

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

Student Handbook

2014-2015

*PhD, EdD, MA – Curriculum and
Instruction
MA, Early Childhood Special Education*



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

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

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

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

Table of Contents

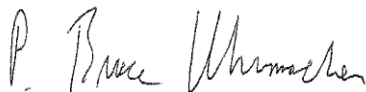
WELCOME TO THE DEPARTMENT OF EDUCATIONAL RESEARCH POLICY & PRACTICE	5
MORGRIDGE COLLEGE OF EDUCATION POLICY AND PROCEDURES.....	6
Vision Statement	6
Academic Policies	6
<i>University of Denver Honor Code (MCE Adoption)</i>	6
Degree Planning.....	7
<i>Advising</i>	7
<i>Transfer of Credit</i>	7
<i>MCE Grading Scale (Approved February 2013)</i>	8
<i>Graduation</i>	9
<i>Enrollment Requirements</i>	9
Professionalism in the MCE	11
<i>Student Responsibilities</i>	11
<i>Reasons for Probation and Dismissal</i>	12
<i>Plagiarism</i>	13
<i>Video- and Audio-Taping Policy</i>	13
<i>APA Requirement</i>	13
Katherine A. Ruffatto Hall Operational Procedures	14
<i>Room Scheduling Guidelines</i>	14
<i>Technology Support</i>	16
<i>Equipment Checkout</i>	16
WELCOME TO CURRICULUM STUDIES & TEACHING	18
Curriculum Studies & Teaching Programs Faculty and Staff	20
Curriculum and Instruction (CI) Programs Overview	22
<i>Master of Arts Degree Requirements</i>	22
<i>Master of Arts with a Concentration in Gifted Education</i>	22
<i>Master of Arts with a Concentration in Mathematics Education</i>	23
<i>MA Final Comprehensive Paper</i>	25
<i>CURRICULUM AND INSTRUCTION, MA COURSEWORK PLAN</i>	26
<i>CURRICULUM AND INSTRUCTION, MA, GIFTED EDUCATION COURSEWORK PLAN</i>	29
<i>CURRICULUM AND INSTRUCTION, MA, MATHEMATICS EDUCATION COURSEWORK PLAN</i>	31
<i>Curriculum and Instruction Doctoral (EdD/PhD) Degrees Overview</i>	33
<i>Doctor of Education (EdD) Degree Requirements</i>	33

<i>Doctor of Education with a specialization in Curriculum Studies</i>	36
<i>Doctor of Education with a specialization in Gifted Education</i>	36
<i>Doctor of Education with a Specialization in Mathematics Education</i>	37
<i>Doctoral Applied Experiences for the EdD</i>	38
<i>EdD Qualifying Portfolio</i>	43
<i>EdD Comprehensive Examination</i>	44
<i>Dissertation in Practice: the Doctoral Research Project</i>	44
<i>Recommended Coursework and Doctoral Research Schedule</i>	48
<i>CURRICULUM & INSTRUCTION EdD COURSEWORK PLAN</i>	61
<i>Doctor of Philosophy (PhD) Degree Requirements</i>	64
<i>Doctor of Philosophy with a Concentration in Mathematics Education</i>	64
<i>Doctoral Qualifying Portfolio</i>	73
<i>Doctoral Comprehensive Examination</i>	74
<i>PhD Degree Completion Component: the Dissertation</i>	74
<i>CURRICULUM & INSTRUCTION PhD COURSEWORK PLAN</i>	76
WELCOME TO THE MA in EARLY CHILDHOOD SPECIAL EDUCATION	79
Master of Arts in Early Childhood Special Education Overview	81
<i>Master of Arts Coursework Requirement</i>	81
<i>Practica Requirement</i>	82
<i>Degree Completion Requirement</i>	82
<i>ECSE Endorsement (Licensure) Options</i>	82
<i>EARLY CHILDHOOD SPECIAL EDUCATION, MA COURSEWORK PLAN</i>	84
APPENDICES	86
APPENDIX A: MCE Affiliated Programs.....	86
APPENDIX B: MCE RESEARCH SEQUENCE Effective Fall Quarter, 2014	87
APPENDIX C: MCE STUDENT ASSOCIATIONS.....	89
APPENDIX D: PROFESSIONAL ORGANIZATIONS/ASSOCIATIONS.....	90
APPENDIX E: UNIVERSITY RESOURCES	92
APPENDIX F: QUICK LINKS/FORMS FOR STUDENTS AND ADVISORS.....	93

WELCOME TO THE DEPARTMENT OF EDUCATIONAL RESEARCH POLICY & PRACTICE

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

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



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MORGRIDGE COLLEGE OF EDUCATION POLICY AND PROCEDURES

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.

Academic Policies

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

University of Denver Honor Code (MCE Adoption)

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

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

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

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

Degree Planning

Orientation

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

Advising

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

Course Descriptions

The [DU Course Catalog](#) contains the official, current course descriptions. Select a term, and then select your program.

The Coursework Plan

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

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

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

Transfer of Credit

Degree seeking MCE students may request to transfer a limited number of credits that have not already been counted toward a previous or concurrent degree. Transfer credit toward a 45

credit hour Master's degree is generally limited to 10 quarter hours. Transfer credit toward a 90 credit Doctoral degree is limited to 15 quarter hours. Refer to specific criteria in the [DU Graduate Bulletin](#).

Transfer credit requests must be approved during the first quarter of attendance as a degree-seeking student. The student, with the support of the advisor, will initiate a request to transfer in credits by completing the [Transfer of Credit Request](#) including obtaining the signatures of both the faculty advisor and the department chair.

