



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

Curriculum and Instruction Student Handbook

**Doctor of Philosophy (PhD)
2019-2020**

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Purpose of Handbook

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

In addition to this publication, the student should become familiar with the **Graduate Policies and Procedures** as stated in the DU Graduate Bulletin and the **MCE Policies and Procedures**.

Although every effort has been made to ensure agreement between these three documents, ***it is the student's responsibility*** to read the norms regarding degree programs in all documents and to complete various program steps in a timely fashion.

DU Graduate Bulletin

Each year, DU publishes a [graduate bulletin](#). Students will follow the bulletin that aligns with this C&I handbook – which is determined by the year in which the student matriculated into the program – unless otherwise discussed with the student's advisor. Examples of information provided in the 2019-2020 Graduate bulletin link include:

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

MCE Policies and Procedures

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

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

Welcome to the Morgridge College of Education

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

Morgridge Vision Statement

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

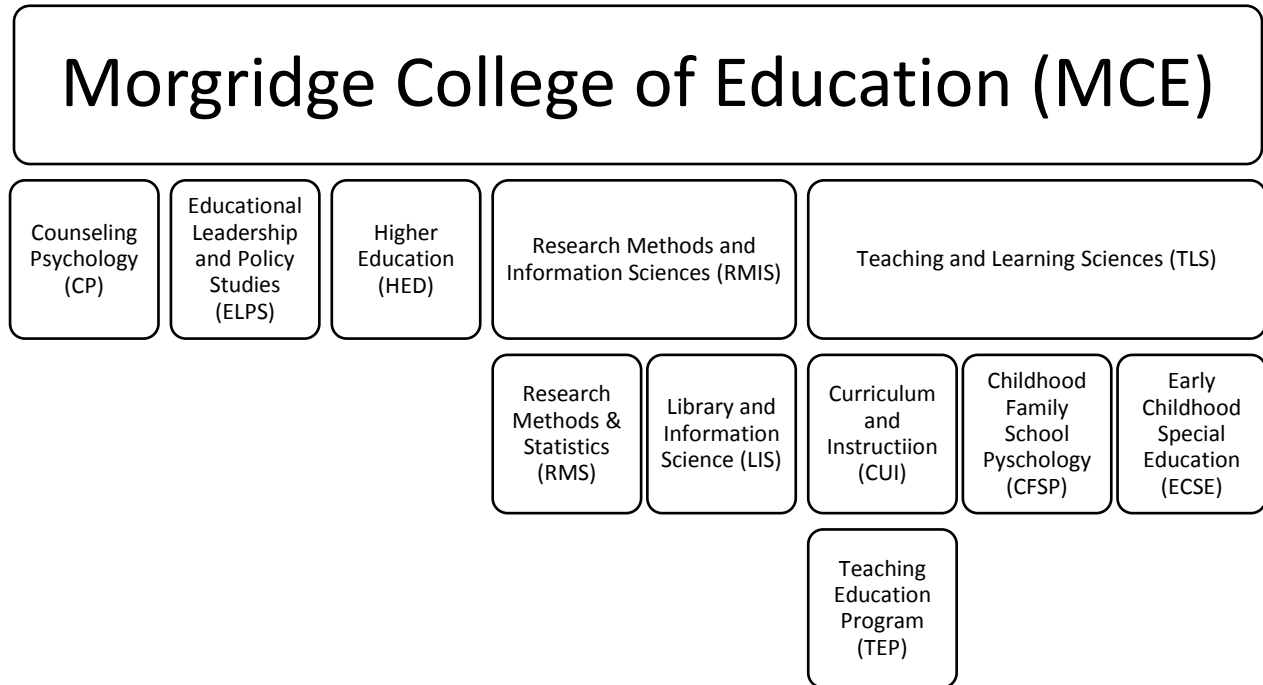
Morgridge Culture

Morgridge defines its culture through 5Cs:

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

MCE's Organization

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



Accreditation

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

Equal Opportunity Institution

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

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

University of Denver Land Acknowledgement

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

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

MCE School District Strike Policy

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

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Curriculum and Instruction PhD Program Overview

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

The 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 of Education
- ❖ Inclusive Excellence
- ❖ Research

Course Offerings

Please see a listing of C&I courses and descriptions in the [Graduate Bulletin](#). **These courses are not offered every quarter; students should consult with their advisors to work on their coursework plan ([Appendix A](#)) for their degree.**

On the [C&I Portfolio](#) site is a multi-year course offering schedule; although subject to change, this can also assist with your planning.

Communication

All students are automatically assigned a university e-mail address upon entry into the program, which must then be forwarded to a preferred e-mail account. This e-mail address is included in the MCE and C&I listservs; it will be used to send program-specific and MCE communications. Students are responsible for checking email regularly for critical information on scheduling, deadlines, conferences, field placements, 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.

