators mean when they call for equal educational opportunity. In your opinion, is it possible or desirable for our society to provide equal educational opportunities to all students?
- Synthesize and analyze what you have learned thus far in graduate studies. How do the ideas and theories and research methods that you have learned contribute (or not contribute) to your professional and intellectual life?

## **EdD DOCTORAL RESEARCH PAPER**

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

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

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

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

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

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

### ***EdD Research Process***

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

1. Research Sequence (as dictated by coursework, along with other research courses selected by the student).
  - Students will advance through the agreed-upon prescriptive sequence of research courses required for the prospective EdD student at the University of Denver. For a list of these courses, see Appendix B.
2. Doctoral Research Proposal Hearing (after 1-2 years of coursework)
  - Students will submit and defend a Doctoral Research Proposal to their committee members (one advisor and 1 committee member), similar to that of a dissertation proposal defense. These proposals can take place as early as one year into the program to ensure students can begin working on their final products as they advance through coursework.
3. IRB Approval

- Upon successfully defending the proposal and making any required revisions, students will apply for approval through our Institutional Review Board, again similar to the dissertation.
4. Doctoral Research Paper
    - Upon successful defense of the proposal and IRB approval, students will engage in their doctoral research paper.
  5. Creative Dissemination
    - A creative, community-based dissemination is a required component of this project (this is a component of the Quasi-Practical). Researchers must disseminate their work to interested community members as defined by the nature of the research. This could include the school researched, the administration in that schools district, school leaders and policymakers who face issues similar to those examined in the research, or other community members and stakeholders.
  6. Doctoral Research Paper Final Defense
    - Following the research, which includes implementation and evaluation of some change in the field, students will defend their proposal in a format similar to the dissertation defense. These defenses must be reviewed and evaluated by the committee.

### ***Doctoral Research Paper Options***

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

### **OPTION ONE: Intervention**

Option one entails the identification and characterization of a problem and the provision of some intervention in that educational environment with the intention of addressing that problem, as well as an evaluation of that intervention. This also involves creative dissemination of the entire problem identification, intervention, and evaluation process to those parties that may be interested in learning about this topic (at least 3 presentations). Examples might include, but are not limited to, a school improvement plan or a professional development series.

- Chapter I: Introduction and Rationale  
Similar to that of a dissertation Chapter 1. The problem faced in a particular educational setting should serve as the rationale (dearth in the literature is not considered a viable rationale for EdD the doctoral research paper).
- Chapter II: Review of Literature  
Similar to that of a dissertation Chapter 2. This section should include the literature on both the problem, and the prospective intervention or action in the field.
- Chapter III: Action or Intervention in the Field

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

- Chapter IV: Evaluation of the Action or Intervention  
Similar to that of a Qualitative Dissertation Chapter 4. What responses did the researcher's activity in the field inspire? What happened? What did not happen? What does this mean?
- Chapter V: Engaging in the Quasi-Practical  
A section delineating how others might use this research. This should include the creative dissemination of the product to schools, supervisory boards, and other audiences as appropriate. Disseminating this work to communities involved in the research is a requisite condition of successfully completing this degree.

### **OPTION TWO: Problem Analysis**

Research in option two will resemble that of a dissertation in some regards. Students must examine various aspects of a certain problem in a school and research the potential solutions to those problems. They must then creatively disseminate what they found about the problem in the school, and provide a coherent recommendation for the educational institution based on what they found in this context, and what has worked in comparable situations (at least 3 presentations). Examples might include, but are not limited to, a curriculum review, program evaluation, instructional evaluation, teacher effectiveness, or an inclusive excellence analysis.