Waiver or Substitution of Courses

If the advisor and student determine that the student has previously completed course work required for the degree, the student may request a waiver or substitution by completing the [Graduate Course Substitution or Waiver Approval form](#). Under no circumstance will the waiver or substitution of a course(s) reduce the number of credits required for the degree. Substitutions must be clearly indicated on the signed course work plan.

Non-MCE Courses

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

MCE Grading Scale (Approved February 2013)

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

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

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

D	1.0 = 63-66
D-	0.7 = 60-62
F	0.0 = 59 & below

Time to Degree

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

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

- Certificate students – three years
- Master's candidates – five years
- PhD and EdD candidates – seven years

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

Petition procedures and instructions are detailed in the [DU Graduate Bulletin](#).

Graduation

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

In order for the degree to be conferred (appear on the transcript), students must apply to graduate. The [application](#) must be submitted at least two quarters prior to the intended date of graduation. Failure to file the application on time will automatically delay the date of graduation to a subsequent quarter.

Enrollment Requirements

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

Student Status

Unless a student is on an official leave of absence, a student's status is rendered inactive after one quarter of non-enrollment. Inactive students will not be able to register for courses and will need to contact the Office of Graduate Studies (gststu@du.edu) to request a

reactivation form. The inactive student is responsible for any continuous enrollment fees owed for previous quarters. Complete information regarding leaves of absence is found in the [Graduate Bulletin](#). The [Application for Personal Leave form for Graduate Students](#) must be completed each quarter (except summer) that the student plans to remain unregistered.

Provisional Admission Status

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

Doctoral Research (Dissertation) Registration Requirement

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

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

Continuous Enrollment (CE)

The University of Denver continuous enrollment process enables students who have passed the comprehensive exam and are required to register for fewer than four research credits each quarter to continue to qualify for Federal Financial Aid, among other benefits.

Registration for continuous enrollment credit may accompany registration for doctoral research credit, but under no circumstances does it replace the requirement for quarterly registration in dissertation or doctoral research credit. Students who do not comply with this policy will be required to pay any tuition and fees related to research credit missed in previous quarters. The department reserves the right to require that additional conditions be met before granting approval of this request if the student is not demonstrating progress towards the degree. Complete DU CE guidelines and procedure are found in the Graduate Bulletin.

- CE requires annual approval by the student's faculty advisor, the Dean and/or the Associate Provost. Students are responsible for registering themselves in CE each quarter by the appropriate registration deadlines. Interested students must request

approval each fall by submitting the [Continuous Enrollment Approval form](#) to the advisor.

- CE is designed primarily for students who are working on a thesis, dissertation, or research paper/capstone, and for doctoral students who are preparing for the comprehensive exam.
- Students enrolled in the dual undergraduate-graduate program who have earned the baccalaureate degree and have completed all required graduate coursework and are working on a thesis are eligible for graduate CE.
- CE is not to be used for students who are only engaged in required internships and practicums. Students should register for internship and practicum courses through their department.
- Students should be enrolled in CE by the end of the 100% reimbursement/drop-add period to be eligible for the university health insurance and health fee, plus loan deferment. Students who do not enroll prior to the first day of classes of a given quarter will be charged late registration fees as determined by the Registrar.
- CE enables students to maintain active status with the University and access to university resources including library, email, lab access, participation in the University of Denver Student Health Insurance Plan and Health & Counseling fee services, and part-time student rates at the Coors Fitness Center. Students who are appointed University of Denver employees must pay the Coors Fitness Center faculty/staff rate.
- CE is not to be used for enrollment purposes while making up an incomplete grade. An exception is if all other coursework is completed and the student is working on the thesis, dissertation or research paper/capstone while completing the work required for the incomplete grade. It is the responsibility of the student and graduate college, school, or department to make this determination prior to approving eligibility for CE credit.

Professionalism in the MCE

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

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

Student Responsibilities

In addition to following the University of Denver Honor Code and maintaining the professional ethical standards of our field, students are expected to take responsibility for their success in the program. The faculty is responsible for supporting all students' efforts in achieving success, but, ultimately, success is the student's responsibility. Students are responsible for keeping all official university records up to date, meeting deadlines for filing any document needing faculty, program, college, or university approval, being prepared for advising meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with fellow students, faculty, staff, and professionals in the field. If circumstances create a situation which may make it difficult for a student to meet program obligations, including class work, the student must let the instructor and/or advisor know of these difficulties as soon as possible.

Reasons for Probation and Dismissal

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

Violation of the DU Honor Code: All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity.

Lack of Academic Progress: It is expected that students make reasonable and consistent progress toward their degree. Students who are not making reasonable and consistent progress toward their degree may be put on probation and/or dismissed from the program.

Cheating: Most students understand that copying another student's answers on a test, copying another student's paper, stealing copies of a test, using forbidden material on a closed book test, etc., are included in the typical definition of academic cheating. Again, as students you should know such behavior is unacceptable and, according to the DU Honor Code, are grounds for placing a student on probation or dismissing them from the University. In a number of program courses we promote an atmosphere of student cooperation and collaboration. As a result, students are often encouraged to work together on projects or to prepare for tests. Students are expected to be the sole author of their work (unless otherwise indicated by an instructor per assignment expectations). In addition, any work being submitted must be new and specific to that assignment; that is, a student may not turn in an assignment that was previously turned in for another class. A student wishing to draw on previous work or integrate outside work of their own must obtain instructor permission; failure to do so shall be considered a violation of the University Honor Code.

Plagiarism: It is unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2000) Code of Ethics. As a result, the Program faculty wants to clarify that it is similarly unacceptable in our Program to "borrow" another student, author, or publisher's work without giving him or her credit. Using papers written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy something written or published by others.