C&I PhD Resources

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

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

Advising

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

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

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

C&I PhD Program Requirements

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

To complete the C&I PhD program, students must:

- Complete 90 credit hours of coursework, including 18 credit hours (minimum) in a specialization
- Maintain a cumulative grade-point average of 3.0 or better
- Complete a minimum of two doctoral applied experiences
- Pass their comprehensive examination
- Propose, conduct, and defend a dissertation

Benchmarks in C&I PhD program

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

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

Year 1	Year 2	Year 3	Year 4
Coursework Start planning doctoral applied experiences	Coursework	Coursework Pass comprehensive examination (Fall) Pass dissertation proposal (Winter or Spring) Collect dissertation data	Write dissertation Defend dissertation Submit doctoral applied experiences log

Coursework

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

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

Credit Transfer

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

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

Independent Study, Directed Study, and Independent Research

Some students will take either an independent study or directed study during their PhD program; all students will complete at least 10 independent research credits during their dissertation. Though these courses seem similar, there are some important distinctions:

- **Independent Study** (CUI 5991): Students register for an independent study to do special work under faculty supervision in areas not covered by course offerings. For instance, a student who has research interests that are not covered by existing MCE courses may arrange an independent study to pursue their interests more deeply.
- **Directed Study** (CUI 5992). Students register for a directed study as a substitution for an existing course offering. For instance, if extenuating circumstances prevent a student from taking a course when it is offered, the student may arrange with a faculty member to take the course on an individual basis.
- **Independent Research** (CUI 5995): Advanced doctoral students register for independent research to conduct independent research for their dissertation, including data collection, analysis, writing, and editing. All PhD students must complete at least 10 hours of independent research. Up to five of independent research credits may be taken while completing other coursework.

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

Continuous Enrollment and Leaves of Absence

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

After completing all other coursework, PhD students must register for at least one credit of independent research (CUI 5995) each quarter. However, registration for independent research does not confer full-time student status. To maintain full-time status (e.g., to be eligible for loan deferment or a student visa), students may apply for Continuous Enrollment each year. For more details on Continuous Enrollment, including registration deadlines, fees, and required forms, consult the [Graduate Bulletin](#).

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

Course Substitutions and Waivers

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

C&I Specializations

As part of the total 90 credit hours required for the C&I PhD degree, you must complete a minimum of 18 credit hours in a specialization. C&I has five specializations areas:

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

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

Culturally and Linguistically Diverse Education Specialization

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

Curriculum Studies Specialization

In the Curriculum Studies specialization, students complete courses intended to add to their breadth and depth of knowledge in education so that they will be well-equipped to meet the learning needs of students in a variety of educational settings. The Curriculum Studies specialization focuses on curriculum design, models of curriculum, instructional strategies, and student engagement. Students can select courses around various themes in curriculum and instruction, including (but not limited to) diversity, teacher education, aesthetics, technology, urban education, family studies, social work, library and information science, zoo and museum education, and international education. Additionally, course work in this specialization encourages candidates to think critically and imaginatively about curriculum and instruction and its role in creating a more open and inviting learning experience for all students.

Mathematics Education Specialization

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

Gifted Education Specialization

In the Gifted Education specialization, students complete courses in gifted education content knowledge integrated with leadership theory in complex systems that provides a breadth of foundational training for gifted education leadership positions. Students develop research skills that are focused on problem identification and interventions; coursework includes both qualitative and quantitative methodologies and applied analyses. Successful candidates can qualify for gifted education leadership roles, whether at a district, school, or university level.

Special Education Specialization

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

Doctoral Applied Experiences for the PhD

Doctoral Applied Experiences Rationale

The vision of the University of Denver is to be a great private University dedicated to the public good. Manifestations of this vision are seen across departments, divisions, graduate and undergraduate programs, directly in courses and in community service efforts. The Morgridge College of Education is committed to actions related to public good through a focus on “in-context learning.” This concept goes beyond course readings, assignments, and activities to consider the application of skills in the professional context. Leadership becomes a key role, whether as a teacher in a pre-school classroom, a school or district leader, a developer of curriculum for a museum, the chair of an international effort of an NGO, or any number of other positions. Professionals are trained in preparation for a multitude of roles, including roles in academia. Doctoral preparation includes rigorous coursework related to content areas and research methodologies. In consideration and preparation for assuming a leadership position within academia, doctoral candidates may seek out additional opportunities to gain direct experience and build competencies under the guidance of their advisor. Direct experience opportunities are provided through graduate-level teaching, research (beyond that of the doctoral research project), presentations or publications, grant writing, coaching or field work supervision, community leadership, and using technology as a tool to improve learning. These seven distinct areas are relevant to leadership, growth, and positive impact immediately upon graduation and over time. These areas may often interact or combine through an integrated experience. The intent is to benefit the doctoral candidate as they advance to a role with associated expectations.