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

- Chapter I: Introduction and Rationale  
Similar to that of a dissertation Chapter 1. The problem faced in a particular educational setting should serve as the rationale (dearth in the literature is not considered a viable rationale for EdD the doctoral research paper).
- Chapter II: Review of Literature  
Similar to that of a dissertation Chapter 2. This section should include the literature on both the problem or issue faced in this school, as well as some of the potential causes or solutions to problems like these.
- Chapter III: Methodology  
What did the researcher actually do to better understand this problem or issue in this school. This section will delineate the methodological considerations for how the researcher developed a deeper understanding of the problems or issues in a given school, including how the researcher collected and analyzed data (and any methodological considerations associated with data collection and analysis).

- Chapter IV: Analysis and Description of the Problem  
Similar to that of a Dissertation Chapter 4. What did the researcher find or reveal in this research? What did the researcher learn about this problem in this school? What is causing the problem? What is helping? What is missing?
- Chapter V: Engaging in the Quasi-Practical  
This section delineates what this school or institution, and potentially other establishments like it, may consider doing to address this issue. This section should also include the creative dissemination of the product to schools, supervisory boards, and other audiences as appropriate. Disseminating this work to communities involved in the research is a requisite condition of successfully completing this degree.

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

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

A student enrolled full time (3 credits per quarter), will complete their coursework in three years and should attend to the logistics included below accordingly as they advance through the program. The major considerations involve the coursework plan (preliminary and final), portfolio defense, and comprehensive examinations.

Further, students are encouraged to begin working on their doctoral research after one year of coursework to ensure that students can progress through the program in four years. Please note the various considerations and logistical sequence included below. Students who have questions or comments about the sequence below should contact their advisor for clarification or direction.

Quarter	Coursework	Research
Fall 1	Review the handbook and begin developing a preliminary coursework plan	
Winter 1	Compose your preliminary coursework plan	
Spring 1	Submit a preliminary coursework plan	
Fall 2	Compile works for your online portfolio	Identify an educational context or problem to engage with for your doctoral research
Winter 2	Prepare your online portfolio; Select your portfolio committee	Build a relationship with the gatekeepers to your educational context
Spring 2	<b>Online Portfolio Defense</b>	Begin composing your proposal
Fall 3	Register for comprehensive examinations; Begin studying for Comprehensive Examinations	Finalize your Committee; Finish your Proposal; Schedule your Proposal Hearing
Winter 3	Prepare for comprehensive examinations; Submit a final coursework plan	<b>Doctoral Research Proposal Hearing;</b> Submit to <a href="#">IRB</a> for Approval
Spring 3	<b>Comprehensive Examinations</b>	Gain official access and approval (as per IRB recommendations); Compose chapters 1, 2 and 3; May begin data collection and analysis
Fall 4		Data collection and analysis; Introduce intervention or change (as appropriate)
Winter 4		Data collection and analysis of intervention; Compose Chapters 4 and 5
Spring 4		<b>Creative Dissemination;</b> Finalize Chapters 1-5; <b>Final Defense</b>

## Doctoral Research Paper Evaluation Rubric

*This form will be completed by professors in the Curriculum and Instruction EdD program to evaluate the doctoral research paper. This form will then be uploaded to AssessIt! to evaluate the quality of the program.*

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

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

FACULTY DECISION	
Pass	
Conditional Pass	
Fail	

_____ Advisor	_____ Date
_____ Faculty	_____ Date

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

## THE EARLY CHILDHOOD SPECIAL EDUCATION MA DEGREE

Welcome to the Early Childhood Special Education MA program. Our goal is to prepare highly competent, collaborative, ethical, and self-reflective Early Childhood Special Education Specialists. This program will facilitate your training and development as a scientist-practitioner who can solve problems and share decision-making with others to optimize social-emotional, cognitive, academic, and behavioral outcomes for children from birth to age 8 with special needs, and their families.

Our goal is to prepare you to be an Early Childhood Special Education Specialist who will serve young children with special needs and their families in schools, districts, and in community organizations. You will:

- Value inclusive excellence and demonstrate a commitment to education as an essential part of every community.
- Are data-driven and reflective in their practice, and utilize evidence based practices.
- Utilize a family centered approach to intervention.
- Understand and use the latest research and technology to improve educational efforts on behalf of all learners.
- Utilize an ecological approach to intervention.