Dissertation, Doctoral Research Project, Master's Thesis Plagiarism Prevention Policy

Approved by MCE Faculty Governance on September 9, 2014

The University of Denver has a very clear policy regarding plagiarism. Plagiarism, as a concept, can be somewhat confusing for students. In an effort to increase clarity regarding the definition and operational implications of plagiarism as well as to protect the individual students as well as the Morgridge College of Education we will be instituting a policy related to culminating written projects, which include dissertations, doctoral research projects (EdD students only), and master's theses.

Prior to submission for review students will be responsible for using the *Turnitin*, which is a plagiarism-prevention service, to check the document for plagiarism. The process will be as follows:

1. The student completes the project.
2. The student runs the document through *Turnitin*.
3. *Turnitin* produces a report.
4. The student reviews the report.
5. The student makes any necessary changes to the document.
6. The student writes a ONE PAGE summary of his/her efforts regarding the process. This should include a statement that the student indeed ran the document through the software program. It should also briefly explain any changes that were made and if changes were not made why not.
7. The summary, along with the *Turnitin* report, are submitted with the document to the professor.

This process will be used by every student. Students are still expected to be arbiters of their own honesty. This process does not shift the onus of responsibility in any way to the faculty, rather it is another step in attempting to reduce and avoid plagiarism.

Video- and Audio-Taping Policy

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

APA Requirement

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

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

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

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

Katherine A. Ruffatto Hall Operational Procedures

Room Scheduling Guidelines

Occasionally, students may need to reserve a room for a study group, or to make a special presentation. Students may reserve meeting spaces in Katherine A. Ruffatto Hall for no longer than four hours at a time. If your reservation concerns a meeting space, please select a room that is appropriate to the size of your headcount (i.e. if you request a classroom that holds 30 people, but only need space for 3 people, your request for this space will be denied and you will be reassigned to a room appropriate to your headcount).

Room Reservation TIPS:

- Log on to the 25Live system through PioneerWeb. Under the Resources tab, use the Campus Space and Event Requests link, on the lower left hand side, to access the 25Live system. For best results, review the instructions first.
- Plan ahead: requests are not processed immediately. In addition, reservation requests will not be confirmed more than four weeks in advance (i.e. requests made in December to reserve a space in February will not be granted). Please do not submit a request for the following quarter more than a month in advance of the start of the desired quarter. The latest a request can be made is three days (72 hours) prior to the desired date and time.
- Classes have first priority: no reservations will be processed until all MCE classes have been scheduled.

- Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are rarely available for student scheduling.
- Plans change. If you have to cancel a reservation you will need to work directly with MCE Technology Support, 303-871-3222, as the cancellation cannot be completed online.
- All classrooms have layout diagrams posted within the room. Please keep in mind that if you use a room it is your responsibility to place it in its original configuration before you leave. This will ensure that the next user will have the same experience that you had.

Reserving your space:

- Once in 25Live, you will need to log on a second time using your 87# and PioneerWeb password. The Sign In button will be in the upper right-hand corner.
- Select Create an Event.
- Fill out all required fields.
 - You can also request a specific space. Depending on your event details, the system will tell you what rooms are available for your event.
 - Be sure to fill out the event type.
- Once you have requested a room, you will receive an email stating the request has been processed - **this is NOT the confirmation**. The confirmation will come in a separate email message.
- Only the Morgridge College of Education faculty, staff, and students can request spaces using this method. Anyone outside of the Morgridge College of Education must go through Conference and Event Services (CES) to reserve a space (Events@du.edu or x14333).
- If you need to **cancel a reservation** you must send an email to MCE.Support@du.edu as the cancellation **cannot be done online**.
- Tech Support - ALL Audio Visual equipment/tech needs must be confirmed with an email to MCE.Support@du.edu or call to 303-871-3222 a **MINIMUM of 7 business days in advance** of your event or you may be charged a late request fee.

Bookable Spaces in Katherine A. Ruffatto Hall

Classrooms (capacity)	Meeting Spaces (capacity)	Event Spaces (capacity)
122-(25)	105-(40)*	105-(40)*
134-(15)	121-(8)	106-(100)*
202-(40)	124-(8)	124-(8)
204-(40)	134-(15)	134-(15)
302-(35)	203-(8)	342-(6)
304-(25)	206-(14)	401-(20)*
305-(37)	234-(12)	
306-(35)	245-(8)	
408-(32)	334-(11)	

409-(32) 435-(16)** Outdoor Classroom-(20-100)	342-(6) 345-(8) 401-(20)* 435-(16)**	
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* Notes spaces that cannot be used for a class

** Room is only available after 4 pm on weekdays.

Technology Support

The technology team's mission is to support Morgridge College of Education students, faculty, and staff with university-related technical services listed here.

Computer Lab Support

- Printing and scanning assistance, including trouble-shooting
- Student ID cards are loaded with a \$50 printing allowance each quarter. DUNet printers available for use are located in the computer lab and in the turret room behind the student locker bank (room 206).
- The technology team will be responsible for replacing paper, toner cartridges, paper jams, staples and addressing minor hardware/software questions.
- Problematic print jobs should be presented to the technology team for coordination with UTS.

Lab Hours and Assistance Available

- Lab hours are posted on the door of the 210 computer lab.
- Lab Monitors are available in the 210 computer lab during most evening hours and on Saturdays to help with minor printing and software issues
- For all other issues, please contact a member of the Technology Team at 303-871-3222 or in KRH 212.

Student Technology Support

All student computer technical support issues are currently handled by UTS and questions should be directed to 303-871-4700 or by visiting the UTS help desk. Services include: DU wireless configurations for all students' personal laptops should be done with the assistance of UTS. UTS can be reached at 303-871-4700 or by visiting the UTS helpdesk in the [Anderson Academic Commons](#).