Doctoral Applied Experience Areas

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

Students will document these experiences in the doctoral applied experience evaluation log (Appendix F). Students will submit evidence of each successful experience; their advisors will acknowledge this by approving evaluation log. The documentation can become part of the student’s professional portfolio and curriculum vitae. **Students must complete doctoral applied experiences in at least two areas**, though they may elect to complete experiences in many or all areas. The recommended minimum areas are graduate-level teaching and presentations or publications. Experiences may be unrelated, related (a local presentation on the content taught in a graduate course), or integrated (research conducted on a community leadership project, then submitted for presentation at a national conference). Evidence is documented for each area, whether singularly or in combination.

Graduate-level Teaching

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

Research

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

Presentation or Publication

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

Grant Writing

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

Coaching or Field Work Supervision

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

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

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

Community Leadership

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

Technology as a Tool to Improve Learning

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

Doctoral Applied Experience Evaluation

As part of the pre-graduation coursework audit, students must complete and submit the doctoral applied experiences log. Students should keep documentation of each experience in their portfolio. See Appendix C for the doctoral applied experiences log

PhD Comprehensive Examination

Comprehensive Examination Objectives

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

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

Comprehensive Examination Components and Criteria

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

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

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

Comprehensive Examination Evaluation

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

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

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

First Attempt

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

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

Second Attempt (if needed)

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

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

Dissertation

The dissertation represents the culminating research experience for PhD students. In the dissertation stage of the PhD degree, doctoral students have a unique opportunity to complete original research that contributes to the field of Curriculum and Instruction. The nature of the research is expected to vary from student to student, since the dissertation should be based on the student’s interest, expertise, and career trajectory.

It is expected that students take full responsibility for the dissertation, including IRB review and approval, logistics, access, and other considerations.

Dissertation Process

Research Course Sequence

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

Dissertation Proposal

For most students, the dissertation proposal is the first three chapters of their dissertation; some students may plan an alternate proposal with the dissertation director. Students must defend their dissertation proposal to the dissertation director and one committee member. Please see Appendix E for Dissertation Proposal Criteria and Appendix F for required Dissertation Proposal Components.

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.”

IRB Review and Approval

Upon successfully defending the proposal and making any required revisions, students will apply for approval through the Institutional Review Board (IRB) at the University of Denver. Depending on the nature of the dissertation, it may be necessary to seek additional institutional approval from the community partner. For instance, many school districts will require researchers to submit documentation to their own review boards for approval before data collection may begin.

MCE students, staff and faculty who conduct research are required to consult the [ORIE website](#) to determine if their research project qualifies as human subject research that requires IRB approval. Please review the [examples](#) of research activities that may or may not require an IRB proposal. MCE graduate students should consult with their faculty advisor about their research activities. If you have additional questions about the ethical conduct of research at DU, please contact ORIE staff at 303-871-2121. More information is available at the [ORIE website](#).

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

Dissertation Committee

Students must select a committee to review their dissertation. The committee for the dissertation defense is composed of a minimum of three and a maximum of six voting members, including the dissertation director. The dissertation director is typically a tenured or tenure-track faculty member in C&I. In some circumstances, clinical faculty can serve as the dissertation director with approval of the department chair and the dean. Other voting committee members are typically DU faculty; they need not be in the C&I department, but the dissertation subject should be appropriate to their field of expertise. Students may select at most one committee member from outside DU (e.g., a tenured or tenure-track faculty member from another university).

Students must request approval for committee members who are not tenured or tenure-track faculty (e.g., clinical faculty). To request approval, students should submit the CV of the potential committee member to the TLS department chair; the department chair will request approval from the dean. All committee members must have an earned doctorate and be actively involved in research and scholarship.

After the dissertation proposal has been approved, students should submit the [Thesis/Dissertation Oral Defense Committee Recommendation form](#) to the Office of Graduate Education. See [the Graduate Bulletin](#) for additional information on the dissertation committee.

Oral Defense

An oral examination is required to defend the dissertation proposal and final dissertation. The student is responsible for scheduling both defenses. Copies of the appropriate document (i.e., dissertation proposal or dissertation) must be provided to the committee at least four weeks prior to each 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.