When you graduate from the ECSE program with your master's degree, you will understand the needs of children and their families within the ever-changing global society. Your practice will be based on a strong understanding of the interrelationship between the environmental, neurobiological, and cultural influences on development.

We are excited to have you in our program, and look forward to taking this journey with you.

Sharolyn Pollard-Durodola, PhD  
MCE Endowed Associate Professor in Literacy  
Child, Family, and School Psychology  
Curriculum Studies Teaching  
KRH 255  
Phone: 303-871-3352  
[sharolyn.pollard-durodola@du.edu](mailto:sharolyn.pollard-durodola@du.edu)

## PROGRAM OVERVIEW

The CFSP Master’s degree in Early Childhood Special Education (EC SPED) is a four quarter (1 to 2 year) program that focuses on expanding opportunities for specialized work with young children, youth, and families in school and community settings. It also is a pipeline to licensure and non-licensure degrees including a doctoral degree. Students in the M.A. in EC SPED degree program develop the knowledge and practical skills needed to work successfully within the early childhood school and community agencies that serve the birth to 8-years-old age group.

### Coursework Requirements

The M.A. in EC SPED degree program requires a minimum of 54 quarter hours depending on prior individual experiences and coursework.

#### **Developmental and Psychological Foundations**

CFSP 4304	Diversity in School and Community Settings.....	3
CFSP 4310	Infant Development.....	3
CFSP 4311	Child Development.....	3
CFSP 4312	Learning Application and Analysis.....	3
CFSP 4305	Exceptional Child.....	3
CFSP 4338	Low Incidence Disabilities and Interventions.....	3

#### **Legal, Ethical and Professional Foundations**

CFSP 4302	Legal Issues in Education.....	2
CFSP 4315	Professional and Ethical Issues in ECSE.....	3

#### **Professional Skills and Training**

CFSP 4320	Assessment of Infants.....	3
CFSP 4326	Preschool Assessment.....	3
CFSP 4308	Early Academic Competencies.....	3
RMS 4900	Educational Research and Measurement.....	4
CFSP 4330	Family-School Partnering and Consultation.....	3
CFSP 4336	Preschool Intervention .....	3
CFSP 4335	Infant & Family Intervention.....	3
Options	Differentiated Learning School-Age Academic Competencies or Elementary Learning.....	3/4

#### **Applied Courses**

CFSP 4352	EC Practicum (300 min hours taken over three quarters).....	6
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Developmental and Psychological Foundations .....	18
Legal, Ethical and Professional Foundations.....	5
Professional Skills and Training.....	25-26
Applied Courses.....	5-6
<b>Minimum Total.....</b>	<b>54 hours</b>

### **Practica Requirement**

The EC practicum serves as a central and critical part of the ECSE program. It represents an opportunity for candidates to demonstrate the CEC Performance Standards and DEC Recommended Practices that have been developed through coursework and previous experience in the field. It also allows for the development and demonstration of new knowledge and skills that complete the professional preparation and to allow candidates to move into more specialized professional roles in early childhood special education and/or early intervention. Practicum experiences give candidates the opportunity to demonstrate these skills under the supervision of a university supervisor and a mentor teacher in the field. Students will complete 300 contact hours in practica with the following age groups- infants, preschoolers and K-3 graders. Students will conduct one of their practica at the Fisher Early Learning Center.

#### Fisher Early Learning Center (FELC)

Located on the University of Denver campus and affiliated with the Morgridge College of Education, FELC provides children with a continuum of learning experiences in an inclusive setting that reflects research-based practices, celebrates diversity, and addresses the uniqueness of each child.