Equipment Checkout

MCE offers an equipment check-out and usage training program designed for students to use in order to complete equipment requirements for various courses. Please check with the Tech Team in the computer lab regarding availability. In order to gain access to this equipment, student DU identification number, student program name, phone number and an expected return date for all items will be required.

Available equipment includes laptops, MAC adaptors, video cameras, digital audio recorders, and transcription machines, along with many other miscellaneous devices. The resources are housed in the MCE computer lab room #210 and can be checked out from the technology team. Technology team members are available to help train students to use the equipment and make suggestions on which equipment best suits the student's need.

Please note: equipment can only be checked out to the same patron 4 times in a row, for a total of 12 days. After 12 days, the equipment must be returned for at least 1 week to perform updates and maintenance.

WELCOME TO CURRICULUM STUDIES & TEACHING

We are delighted that you are joining as a student in Curriculum Studies and Teaching CS&T. Many things distinguish our PhD, EdD, and MA degree programs in CS&T; outstanding faculty, interesting concentration areas, and the friendly and supportive nature of our programs. What I believe particularly makes CS&T unique, though, are our wonderful students. You are joining a truly powerful group of engaged emerging scholars and experienced educational practitioners. I guarantee you will find our students, your peers, to be open and supportive, and that the relationships you'll develop will be rewarding and long-term.

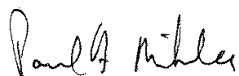
This handbook provides detailed information about our programs in CS&T. Please review all the information contained here. The department's Academic Services Associate and the Office of Graduate Studies staff will use the course requirements outlined for your specific program in this Handbook to confirm that you have completed all of the requirements needed to graduate. Therefore, you will want to work closely with your program advisor to ensure that you meet all your program's requirements. It is important for you to be aware, though, that you are ultimately responsible for the contents of this Handbook, as well as the policies outlined in the [Graduate Bulletin](#).

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

- *Curriculum and Instruction (CI)*: MA (non-teaching), EdD, and PhD
- *Curriculum Instruction and Teaching (CIT)*: MA: Teacher Education TEP, the Denver Teacher Residency Program DTR, and Dual Undergraduate-Graduate Program
- *Curriculum and Instruction; Early Childhood Special Education (ECSE)*: MA

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

Respectfully Yours,



Paul Michalec, Professor
Coordinator, Curriculum Studies & Teaching
Morgridge College of Education
University of Denver
303- 871-7952

CS&T Mission Statement

The mission of Curriculum Studies and Teaching is to prepare innovative and imaginative leaders, scholars and educators in P-12 education and curriculum and instruction who are dedicated to equity and excellence for all learners.

CS&T Portfolio Community

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

Student Mailboxes

Each CS&T student has a student mailbox (hanging folder) located in the file cabinet on the third floor of Katherine A. Ruffatto Hall outside the CS&T faculty offices on the west end of the 3rd floor. This cabinet is for student mail only and is a common place for instructors to return papers or projects. It is the student's responsibility to check his/her mailbox on a regular basis. Other important forms of communication will arrive via email.

Curriculum Studies & Teaching Programs Faculty and Staff

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<p>Maria Salazar, PhD Associate Professor Curriculum Studies & Teaching Program Coordinator, Teacher Education Programs KRH 348 Phone: 303-871-3772 msalazar@du.edu</p>	

Curriculum and Instruction (CI) Programs Overview

This field of study within the CS&T 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.

Master of Arts Degree

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

Coursework Requirements

A. Curriculum	12
B. Instruction	12
C. Diversity	3
D. Foundations	3
E. Research	6
F. Cognate or Concentration	9

Minimum Total Hours 45

MA Cognate

MA students select a 9 credit hour cognate that is intended to add to their breadth and depth of knowledge in education. A well-designed cognate is organized around the student's professional interests and will add a unique academic and professional quality to the student's Curriculum and Instruction degree. Students can develop a cognate around more traditional themes in curriculum and instruction, such as, but not limited to: diversity, teacher education, aesthetics, innovation and imagination, technology, urban education, and gifted education. Students are also encouraged to consider less traditional themes in curriculum and instruction, such as, but not limited to: family studies, social work, library and information services, business, zoo/museum education, and international education. Other students may prefer to take courses in an eclectic or liberal studies manner.

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

Master of Arts with a Concentration in Gifted Education

As an alternative to the cognate, students enrolled in the master's degree program have the option of obtaining a concentration in gifted education for a minimum total of 45 quarter hours.

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

Master's Students will take a minimum of 25 quarter hours in gifted education coursework, plus 21 quarter hours in Curriculum, Instruction, Diversity, Foundations, and Research. The minimum requirement for the degree is 45 quarter hours.

A. Gifted Education	25
B. Curriculum, Teaching and Learning	8/9
C. Research	6
D. Foundations	3
E. Diversity	3
Minimum Total Hours	45

Master of Arts with a Concentration in Mathematics Education

Students enrolled in the master's degree program can elect to obtain a concentration in mathematics education in place of the cognate for a total of 45 quarter hours. Students who complete the 33 quarter-hour concentration in mathematics education will participate in courses aimed at developing positive change agents in mathematics education for all students in general, and for underrepresented minority groups in mathematics in particular. Successful candidates will be prepared to work in diverse educational settings with a strong background in mathematical content, pedagogy, and assessment. Completion of the concentration will be noted on students' transcripts. Please note many of these courses are offered in different years. Close consultation with your advisor is necessary if this concentration is of interest of you.

