

Curriculum and Instruction Student Handbook

Doctor of Philosophy

2017-2018



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

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Welcome to Morgridge College of Education

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

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

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

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

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

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

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About the Curriculum & Instruction Program

Vision Statement

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

Curriculum and Instruction (C&I) Program Overview

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

Distributed Email List and Communication

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

Doctor of Philosophy Degree Requirements

The 90 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. See [Appendix A](#) for Course Work Plan. Dissertation topics cover a broad assortment of theoretical and practical topics in domestic, as well as international, contexts.

Students must complete the Doctoral Professional Applied Experience, Portfolio, Comprehensive Paper, and Dissertation as part of the degree requirements. Each of these four requirements will be discussed in detail in later sections.

Course Offerings

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

<http://bulletin.du.edu/graduate/schoolscollegesanddivisions/morgridgecollegeofeducation/teachingandlearningsciences/#courseinventory>.

Note these courses are not offered every quarter; students should consult their advisors to work on a coursework plan for their degree.

PhD Specializations and Electives

The specialization category of the degree offers the student an opportunity to focus on a particular field of interest. PhD students complete a minimum of 18 credit hours in a specialization as part of the total 90

credit hours required for the PhD in C&I degree. A well-designed specialization 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 the specialization cognate around more traditional themes in curriculum and instruction, such as, but not limited to: curriculum studies, diversity, special education, mathematics education, 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, and museum education; and international education. Other students may prefer to take courses in an eclectic or liberal studies manner. Students typically take electives from outside of C&I to complement their specialization interests.

Curriculum Studies Specialization

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

Gifted Education Specialization

Students complete courses in gifted education content knowledge, integrated with leadership theory in complex systems that provides a breadth of foundational training for gifted education leadership positions. Research skill development is focused on problem identification and interventions and is achieved through coursework in both qualitative and quantitative methodologies and applied analyses. Successful candidates in this specialization can qualify for gifted education leadership roles, whether at a district, school, or university level.

Mathematics Education Specialization

Students complete courses aimed at developing leaders and researchers in mathematics education with strong theoretical and historical backgrounds. Successful candidates will be prepared to address matters of practice in mathematics education, be well versed in a wide variety of methods of inquiry with experience in research design, and be capable of applying a variety of theories to address and solve problems.

Special Education Specialization

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

It is important that students meet early and regularly with their advisor to determine availability of courses necessary to complete the specialization requirements as many courses are offered less frequently.

Program Dissertation Preparation Courses

The *Curriculum and Instruction Research Seminar* (CUI 4050, 3 Credits) is the first of two research courses required for PhD students in Curriculum and Instruction. It is designed to facilitate the understanding of the practical, intellectual, and organizational demands of doctoral work. Specifically, the course is intended to initiate and socialize doctoral students into the world of research in education including scholarly norms, forms of research, rigor, and the norms and standards of academic writing. It will assist PhD students in thinking about and organizing a proposal and dissertation. In addition, students will learn about current research being conducted by seasoned researchers as well as by fellow C&I students. By understanding their work, students will deepen their knowledge of the research process and standards. This course is typically offered every other year. Students are advised to complete this course no later than their second year in the doctoral program.

The *Seminar in Dissertation Organization and Research* (CUI 4051, 3 Credits) is the second of the two research courses required for PhD students. It is designed to help facilitate the successful completion of the Comprehensive Paper, the development and writing of the dissertation proposal, and the initiation of field work towards the completion of the PhD dissertation. This course is offered every other year and it is envisaged that students will take this course typically in their third or fourth year. In this course students receive individualized guidance in areas such as: (a) dissertation topic, issue, or problem to be studied; (b) focused guidance in proposal and oral exam preparation; (c) support related to making submissions to the Institution Review Board (IRB); and (d) directions related to dissertation chapter organization, writing and completion.

Doctoral Applied Experiences for the PhD

Rationale

The vision of the University of Denver is to be a great private University dedicated to the public good. Manifestations of this vision are seen across departments, divisions, graduate and undergraduate programs, directly in courses and in community service efforts. The Morgridge College of Education is committed to actions related to the public good through a focus on “in-context learning.” This concept goes beyond course readings, assignments and activities, and considers the application of skills learned to the professional context. Leadership becomes a key role, whether in a preschool classroom, as a building level principal or district superintendent, developer of curriculum for a museum or the chair of an international effort of an NGO, among many others. Professionals are trained in preparation for a multitude of roles, including roles in the Academy. Doctoral level preparation includes rigorous coursework related to content areas, and research methodologies. In consideration and preparation for assuming a leadership position within the Academy, additional opportunities are offered with advisor guidance to allow direct experience so that the doctoral candidate can build competencies. Direct experience opportunities are provided in graduate level teaching, research (beyond that of the dissertation), community leadership, presentations and/or publications, grant writing, coaching and/or field work supervision, and technology as tool for improvement of learning. These seven distinct areas are relevant to leadership, growth and positive impact, directly upon graduation and over time. These areas may often interact or combine through an integrated experience. The intent is to benefit the doctoral candidate as he or she advances into a role with associated expectations.