- Establishes a foundation of skills and knowledge essential to the development of competent and caring young children
- Utilizes cutting edge, evidence-based programming to deliver high quality learning experiences to children that range in age from six weeks to 5 years
- Accredited by the National Association for the Education of Young Children (NAEYC)

#### **DEGREE COMPLETION REQUIREMENT**

The Praxis Elementary PLACE Examination serves as the comprehensive assessment of knowledge for the Early Childhood Special Education MA. Students register for the exam on their own. Typically, registration is required at least one month in advance. All students must meet or exceed the passing score of the state in which you plan to practice in order to graduate. Students can take the PLACE exam multiple times but cannot graduate until a passing score is obtained. Students must submit official PLACE exam scores to the Academic Services Associate during the quarter prior to graduation.

**EARLY CHILDHOOD SPECIAL EDUCATION MA  
COURSEWORK PLAN**

Name of Student: \_\_\_\_\_ ID No.: \_\_\_\_\_

CORE KNOWLEDGE BASE AND FOUNDATIONS				T = 23
	Developmental and Psychological Foundations	Credits	Completed	
CFSP 4304	Diversity in School and Community Settings	3	F	
CFSP 4310	Infant Development	3	F	
CFSP 4311	Child Development	3	W	
CFSP 4312	Learning Application and Analysis	3	W	
CFSP 4305	Exceptional Child	3	W	
CFSP 4338	Low Incidence Disabilities and Interventions	3	S	
	Required Credits	18		
	Legal, Ethical and Professional Foundations			
CFSP 4302	Legal Issues in Education	2	S	
CFSP 4315	Professional and Ethical Issues in ECSE	3	F	
	Required Credits	5		
PROFESSIONAL SKILLS AND TRAINING				T =25/26
	Evaluation and Assessment			
CFSP 4320	Assessment of Infants	3	S	
CFSP 4326	Preschool Assessment	3	Sum	
CFSP 4308	Early Academic Competencies	3	W	
RMS 4900	Educational Research and Measurement	4	F	
	Required Credits	13		
	Collaborative Consultation with Families and Schools			
CFSP 4330	Family-School Partnering and Consultation	3	S	
CFSP 4336	Preschool Intervention	3	Sum	
CFSP 4335	Infant & Family Intervention	3	Sum	
Options	Differentiated Learning School-Age Academic Competencies or Elementary Learning	3/4	S or anytime	
	Required Credits	12/13		
APPLIED COURSEWORK				T = 5/6
	Applied Courses			
CFSP 4352	EC Practicum (300 minimum hours taken over three quarters)	6	F, W, S	
	Praxis Elementary PLACE Exam	PASS	S	
	Required Credits	6		
	Total Minimum Total Credits	54		

M.A. DEGREE	CREDITS/ SCORE	SIGNATURE	DATE
Program Requirements			
Transfer Credits			
Comprehensive Exam Score			

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

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

## APPENDICES

### MCE AFFILIATED PROGRAMS

#### **The Aesthetic Education Institute of Colorado (AEIC)**

Co-sponsored by Think 360 Arts Complete Education, Inc. and the Morgridge College of Education, this Institute is an intensive, hands-on workshop with interactive lectures led by professional artists and educators. During the institute, works of visual and performing art become the “text” for the exploration of dance, music, creative writing, theater, and the visual arts presented within a unifying theme. Contact: Dr. Bruce Uhrmacher at 303.871.2483, [buhrmach@du.edu](mailto:buhrmach@du.edu)

#### **The Colorado Community-Based Research Network (CCBRN)**

This network connects university students and faculty with community organizations needing research and information. Since 1997, DU students have helped address pressing issues within our local communities such as environmental threats, school and educational decline, growing crime rates, immigrant issues and economic inequality. Community-based research is a unique tool for preparing students for lives of civic engagement and social responsibility. It allows them to apply the skills and knowledge gained in the classroom in situations that expand their understanding of the world, increasing their commitment to our democratic society. If you are interested in joining the network, please contact Dr. Nick Cutforth at 303.871.2477 or at [ncutfort@du.edu](mailto:ncutfort@du.edu).