Master's students will take a minimum of 33 quarter hours in mathematics education coursework, plus 6 quarter hours in Curriculum, and 6 quarter hours in Research. The minimum requirement for the degree is 45 credit hours.

A. Mathematics Education	33
B. Curriculum	6
C. Research	6
Minimum Total Hours	45

Curriculum & Instruction Courses

Any CS&T courses may be substituted as described below. Other courses (with the exception of University College and Colorado Women's College courses) may be substituted with advisor permission.

Curriculum (Refer to coursework plan to determine credit requirement)	CREDITS
*CUI 4020 Introduction to Curriculum	3
*CUI 4021 Models of Curriculum	3
CUI 3995 Urban Education	5
CUI 4022 Curriculum Theory into Practice	3
CUI 4027 Implementing Curriculum: A Practicum	3
CUI 4034 Curriculum and Cultural Context	3
<i>(CUI 4034 may be taken to fulfill "Curriculum" <u>or</u> "Diversity")</i>	
CUI 4161 Ethnicity, Gender, and Diversity in the Curriculum	3
<i>(CUI 4161 may be taken to fulfill "Curriculum" <u>or</u> "Diversity")</i>	
CUI 4170 Engaging Learners Through the Arts	3
<i>(CUI 4170 may be taken to fulfill "Curriculum" <u>or</u> "Instruction")</i>	
CUI 4530 Second Language Acquisition	3
Instruction (Refer to coursework plan to determine credit requirement)	
CFSP 4312 Learning Applications and Analysis	3
CUI 3995 Urban Education	5
<i>(CUI 3995 may be taken to fulfill "Curriculum" <u>or</u> "Instruction")</i>	
CUI 4032 Analysis of Teaching	3
CUI 4033 The Practice of Teaching	3
CUI 4035 Urban Education: Problems and Perspectives	3
CUI 4038 Urban Youth Development	3
CUI 4039 Transformational Teaching and Learning Environments	3
CUI 4042 Instructional Design & Web Development for Educators	3
<i>(CUI 4155 may be taken to fulfill "Instruction" <u>or</u> "Foundations")</i>	
CUI 4159 Educating Multiethnic Populations	3
<i>(CUI 4159 may be taken to fulfill "Instruction" <u>or</u> "Diversity")</i>	
CUI 4170 Engaging Learners Through the Arts	3
<i>(CUI 4170 may be taken to fulfill "Curriculum" <u>or</u> "Instruction")</i>	
CUI 4403 Instructional Strategies for Gifted Learners	3
CUI 4531 Supporting English Language Learners Across the Curriculum	3
CUI 4532 Culturally Responsive Pedagogy	3
<i>(CUI 4159 may be taken to fulfill "Instruction" <u>or</u> "Diversity")</i>	
CUI 4870 Education in International Settings	3
Diversity (minimum 3 credits required)	
CUI 4034 Curriculum and Cultural Context	3
<i>(CUI 4034 may be taken to fulfill "Curriculum" <u>or</u> "Diversity")</i>	
CUI 4159 Educating Multiethnic Populations	3
<i>(CUI 4159 may be taken to fulfill "Instruction" <u>or</u> "Diversity")</i>	
CUI 4160 Race, Class & Gender in Education	3
CUI 4161 Ethnicity, Gender, and Diversity in the Curriculum	3
<i>(CUI 4161 may be taken to fulfill "Curriculum" <u>or</u> "Diversity")</i>	
CUI 4532 Culturally Responsive Pedagogy	3
<i>(CUI 4532 may be taken to fulfill "Instruction" <u>or</u> "Diversity")</i>	

(Some diversity courses may be found in the Higher Education Program.)

Foundations (minimum 3 credits required)

CFSP 4314 Nature of Intelligence	3
CUI 4100 Sociocultural Foundation of Education	3
CUI 4130 Philosophy of Education	3
CUI 4150 Sociology of Education	3
CUI 4155 Special Topics: Spirituality in Education and Psychology	3
<i>(CUI 4155 may be taken to fulfill "Instruction" <u>or</u> "Foundations")</i>	
CUI 4172 Aesthetic Foundation of Education	3
CUI 4180 History of Education in the United States	3

(Some substitutions permitted; see your advisor.)

Gifted Education (minimum 24 credits required for Gifted Ed concentration)

CUI 4400 The Nature & Needs of Gifted Learners	3
CUI 4401 Psychological Aspects of Giftedness	3
CUI 4402 Curriculum for Gifted Learners	3
CUI 4403 Instructional Strategies for Gifted Learners	3
CUI 4404 Twice-Exceptional Students	3
CUI 4405 Practicum in Gifted Education	1-3

(Credit hours are dependent upon experience and set by your advisor).

CUI 4407 Current Issues in Gifted Education: Identification	3
CUI 4408 Creativity: Theory and Practice	3
CUI 4410 Program Development, Leadership, and Communications in Gifted Education	3

Mathematics Education (minimum 33 credits required for Mathematics Education Concentration)

CUI 4600 History and Philosophy in Mathematics Education	3
CUI 4610 Learning and Teaching of Mathematics	3
CUI 4630 Learning Mathematics: Early Childhood	3
CUI 4640 Improving Elementary Mathematics Instruction	3
CUI 4720 Discourse in Mathematics Classrooms	3
CUI 4730 Mathematics and Instructional Technology	3
CUI 4620 Research on Diversity, Equity, and Social Justice in Mathematics Education	3
CUI 4790 Seminar on Race in Mathematics Education	3
CUI 4700 Foundations of Education: Cognitive Theory I	3
CUI 4710 Foundations of Education: Cognitive Theory II	3
CUI 4740 Policy and Mathematics Education	3

Research (minimum 6 credits required)

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

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

MA Final Comprehensive Paper

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

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

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

Students will be evaluated on the following:

- Ability to identify and integrate concepts from research, theory, and practice
- Ability to write with coherence and clarity
- Ability to support judgments by citing appropriate references to literature, authorities in the field, and critical experiences
- Ability to include only relevant data in the answer.