Doctoral Professional Applied Experience Areas

- Graduate Level Teaching
- Research

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

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

Graduate-Level Teaching

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

Research

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

Office of Research Integrity and Education

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

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

Presentation/Publication

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

Grant Writing

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

Coaching/Field Work Supervision

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

TEP Supervision:

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

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

TEP Coach:

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

Required experience: 3 or more years teaching experience.

Community Leadership in Curriculum and Instruction

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

Technology

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

Doctoral Professional Applied Experience Evaluation

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

PhD Qualifying Portfolio

Portfolios have been adopted as formative and summative assessments for K-12 classrooms, academic and professional programs, and even state licensure programs. Curriculum and Instruction faculty have chosen to implement portfolios as an occasion to assess student progress (not just knowledge) and to assess program and career goals. The portfolio is typically completed half-way through the program, which is generally around the end of the second year of course work.

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

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

Portfolio Submission Process

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

Portfolio Contents

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

Curriculum Vitae

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

Statement of Purpose

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

Academic Papers

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

Doctoral Competencies

The student will create a summary of progress to date on meeting at least two doctoral

competencies required by the program. Include as much detail as possible on your stages and steps toward completing the doctoral competencies, as well as any help or support you need to reach your professional goals.

Portfolio Evaluation Process

Portfolio contents will be reviewed by two C&I professors and feedback will be provided at the portfolio defense. Overall progress will be summarized as: Excellent, Very Good, Adequate, or Unsatisfactory. Students who receive a recommendation of Unsatisfactory will be placed on probation, and have one additional opportunity to submit a portfolio. A student who receives an Unsatisfactory evaluation twice on his or her portfolio will be dismissed from the degree program. Graded Portfolio Cover Sheets must be submitted to the Academic Services Associate (ASA).

Doctoral Comprehensive Paper

The Comprehensive Paper provides students with an opportunity to analyze and synthesize learning gained from multiple years of coursework and to communicate professional reflections clearly and with substantiated citations. While the Comprehensive Paper and Doctoral Proposal are separate documents, the Paper provides the means for students to initiate the process of writing their Proposal.

For the Comprehensive Paper, students submit a paper that includes the following: (a) an introduction to the research study the student is interested in pursuing for their doctoral dissertation study; (b) a literature review that is pertinent to the research questions outlined in the introduction; and (c) a brief discussion of research methods selected to address these research questions and a theoretical discussion of why these methods were selected. A student should plan to complete the Comprehensive Paper no later than the 6th week of the quarter prior to the quarter when the student plans to defend the Doctoral Proposal. Students are strongly encouraged to enroll in *CUI 4051* at least one quarter prior to completing the Comprehensive Paper. Comprehensive Papers are reviewed by two C&I faculty members and scored as pass with distinction, pass, pass with required modifications, or fail. Students who receive a score of Unsatisfactory will be placed on probation, and have one additional opportunity to submit a comprehensive paper. A student who receives an Unsatisfactory evaluation twice on his or her comprehensive paper will be dismissed from the degree program.

Dissertation

Students should refer to Graduate Studies graduation webpage for the most current timeline and guidelines for formatting and submitting the dissertation:

<http://www.du.edu/currentstudents/graduates/graduationinformation.html>

An oral examination is required to defend the dissertation proposal and final dissertation defense. The doctoral proposal is generally the first three chapters or an alternative worked out with your advisor. Dissertation proposal defense should consist of three MCE faculty; typically the three faculty involved in your final dissertation defense. The student is responsible for scheduling the proposal defense and all documents should be sent to committee members two weeks prior to the defense.

The dissertation committee consists of no fewer than three members chosen from the faculty of the Morgridge College of Education (MCE). In addition, the Oral Defense Committee Chair, who serves in addition to the faculty members, is a tenured, full-time faculty member outside the MCE.

The examination is concerned primarily with the dissertation or research project but may include other

information in the major field as is pertinent. Arrangements for appointing the examining committee and for the date and time of the oral examination must be made by the student with the MCE. Copies of the Proposal/Final Thesis must be provided to the committee at least four weeks prior to the scheduled defense.

A dissertation defense may not be scheduled during the same term as the comprehensive examination. An oral examination may also be attended by interested students and faculty members from the MCE and academic program in which it is conducted, faculty members from other programs within the University and by graduate students currently enrolled in graduate studies.