#### **The Ricks Center for Gifted Children**

Ricks Center for Gifted Children at the University of Denver is an exemplary program designed for gifted children. It provides nationally recognized gifted education to approximately 250 students ranging from ages three years old through eighth grade, who demonstrate exceptional, differentiated abilities and learning needs. Its mission is to provide a dynamic and challenging educational environment that anticipates and responds to the individual, intellectual, social, emotional, physical, aesthetic, and cognitive needs of gifted children. Contact: Dr. Norma Hafenstein at 303-871-2527 or [nhafenst@du.edu](mailto:nhafenst@du.edu)

#### **The Institute for the Development of Gifted Education**

Building on 25 years of extensive experience in curriculum development at the Ricks Center for Gifted Children, the Institute has produced a variety of curriculum units that utilize an integrated thematic approach carefully matched to the learning characteristics and dispositions of gifted children. In conjunction with the production of curriculum units, the Institute sponsors periodic curriculum seminars for school practitioners, graduate students, and university professors interested in learning about development and adaptation of curriculum to be utilized especially with gifted learners. Contact: Dr. Norma Hafenstein at 303-871-2527 or [nhafenst@du.edu](mailto:nhafenst@du.edu)

#### **Marsico Insitute for Early Learning and Literacy**

The Marsico Institute is a research and social policy institute dedicated to improving learning environments and outcomes for children, birth to age 8. The work of the Institute includes identifying the best in early learning research, practice, and policy, and delivering that information to academics, practitioners, policymakers, and parents: the people who can create and implement

changes to improve the lives of young children. Contact: Dr. Doug Clements at 303-871-2217 or [douglas.clements@du.edu](mailto:douglas.clements@du.edu)

### MCE RESEARCH SEQUENCE

#### Research Requirement for Master's Degree Students

Course # and Title	Credit Hours	Prerequisites	Typically Scheduled	Instructor
**RMS 4900 Educational Research and Measurement	4	None	Fall, Fall*, Winter, Spring, Summer	Adjunct
OR				
**RMS 4920 Educational Measurement	3	None	Spring, Summer	Adjunct
OR				
**RMS 4910 Introductory Statistics and	5	None	Summer, Fall	Green/GSSW
**RMS 4930 Empirical Research Methods	3	None	Fall, Spring	Olmos

#### Research Requirement for PhD Degree Students<sup>a</sup>

Introductory Level				
Course # and Title	Credit Hours	Prerequisites	Typically Scheduled	Instructor
**RMS 4910 Introductory Statistics	5	None	Summer, Fall, Fall*	Green, Seidel, GSSW, adjunct
**RMS 4930 Empirical Research Methods	3	None	Fall, Spring, Spring*	Olmos
**RMS 4941 Introduction to Qualitative Research	4	None	Fall, Winter, Spring, Summer*	Cutforth, Seidel
RMS 4940 Structural Foundations of Research in Social Sciences	3	None	Fall, Summer*	Seidel, Adjunct
RMS 4920 Educational Measurement	3	None	Winter*, Spring, Summer,	Seidel, Adjunct
RMS 4952 Research Ethics	1	None	Fall	Green
RMS 4921 Psychometric Theory	3	RMS 4910	Fall	Green
RMS 4931 Survey Design and Analysis	3	RMS 4910	Winter, Spring*	Seidel, Zhang
RMS 4960 Program Evaluation Theory	3	None	Fall odd numbered years	Olmos
RMS 4954 Grant Writing	3	None	Summer	Hall-Ellis
RMS 4962 Program Development and Assessment	3	None	Winter	H Ed faculty
Intermediate Level				