Thesis Option—

A master's student may present a thesis in lieu of a comprehensive paper. Students should work closely with their academic advisor on timing, process, and committee composition. This option may require students to take research courses recommended by his or her advisor. Two faculty are required for the committee and need to be present at the proposal oral; a third person as outside chair is required to be present at the time of the thesis oral.

**CURRICULUM AND INSTRUCTION, MASTER OF ARTS
COURSEWORK PLAN 2014-15**

NAME _____ STUDENT # _____

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

	Course Number	Credit Hours	Expected Term of Completion
A. CURRICULUM (minimum 12 credits)			
Introduction to Curriculum	CUI 4020	3	
Models of Curriculum	CUI 4021	3	

B. INSTRUCTION (minimum 12 credits)			
C. DIVERSITY (minimum 3 credits)			
D. FOUNDATIONS (minimum 3 credits)			
F. RESEARCH (minimum 6 credits)			
Education Research & Measurement	RMS 4900	4	
G. COGNATE (minimum 9 credits)			
Summary	Credit Hours		

A. Curriculum	(12)			
B. Instruction	(12)			
C. Diversity	(3)			
D. Foundations	(3)			
E. Research	(6)			
F. Cognate	(9)			
MINIMUM TOTAL CREDITS	(45)			

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

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

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

**CURRICULUM AND INSTRUCTION, MASTER OF ARTS
WITH GIFTED EDUCATION CONCENTRATION
COURSEWORK PLAN 2014-15**

NAME _____ STUDENT # _____

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

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

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

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

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

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

**CURRICULUM AND INSTRUCTION, MASTER OF ARTS
WITH MATHEMATICS EDUCATION CONCENTRATION
COURSEWORK PLAN 2014-15**

NAME _____ STUDENT # _____

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

	Course Number	Credit Hours	Expected Term of Completion
A. MATHEMATICS EDUCATION (minimum 33 credits)			
History and Philosophy in Mathematics Education	CUI 4600	3	
Learning and Teaching of Mathematics	CUI 4610	3	
Learning Mathematics: Early Childhood	CUI 4630	3	
Improving Elementary Math Instruction	CUI 4640	3	
Discourse in Mathematics Classrooms	CUI 4720	3	
Mathematics and Instructional Technology	CUI 4730	3	
Research on Diversity, Equity, and Social Justice in Math Ed	CUI 4620	3	
Seminar on Race in Mathematics Education	CUI 4790	3	
Foundations on Education: Cognitive Theory I	CUI 4700	3	
Foundations of Education: Cognitive Theory II	CUI 4710	3	
Policy and Mathematics Education	CUI 4740	3	
B. CURRICULUM (minimum 6 credits)			
Introduction to Curriculum	CUI 4020	3	
Models of Curriculum	CUI 4021	3	

C. RESEARCH AND INQUIRY (minimum 6 credits)			
Education Research and Measurement	RMS 4900	4	
Summary	Credit Hours		
A. Mathematics Education (33)			
B. Curriculum (6)			
C. Research and Inquiry (6)			
MINIMUM TOTAL CREDITS (45)			

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

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

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

Curriculum and Instruction Doctoral (EdD/PhD) Degrees Overview

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

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

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

Doctor of Education (EdD) Degree Requirements

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

Coursework Requirements

Curriculum	6 credits
Instruction	3-6 credits
Diversity	3 credits
Foundations	12-15 credits
Research	Min 17 credits
Specialization	9-24 credits

Doctoral Research Courses	<u>11 credits</u>
Minimum Total Hours	65 credits

Possible Courses by Category

A. Curriculum (min credits required: 6 for EdD)

*CUI 4020 Introduction to Curriculum	3
CUI 4021 Models of Curriculum	3
CUI 4022 Curriculum Theory into Practice	3
CUI 4027 Implementing Curriculum: A Practicum	3
CUI 4034 Curriculum and Cultural Context	3
<i>(CUI 4034 may be taken to fulfill "Curriculum" <u>or</u> "Diversity")</i>	
CUI 4161 Ethnicity, Gender, and Diversity in the Curriculum	3
<i>(CUI 4161 may be taken to fulfill "Curriculum" <u>or</u> "Diversity")</i>	
CUI 4170 Engaging Learners Through the Arts	3
<i>(CUI 4170 may be taken to fulfill "Curriculum" <u>or</u> "Instruction")</i>	
CUI 4402 Curriculum for Gifted Learners	3
CUI 5991 Independent Study: Advanced Topics in Curriculum	3

B. Teaching and Instruction (min credits required: 6 for EdD)

*CUI 4031 Teaching and Learning	3
CUI 3995 Urban Education	5
<i>(CUI 3995 may be taken to fulfill "Curriculum" <u>or</u> "Instruction")</i>	
CUI 4028 Literacy Instruction & Assessment	3
CUI 4029 Issues in Literacy	3
CUI 4032 Analysis of Teaching	3
CUI 4033 The Practice of Teaching	3
CUI 4035 Urban Education: Problems and Perspectives	3
CUI 4038 Urban Youth Development	3
CUI 4042 Instructional Design & Web Development for Educators	3
CUI 4155 Special Topics: Spirituality in Education and Psychology	3
<i>(CUI 4155 may be taken to fulfill "Instruction" <u>or</u> "Foundations")</i>	
CUI 4159 Educating Multiethnic Populations	3
<i>(CUI 4159 may be taken to fulfill "Instruction" <u>or</u> "Diversity")</i>	
CUI 4170 Engaging Learners Through the Arts	3
<i>(CUI 4170 may be taken to fulfill "Curriculum" <u>or</u> "Instruction")</i>	
CUI 4403 Instructional Strategies for Gifted Learners	3
CUI 4532 Culturally Responsive Pedagogy	3
<i>(CUI 4159 may be taken to fulfill "Instruction" <u>or</u> "Diversity")</i>	
CUI 4870 Education in International Settings	3