Submit dissertation to ETD/ProQuest

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

Grades and Termination Protocols

Grades

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

Incomplete Grades

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

Probation and Termination Protocol

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

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

Adequate Progress

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

Appendix A: Curriculum and Instruction 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			
Introduction to Curriculum	CUI 4020	3	
Transformational Teaching and Learning	CUI 4039	3	
Race, Class and Gender in Education	CUI 4160	3	
Critical Perspectives: Democracy, Power and Privilege	CUI 4035	3	
Curriculum Theory into Practice	CUI 4022	3	
Minimum Total Credit Hours Required		15	
B. FOUNDATIONS			
<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 4131	3	
Minimum Total Credit Hours Required		6	
C. SPECIALIZATION			
Minimum Total Credit Hours Required		18	

	Course Number	Credit Hours	Expected Term of Completion
D. ELECTIVES			
Minimum Total Credit Hours Required		12	
E. RESEARCH			
<i>Introductory Research (12 credits)</i>			
Introduction to Qualitative Research	RMS 4941	4	
Quantitative Research Design	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 and Instruction Research Seminar	CUI 4050	3	
Seminar in Dissertation Organization and Research	CUI 4051	3	
Dissertation Research	CUI 5995	10	
Minimum Total Credit Hours Required		39	

Summary of Coursework Completed

	Required Credits	Credits Completed
Required Coursework	15	
Foundations	6	
Specialization	18	
Electives	12	
Research	39	
MINIMUM TOTAL CREDITS FOR DEGREE	90	

In addition, you must complete the following non-coursework requirements: comprehensive exam, doctoral applied experiences, and dissertation proposal and defense.

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

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

Appendix B: C&I PhD Sample Course Sequence Plan

	Fall	Winter	Spring
Year 1	<p>1) Required (3) CUI 4020 Introduction to Curriculum</p> <p>2) Doc. Research (3) CUI 4050 Research Seminar</p> <p>3) Intro. Research (5) RMS 4910 Intro to Statistics</p> <p>Total: 11 credits</p>	<p>1) Required (3) CUI 4160 Race, Class, and Gender in Education</p> <p>2) Foundations (3) CUI 4180 History of Education in US</p> <p>3) Specialization (3)</p> <p>Total: 9 credits</p>	<p>1) Required (3) CUI 4039 Transformational Teaching and Learning</p> <p>2) Intro. Research (3) RMS 4930 Quantitative Research Design</p> <p>3) Specialization (3)</p> <p>Total: 9 credits</p>
Year 2	<p>1) Intro. Research (5) RMS 4941 Intro to Qualitative Research</p> <p>2) Specialization (3)</p> <p>3) Elective (3)</p> <p>Total: 10 credits</p>	<p>1) Required (3) CUI 4035 Critical Perspectives</p> <p>2) Foundations (3) CUI 4130 Philosophy of Education</p> <p>3) Inter. Research (4-5)</p> <p>Total: 10 – 11 credits</p>	<p>1) Required (3) CUI 4022 Curricular Theory into Practice</p> <p>2) Specialization (3)</p> <p>3) Inter. Research (3-4)</p> <p>Total: 9 – 10 credits</p>
Year 3	<p>1) Specialization (3)</p> <p>2) Elective (3)</p> <p>Total: 6 credits</p>	<p>1) Specialization (3)</p> <p>2) Elective (3)</p> <p>Total: 6 credits</p>	<p>1) Adv. Research (4-5)</p> <p>2) Elective (3)</p> <p>Total: 7 – 8 credits</p>
Year 4	<p>1) Doc. Research (3) CUI 4051 Seminar in Dissertation Organization and Research</p> <p>Total: 3 credits</p>	<p>1) Dissertation Research (3) CUI 5995</p> <p>Total: 3 credits</p>	<p>1) Dissertation Research (3) CUI 5995</p> <p>Total: 3 credits</p>

Appendix C: Doctoral Applied Experiences Log

Students must complete at least two experiences (in different areas). This log can be expanded to provide more detail, and students are encouraged to assemble evidence of their experiences in a professional portfolio. *Once completed, students need to upload the form into Canvas.*

Name: _____

DU ID: _____

Program: _____

Date: _____

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

Appendix D: PhD Comprehensive Examination Rubric

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

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

Appendix E: PhD Dissertation Proposal Rubric

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

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

Appendix F: Dissertation Proposal Components

The following represents a sample outline for a dissertation proposal. Dissertation committees may recommend changes, modifications, or additional components.

- A. Chapter 1: Introduction
 - a. Research problem(s) and significance
 - i. Research problem #1
 - ii. Research problem #2
 - b. Theoretical and conceptual framework (or in chapter 2)
 - c. Study purpose
 - d. Research questions
 - e. Research design and methodology overview
 - f. Strengths and limitations of the proposed study
 - g. Summary
 - h. Definition of terms (or in appendix)

- B. Chapter 2: Review of the literature
 - a. Background and rationale (analysis of the field; what is known and what is unknown)
 - b. Review of literature purpose
 - c. Literature search procedures
 - d. Results
 - e. Themes
 - f. Conclusions
 - g. Areas of future research

- C. Chapter 3: Methods
 - a. Setting
 - b. Selection procedures
 - c. Participants
 - d. Procedures or research design
 - e. Summary