RMS 4932 Meta-Analysis in Social Science Research	3	RMS 4910, RMS 4930	Winter even numbered years	Olmos
RMS 4922 Item Response Theory	3	RMS 4921	Winter odd numbered years	Green
RMS 4944 Action Research	3	RMS 4941, RMS 4910		
RMS 4911 Correlation and Regression	4	RMS 4910	Fall, Winter	Seidel, Zhang, GSSW
RMS 4912 Analysis of Variance	5	RMS 4910	Winter	Green
RMS 4942 Qualitative Data Collection and Analysis	4	RMS 4941	Spring	Cutforth
RMS 4961 Program Development and Evaluation	3	RMS 4960		Seidel
<b>Advanced Level</b>				
RMS 4913 Multivariate Analysis	5	RMS 4910, RMS 4911 or RMS 4912	Spring	Green, Seidel
RMS 4914 Structural Equation Modeling	5	RMS 4913	Spring odd numbered years	Seidel, Zhang
RMS 4915 Hierarchical Linear Modeling	4	RMS 4911	Winter even numbered years	Zhang
RMS 4916 Latent Growth Curve Modeling	3	RMS 4915	Spring even numbered years	Zhang
RMS 4951 Mixed Methods	4	RMS 4941, RMS 4942, RMS 4930	Spring	Olmos, Seidel
RMS 4946 Advanced Qualitative Research	4	RMS 4941, RMS 4942	Spring even numbered years	Cutforth
RMS 4945 Community-based Research	4	RMS 4941, RMS 4942, RMS 4910, RMS 4921 or 4931	Spring even numbered years	Cutforth
RMS 4947 Arts-Based Research	3	RMS 4941, RMS 4942, or permission of instructor	Spring odd numbered years	Uhrmacher
RMS 4949 Topics in Qualitative Research	1-5	RMS 4941, RMS 4942, RMS 4942		
RMS 4969 Topics in Program Evaluation	1-5	RMS 4960		
RMS 4959 Topics in Research Design	1-5	RMS 4930		
RMS 4929 Topics in Psychometrics	1-3	RMS 4922		
RMS 4919 Topics in Statistics	1-5	RMS 4913		

\*Offered on Saturdays

\*\*Required for all students in Master's/PhD programs, plus dissertation hours and additional research course credits allocated by level—varies by program.



## STUDENT ASSOCIATIONS

### College of Education Student Association (COESA)

The College of Education Student Association (COESA) promotes unity of program support in the college and augments personal and professional development for graduate students. COESA represents students in all policy-making activities affecting student interests and provides students studying in the college an opportunity to engage in collegial and social relationships with faculty, peers and experts in the field.

### Graduate Student Association Council (GSAC)

The mission of this organization is to represent and to serve all graduate students at the University of Denver. This shall be accomplished by soliciting the views of graduate students and by representing those views in University-wide committees and Board of Trustees meetings. GSAC will continually strive towards creating a stimulating and nourishing environment for graduate students at the academic, social and philanthropic levels.

### Curriculum Studies & Teaching Student Association

The Curriculum and Instruction Student Association (CISA) provides an avenue for CS&T students to connect and interact with other members of the Morgridge College of Education community; attend presentations on topics of interest; participate in mentoring; and gain assistance in all phases of their academic program. Being part of a supportive network of individuals contributes to a successful, satisfying graduate student experience. We encourage you to make the most of your time at the University of Denver by participating in CISA.

### Higher Education Student Association

The Higher Education Student Association (HESA) provides an educational, professional and social base for students interested in the field of higher education. Activities of the organization encourage and enhance all facets of graduate student growth and development and provide an opportunity to engage in collegial and social relationships with faculty, peers and experts in the field.