C. Diversity (min credits required: 3 for EdD)

CUI 4034 Curriculum and Cultural Context	3
<i>(CUI 4034 may be taken to fulfill "Curriculum" <u>or</u> "Diversity")</i>	
CUI 4055 Human Rights and Education	3

<i>(CUI 4055 may be taken to fulfill "Instruction" <u>or</u> "Diversity")</i>	
CUI 4159 Educating Multiethnic Populations	3
<i>(CUI 4159 may be taken to fulfill "Instruction" <u>or</u> "Diversity")</i>	
CUI 4160 Race, Class & Gender in Education	3
CUI 4161 Ethnicity, Gender, and Diversity in the Curriculum	3
<i>(CUI 4161 may be taken to fulfill "Curriculum" <u>or</u> "Diversity")</i>	
CUI 4532 Culturally Responsive Pedagogy	3
<i>(CUI 4532 may be taken to fulfill "Instruction" <u>or</u> "Diversity")</i>	
(Additional diversity courses may be found in the Higher Education Program.)	

D. Foundations (min credits required: 15 for EdD)

CUI 4100 Sociocultural Foundation of Education	3
CUI 4130 Philosophy of Education	3
CUI 4155 Special Topics: Spirituality in Education and Psychology	3
<i>(CUI 4155 may be taken to fulfill "Instruction" <u>or</u> "Foundations")</i>	
CUI 4172 Aesthetic Foundation of Education	3
CUI 4180 History of Education in the United States	3
CUI 4034 Curriculum and Cultural Context	3
CUI 4311 Child Development	3
CUI 4408 Creativity: Theory and Practice	3
CUI 4410 Program Development, Leadership and Communication of Gifted Education	3
<i>(CUI 4410 may be taken to fulfill "Foundations" <u>or</u> "Specialization in Gifted Education")</i>	
ADMN 4822 Leadership in Complex Systems	3
ADMN 4819 Organizational Theory and Behavior	3

E. EdD Research Requirements (minimum 17 credits required)

Introductory Level, REQUIRED

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

Option 1: (take all)

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

Option 2:

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

Option 3:

RMS 4930 Empirical Research Methods	3
RMS 4941 Introduction to Qualitative Research	4
(and select one from the following courses)	

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

F. EdD Specialization (minimum 9 credits required)

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

G. EdD Research Courses (minimum 11 credits required)

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

CUI XXXX Research as Problem Analysis	3
CUI XXXX Research as Intervention	3
CUI XXXX Applied Research Credit Hours	5

EdD Specializations

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

Doctor of Education with a specialization in Curriculum Studies

Students enrolled in the EdD degree with a specialization in Curriculum Studies will take 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 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.

Doctor of Education with a specialization in Gifted Education

Education Doctorate students can obtain a specialization in Gifted Education Leadership. Dependent upon the students' masters training; a minimum of nine quarter hours to twenty-four quarter hours in gifted education coursework is available. Specific courses may include Psychological Aspects of the Gifted; Twice Exceptional Learners; Creativity: Theory and

Practice; Curriculum and Instructional Strategies; Program Development, Leadership and Communication in Gifted Education. This content knowledge, integrated with leadership theory in complex systems 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. Total doctoral quarter hour minimum requirement is sixty-five credit hours. Graduates are prepared for Gifted Education Leadership roles, whether at a district, school or university level.

Doctor of Education with a Specialization in Mathematics Education

Students enrolled in the EdD degree program can elect to obtain a specialization in mathematics education. Students who complete the specialization in mathematics education will participate in 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. Completion of the specialization will be noted on students' transcripts. Please note many of these courses are offered on different years. Close consultation with your advisor is necessary if this concentration is of interest of you. 9 credits in mathematics education coursework are required for this specialization. The minimum requirement for the degree is 65 credit hours.

Specialization Coursework

***Gifted Education Specialization:**

CUI 4400 The Nature and Needs of Gifted Learners
 CUI 4401 Psychological Aspects of Giftedness
 CUI 4404 Twice Exceptional Students
 CUI 4407 Current Issues in Gifted Education: Identification
 CUI 4402 Curriculum for Gifted Learners
 CUI 4403 Instructional Strategies for Gifted Learners
 CUI 4410 Program Development, Leadership and Communication in Gifted Education

****Curriculum Specialization:**

CUI 4021 Models of Curriculum
 CUI 4028 Literacy Instruction and Assessment
 CUI 4033 Practice of Teaching
 CUI 4170 Engaging Learners through the Arts
 LIS 4110 Teaching and Learning with Technology

*****Mathematics Education Specialization**

CUI 4600 History and Philosophy in Mathematics Education
 CUI 4610 Learning and Teaching of Mathematics
 CUI 4630 Learning Mathematics: Early Childhood
 CUI 4640 Improving Elementary Mathematics Instruction
 CUI 4720 Discourse in Mathematics Classrooms
 CUI 4730 Mathematics and Instructional Technology
 CUI 4620 Research on Diversity, Equity, and Social Justice in Mathematics Education
 CUI 4790 Seminar on Race in Mathematics Education

