

Curriculum and Instruction Student Handbook

Doctor of Philosophy

2018-2019



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/>

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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 listservs, 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.

Canvas Assignments

You will be added to a Canvas site called Curriculum and Instruction PhD. The purpose of this site is to assist you in progressing through the program. Requirements for PhD completion outside of coursework are assignments in this Canvas site. You are responsible for contacting your advisor if you have questions or concerns regarding the required information. Failure to complete the items in Canvas may result in delayed graduation.

Doctor of Philosophy Degree Requirements

The 90 credit Doctor of Philosophy (Ph.D.) degree program is designed for students who want to further their knowledge of teaching, learning, schools, and communities from academically grounded frameworks. All Ph.D. students take a wide range of courses in the areas of Curriculum, Instruction, Foundations, Diversity, and Research. See [Appendix A](#) for Coursework Plan. Dissertation topics cover a broad assortment of theoretical and practical topics in domestic, as well as international contexts. [Appendix E](#) gives you an example of a Sample Course Sequence Plan.

Students must complete the Doctoral Professional Applied Experiences, Comprehensive Examination, and Dissertation as part of the degree requirements. Each of these 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.

Ph.D. Specializations and Electives

The specialization category of the degree offers the student an opportunity to focus on a particular field of interest. 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, coursework 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 provide 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 Ph.D. 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 Ph.D. 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 Ph.D. 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 Ph.D. 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 Ph.D.

Rationale

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

Doctoral Professional Applied Experience Areas

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

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

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

Presentation/Publication

Students will submit for presentation and/or publication a minimum of two first-authored professional submissions to local, state, national and/or international organizations for juried review and potential acceptance. Emphasis is on submission rather than acceptance.

Examples include: presentation at AATC, article submitted to NCTM publication, and proposal submitted to AERA.

Grant Writing

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

Coaching/Field Work Supervision

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

Example details:

TEP Supervision:

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

Required: coaching and/or teacher evaluation experience.

TEP Coach:

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

Required: 3 or more years teaching experience.

Community Leadership in Curriculum and Instruction

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

Technology

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

Doctoral Professional Applied Experience Evaluation

As part of the pre-graduation coursework audit, a completed Doctoral Applied Experience Log, signed by the advisor, for relevant areas must be submitted. Actual work documentation can be kept by the student in his/her portfolio. See [Appendix B](#) for the Doctoral Professional Applied Experiences log.

Comprehensive Examination

Comprehensive Examination Objectives

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

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

Required Components

1. Statement of professional goals
2. Overview of research topic

3. Statement of research problem
4. Literature review of research problem
5. Research questions
6. Proposed research design and timeline for completion

Criteria

The document must meet the following specifications: 20-25 pages in length (includes title page and references), double-spaced, 12 point font, title page, references, follows APA conventions. One document with all of the components will be submitted in Canvas.

The components will be reviewed and independently assessed by the faculty advisor and one additional faculty member using a rubric. The faculty member will be assigned by the Department Chair. Students will receive one of the following grades: pass, pass with revisions, or fail. Both the advisor and faculty member should be in agreement. In the event that they are not in agreement, the faculty members will meet to come to an agreement. In the event the faculty members are unable to come to consensus, the Department Chair will review the submission and make the final decision. Students are allowed up to two attempts to pass the comprehensive examination. Students must pass the Comprehensive Examination before they are allowed to propose their Doctoral Research Project.

First Attempt

The student will receive a rating of pass; pass with revisions, or fail:

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

Second Attempt (if needed)

The student will receive a rating of pass; pass with revisions, or fail:

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

Dissertation

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

This is the link to the formatting guide: <https://www.du.edu/assets/documents/core/formatting.pdf>

This is the direct link to the dissertation requirements:

<http://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/doctoral-degree-requirements/>

The doctoral proposal is generally the first three chapters or an alternative worked out with the advisor. Please see [Appendix C](#) for Dissertation Proposal Criteria and [Appendix D](#) for required Dissertation Proposal components.

An oral examination is required to defend the dissertation proposal and final dissertation. The student is responsible for scheduling both defenses. Copies of the Dissertation Proposal/Final Thesis must be provided to the committee at least four weeks prior to the scheduled defense. The examination is concerned primarily with the dissertation or research project but may include other information in the major field as is pertinent. A dissertation defense may not be scheduled during the same term as the comprehensive examination. A dissertation proposal or defense may be attended by interested students and faculty members from within the University.

The dissertation committee consists of no fewer than three members chosen from the faculty of the Morgridge College of Education (MCE); the Dissertation Advisor and 2/3 of the committee must be comprised of C & I faculty. The Dissertation Defense Committee Chair, who serves in addition to the faculty members, is a tenured, full-time faculty member outside the TLS Department.

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/academic-requirements-policies-and-procedures/academic-standards/>

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: <https://www.du.edu/registrar/records/incompletegrade.html>

Appendix A: Curriculum and Instruction Ph.D. 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	

	Course Number	Credit Hours	Expected Term of Completion
D. ELECTIVES (minimum 12 credits)			
Minimum Total Credit Hours Required		12	
E. RESEARCH (minimum 39 credits total)			
<i>Introductory Research (12 credits)</i>			
Introduction to Qualitative Research	RMS 4941	4	
Empirical Research Methods	RMS 4930	3	
Introductory Statistics	RMS 4910	5	
<i>Intermediate Research (minimum 8 credits)</i>			
<i>Advanced Research (minimum 3 credits)</i>			
<i>Dissertation Research (minimum 16 credits)</i>			
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 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: Ph.D. Dissertation Proposal Rubric

This rubric is completed by faculty in the Curriculum and Instruction Program to evaluate Ph.D. candidates' Dissertation Proposal. A student must earn a score of Pass on all criteria listed 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.

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Appendix D: Dissertation Proposal Components

Chapter 1 – Introduction

Research Problem(s) and Significance

 Research Problem #1:

 Research Problem #2:

Theoretical and Conceptual Framework (or in Chapter 2)

Study Purpose

Research Questions

Research Design and Methodology Overview

Strengths and Limitations of the Proposed Study

Summary

Definition of Terms (or in appendix)

Chapter 2 – Review of the Literature

Background and Rationale (analysis of the field; what is known and what is unknown)

Review of Literature Purpose

Literature Search Procedures

Results

Themes

Conclusions

Areas of Future Research

Chapter 3 – Methods

Setting

Selection Procedures

Participants

Procedures/ Research Design

Summary

Note: the student's dissertation committee may recommend changes, modifications, or additional components.

Appendix E: 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)			