## PROFESSIONAL ORGANIZATIONS / ASSOCIATIONS

All MCE students are encouraged to join at least one professional association. Becoming a higher education professional is usually facilitated by joining one or several national associations related to the field and receiving their journals and publications. Membership in these organizations provides the student with an opportunity to become familiar with, begin networking, and become part of a professional community. Student memberships at a reduced rate are usually available. Listed below are several major associations which can be particularly helpful to students for their professional and academic socialization and career advancement:

**American Educational Research Association (AERA):** also join divisions and SIGs (Special Interest Groups) AERA is a large and diverse organization of some 10,000 educators from early childhood education to higher education. Its Division J (Postsecondary Education) has 1,500 members. The

MCE faculty and students usually present between 10 and 15 papers annually at the conference.  
URL: <http://www.aera.net/>

### **Curriculum Studies and Teaching**

- General organizations
  - American Association for Teaching and Curriculum (AATC) <http://www.aatchome.org/>
  - Association for Supervision and Curriculum Development (ASCD) [www.ascd.org](http://www.ascd.org)
  - National Association for Gifted Children [www.nagc.org](http://www.nagc.org)
  
- Interest based organizations
  - National Association of Multicultural Education (NAME) [www.nameorg.org](http://www.nameorg.org)
  - National Art Education Association (NAEA) <http://www.naea-reston.org/>
  - National Council on Family Relations (NCFR) <http://www.ncfr.org/>
  - National Association for Bilingual Education (NABE) <http://www.nabe.org/>

### **Higher Education**

The **Association for the Study of Higher Education** (ASHE) is one of the most important associations for doctoral students. This association of approximately 1000 persons includes most of the faculty who teach higher education in the 130 programs across the country and many of their graduate students. It is the best place to meet other students and the faculty. URL: <http://www.ashe.ws/>

The **American Association for Higher Education** (AAHE) is dedicated to administrative professionals in colleges and universities. It is the leading higher education association for educational change through its national conferences on higher education, assessment, and school/college collaboration. URL: <http://www.aahe.org/>

The **American Association of Community Colleges** (AACC) is the most important for those persons interested in community college positions. Fifty percent of all higher education students in the country hold positions or are intending to work in this group of institutions. URL: <http://www.aacc.nche.edu/>

The **National Association of Student Personnel Administrators** (NASPA) is the largest association for individuals interested in the chief student affairs officer position. For those students seeking positions in this area of higher education or wishing to know about the latest developments in student life, this is an important conference to attend. URL: <http://www.naspa.org/>

The **American College Personnel Association** (ACPA) is a major student affairs professional organization devoted especially to working with graduate students who are seeking student affairs positions. The ACPA is the leading student affairs Association that advances student affairs and engages students for a lifetime of learning and discovery. ACPA provides outreach, advocacy, research, and professional development to foster college student learning. ACPA supports and fosters college student learning through the generation and dissemination of knowledge, which

informs policies, practices and programs for student affairs professionals and the higher education community. The Association has nearly 8,000 members representing nearly 1,500 private and public institutions from across the U.S. and internationally.

URL: <http://www.myacpa.org/index.cfm>

The **Professional and Organizational Development Network in Higher Education** (POD Network) develops and supports practitioners and leaders in higher education dedicated to enhancing learning and teaching. POD fosters human development in higher education through faculty, instructional, and organizational development. The development of students is a fundamental purpose of higher education and requires for its success effective advising, teaching, leadership, and management. Central to POD's philosophy is lifelong, holistic, personal, and professional learning, growth, and change for the higher education community. URL: <http://www.podnetwork.org/about.htm>

## JOURNALS

- Usually each of the major professional organizations publishes its own journals
  - AERA: American Educational Research Journal, Educational Researcher
  - AATC: Curriculum and Teaching Dialogue
- Chronicle of Higher Education
- Journal for the Education of the Gifted
- Roeper Review
- Gifted Child Quarterly
- Exceptional Children

## UNIVERSITY RESOURCES

### **Anderson Academic Commons**

- University Libraries <http://library.du.edu/>
- Research Center <http://library.du.edu/site/users/students/researchCenter.php>
- Writing Center <http://www.du.edu/writing/writingcenter/>