Probation and Termination Protocol

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

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

Adequate Progress

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

Appendix A: Curriculum and Instruction PhD Coursework Plan

NAME _____ STUDENT # _____

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

	Course Number	Credit Hours	Expected Term of Completion
A. REQUIRED COURSES (15 credits)			
Introduction to Curriculum	CUI 4020	3	
Transformational Teaching & Learning	CUI 4039	3	
Race, Class and Gender in Education	CUI 4160	3	
Critical Perspectives: Democracy, Power and Privilege	CUI 4035	3	
Curriculum Theory into Practice	CUI 4022	3	
Minimum Total Credit Hours Required		15	
B. FOUNDATIONS (6 credits)			
<i>Select two of the following courses:</i>			
History of Education in the United States	CUI 4180	3	
Philosophy of Education	CUI 4130	3	
Special Topics: Spirituality in Education	CUI 4155	3	
Minimum Total Credit Hours Required		6	
C. SPECIALIZATION (minimum 18 credits)			
Minimum Total Credit Hours Required		18	
D. ELECTIVES (minimum 12 credits)			

	Course Number	Credit Hours	Expected Term of Completion
Minimum Total Credit Hours Required		12	
E. RESEARCH (minimum 39 credits total)			
Introductory Research (12 credits)			
Introduction to Qualitative Research	RMS 4941	4	
Empirical Research Methods	RMS 4930	3	
Introductory Statistics	RMS 4910	5	
Intermediate Research (minimum 8 credits)			
Advanced Research (minimum 3 credits)			
Dissertation Research (minimum 16 credits)			
Curriculum & Instruction Research Seminar	CUI 4050	3	
Seminar in Dissertation Organization & Research	CUI 4051	3	
Dissertation Research	CUI 5995	10	
Minimum Total Credit Hours Required		39	

SUMMARY OF COURSEWORK COMPLETED
CREDITS REQUIRED
CREDITS COMPLETED

A. Required Coursework	15	
B. Foundations	6	

C. Specialization	18	
D. Electives	12	
E. Research	39	
MINIMUM TOTAL CREDITS FOR DEGREE	90	

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

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

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

Appendix B: Doctoral Applied Experiences: Evaluation Log

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

Appendix C: PhD Dissertation Proposal Rubric

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

Criteria	Pass	Emerging	Fail
Introduction of Research Topic	Candidate gives a clear introduction to the proposal, provides an understandable overview of research topic, and lists research questions to be examined.	Candidate needs to further develop an introduction to the proposal OR provide a stronger overview of research topic OR needs to list research questions to be examined.	Candidate needs to further develop an introduction to the proposal, provide a stronger overview of research topic, AND needs to list research questions to be examined.
Coherence	Candidate's proposal is coherently written, is logical, and comprehensible. Arguments and statements are well supported.	Candidate's proposal could be more coherent, could be more comprehensible or arguments made could be better supported.	Candidate's proposal lacks coherence, is not comprehensible, and arguments made need to be better supported.
Review of Pertinent Research Literature	Candidate explores research literature that is pertinent to research topic in some depth and creative insights are demonstrated.	Candidate could explore pertinent research literature to topic in more depth.	Candidate could explore pertinent research literature in much greater depth.
Research Methods	Candidate provides general review of research literature of methods to be used followed by an in-depth description of specific methods to be used for data collection and analyses. Candidate includes clearly defined and developed research tools such as interview protocol, survey instruments, observation protocol, etc.	Candidate could further develop general review of literature of methods to be used OR further develop the in-depth description of specific methods to be used for data collection and analyses. Candidate needs to further define and develop research tools such as interview protocol, survey instruments, observation protocol, etc.	Candidate could further develop general review of literature of methods to be used AND further develop the in-depth description of specific methods to be used for data collection and analyses. Candidate has not defined and developed research tools such as interview protocol, survey instruments, observation protocol, etc.

Appendix D: Sample Course Sequence Plan

Notes:

- In addition to the courses listed below, choose a minimum of 18 specialization credits and 12 elective credits based on the student's interests and in consultation with advisor.
- Choose from list of required intermediate and advanced research courses based on the student's interests and in consultation with advisor.
- Student is also required to take a minimum of 10 Dissertation Research Credits (CUI 5995).

	Fall	Winter	Spring	Summer
Year 1	1.) CUI 4020 Introduction to Curriculum (3) 2.) CUI 4050 Curriculum & Instruction Research Seminar (3) (If Offered)	1.) CUI 4039 Transformational Teaching & Learning (3) Or CUI 4035 Critical Perspectives: Democracy, Power, & Privilege (3) 2.) Select one Foundation Course: CUI 4180 History of Education in the US (3) CUI 4130 Philosophy of Education (3) CUI 4131 Spirituality in Education (3)	1.) RMS 4930 Empirical Research Methods (3) 2.) CUI 4160 Race, Class, and Gender in Education (3) Or CUI 4022 Curriculum Theory into Practice (3)	
Year 2	1.) CUI 4050 Curriculum & Instruction Research Seminar (3) (If Offered) 2.) RMS 4910 Introductory Statistics (5)	1.) CUI 4039 Transformational Teaching & Learning (3) Or CUI 4035 Critical Perspectives: Democracy, Power, & Privilege (3) 2.) Select one Foundation Course: CUI 4180 History of Education in the US (3) CUI 4130 Philosophy of Education (3) CUI 4131 Spirituality in Education (3) 3.) RMS 4941 Introduction to Qualitative Research	1.) CUI 4160 Race, Class, and Gender in Education (3) Or CUI 4022 Curriculum Theory into Practice (3)	
Year 3	1.) CUI 4051 Seminar in Dissertation Organization & Research (3) (if offered)			
Year 4	1.) CUI 4051 Seminar in Dissertation Organization & Research (3) (if offered)			