**Campus Safety** <http://www.du.edu/campussafety/>

**Center For Multicultural Excellence** <http://www.du.edu/cme/>

**Driscoll Student Center** <http://www.du.edu/studentlife/driscoll/>

- Bookstore <http://du.bkstr.com/>
- Pioneer ID Card Office <http://www.du.edu/pioneercard/>
- RTD Pass <http://www.du.edu/transcenter/transit/students.html>

**Katherine A. Ruffatto Hall** [morgridge.du.edu](http://morgridge.du.edu)

- Classrooms
- Computer Lab

- Faculty and Staff Offices
- Morgridge Financial Aid Office
- Morgridge Office of Admissions

**Light Rail Station** [http://www.rtd-denver.com/lightRail\\_subHome.shtml](http://www.rtd-denver.com/lightRail_subHome.shtml)

**Mary Reed Building**

- Office of Graduate Studies <http://www.du.edu/learn/graduates/>

**Parking Services**

- Parking Permit Information <https://www.parking.du.edu/>

**Ritchie Center** <http://www.recreation.du.edu/>

- Coors Fitness Center <http://www.du.edu/ritchiecenter/coorsfitnesscenter/index.html>
- Health & Counseling Center <http://www.du.edu/duhealth/>
- Intramural and Club Sports  
<http://www.du.edu/ritchiecenter/studentprograms/index.html>
- Sports/Entertainment Events <http://www.denverpioneers.com/>

**Sturm Hall**

- Classrooms

**The International House**

- The Office of Internationalization <http://www.du.edu/intl/index.html>
- International Student and Scholar Services <http://www.du.edu/intl/iss/index.html>

**University Hall**

- Bursar <http://www.du.edu/bursar/>
- Financial Aid <http://www.du.edu/apply/gradfinaid/>
- Registrar <http://www.du.edu/registrar/>

**University Technology Services Help Desk** <http://www.du.edu/uts/>

**QUICK LINKS/FORMS FOR STUDENTS AND ADVISORS**

Exceptions to Academic Policy/Extension of Program—Refer to the Graduate Studies Policy Manual for descriptions of academic exceptions:

<http://www.du.edu/media/documents/graduates/gradpolmanual.pdf>

- The application portal for Academic Exceptions is found in WebCentral on the MyWeb tab, Student and Financial aid section.

Application for Graduation—Application deadlines occur on the first day of the quarter before the student will graduate.

- The graduation application portal is found in WebCentral on the MyWeb tab, under Student and Financial Aid.

Application for I (Incomplete) Grade—This form is initiated by student following a careful review of the conditions on page two of this form. If approved, the instructor will assign a grade of “I” and an expiration date. All incompletes not changed to grades in one year default to a grade of F.

- This form is found at [http://www.du.edu/registrar/forms/Incomplete\\_application.pdf](http://www.du.edu/registrar/forms/Incomplete_application.pdf)

Waiver or Substitution of Courses. Waived courses do not reduce the number of credits required for degree completion. The student may request a waiver or substitution of a course by completing the form found at this link:

- <http://www.du.edu/media/documents/graduates/graduatesubstitutionwaiver.pdf>

Application for Independent Study/Directed Study/Dissertation Research—The PhD student initiates this form each quarter. Both the student and the instructor (for independent or directed study) or the student's faculty advisor (for dissertation research) sign it before it is submitted to the Registrar.

- This form is available at <http://www.du.edu/registrar/forms/independentstudy.pdf>

Transfer of Credit—Requests for transfer credits must be approved during the first quarter of attendance as a degree-seeking student. Transfer requests are initiated by the student's completion of this form

- This form is available at <http://www.du.edu/media/documents/graduates/transfer.pdf>

Continuous Enrollment (CE) Approval Form—The qualified student initiates this form prior to the beginning of fall quarter each year. The student, the student's faculty advisor, and the Department Chair sign it before it is submitted to Graduate Studies for approval.

- This form is found at <http://www.du.edu/media/documents/graduates/ceproceduresform.pdf>.

Reserving a room in the MCE—<https://25live.collegenet.com/du/>