CUI 4700 Foundations of Education: Cognitive Theory I
 CUI 4710 Foundations of Education: Cognitive Theory II
 CUI 4740 Policy and Mathematics Education

******Research:**

- Option 1 RMS 4941 Introduction to Qualitative Research – 4 credits
 RMS 4942 Qualitative Data Collection and Analysis – 4 credits
 RMS 4947 Arts-Based Research – 3 credits
- Option 2 RMS 4930 Empirical Research Methods – 3 credits
 RMS 4911 Correlation and Regression – 4 credits
 OR: RMS 4931 Survey and Design Analysis – 3 credits
- Option 3 RMS 4930 Empirical Research Methods – 3 credits
 RMS 4941 Introduction to Qualitative Research – 4 credits
 RMS 4911 Correlation and Regression – 4 credits
 OR: RMS 4931 Survey and Design Analysis – 3 credits
- Option 4 RMS 4941 Introduction to Qualitative Research – 4 credits
 RMS 4942 Qualitative Data Collection and Analysis – 4 credits
 RMS 4930 Empirical Research Methods – 3 credits
 RMS 4911 Correlation and Regression – 4 credits
 OR: RMS 4931 Survey and Design Analysis – 3 credits

Doctoral Applied Experiences for the EdD

Rationale

The University of Denver is a great private University committed to the public good. Manifestations of this role 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, research methodologies and applied practice or internships. In considering preparation for leading within the Academy, additional opportunities are offered with advisor guidance to allow direct experience to build competencies in the doctoral candidate. 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
- Community Leadership in Curriculum and Instruction
- Grant Writing
- Coaching/Field Work Supervision
- 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 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.

Doctoral Professional Applied Experience Area Descriptions

Graduate Level Teaching:

Students may enroll in CUI #####, a three-credit course open to all second year and beyond doctoral students. Upon completion of this course (see description and link below), doctoral students may, upon invitation, guest lecture or co-teach in graduate courses following an application/interview process. They may teach in the Teacher Preparation sequences following an application/interview process. Data will be collected from students in courses regarding the doctoral candidate instructor.

The course will be modeled from 'Collaborative Teaching and Inquiry,' where students are mentored to backward design a syllabus with goals for their students, understand their students' abilities and needs, and develop activities to move students from their current abilities to their destination goals, integrating appropriate technologies and cycles of formative evaluations to improve student learning."

Presentation/Publication:

Student will submit for presentation and/or publication to a minimum of two professional pieces 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, proposal submitted to AERA, etc.

Research:

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

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, developing a timeline with measurable outcomes, 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.

Community Leadership: Service and Engagement:

Student will provide evidence of community engaged learning or service learning or community impact work related to Curriculum Studies and Teaching 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.

Coaching/Field Work Supervision:

Student will work directly with 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, supervising training at a museum, etc. 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.

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.

DOCTORAL APPLIED EXPERIENCES: EVALUATION LOG

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

Edd 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 takes the place of the qualifying exam and is discussed with your program faculty at an oral presentation. 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 work with 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 dissertation.

Portfolio Submission Process

- In consultation with an advisor, begin compiling your portfolio as soon as possible.
- The portfolio is submitted following your first calendar 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 like a fully-elaborated resume. It lists all the relevant professional activities in which you have engaged. As with a resume, it is up to you to choose a format that best represents your experiences. Some samples of section headings include: Research Interests, Program Development, Administration, Teaching, Grants, Publications, Presentations, and Honors/Awards. See your program advisor for help or examples.
- *Statement of Purpose.* In five pages or less (double-spaced, 12-point font), write a statement of purpose that includes your philosophy of education and your research interests. Your research interests should relate to your philosophy of education, and should take into account your current educational concerns, your cognate, and what you have learned in your 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 which demonstrate your grasp of curricular and instructional issues and which reflect your ability to conceptualize, analyze, and synthesize well. Each paper must be accompanied by a Caption Form. In discussing your reasons for submitting the paper, highlight strengths the paper reveals, as well as its relevance to your intellectual interests and your program progress.

- *Doctoral Competencies.* A summary of your progress to date on meeting at least two of doctoral competencies required by the program. 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 either construct a plan leading to Adequate performance, or be counseled out of the program. Graded Portfolio Cover Sheets must be submitted to the Academic Service Associate.

Edd Comprehensive Examination

The Comprehensive Exam provides students an opportunity to analyze and synthesize learning gained from multiple years of coursework and to communicate professional reflections clearly and with substantiated citations. The Exam also provides the means for students to initiate the process of writing their Doctoral Proposal. For the Comprehensive Exam, 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 Exam no later than the 6th week of the quarter prior to the quarter when the student plans to defend the Doctoral Research Paper. Comprehensive Exams are reviewed by two CS&T faculty members and scored as pass with distinction, pass, pass with required modifications, or fail.

Dissertation in Practice: the Doctoral Research Project

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

As opposed to the PhD, the Edd does not require the completion of a traditional dissertation, but will instead provide the student with an opportunity to conduct doctoral-level research with the intentions of improving practice in schools today. This research may be facilitated through cooperation with a variety of educational settings, including public or private schools, community-based organizations, informal learning environments, or other areas, as dictated by the student in cooperation with the advisor. It is expected that the student take full responsibility for the logistics, access, and other considerations.

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

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

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

EdD Research Process

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

1. Research Sequence (as dictated by coursework, along with other research courses selected by the student).

- Students will advance through the agreed-upon prescriptive sequence of research courses required for the prospective EdD student at the University of Denver. For a list of these courses, see Appendix B.

2. Doctoral Research Proposal Hearing (after 1-2 years of coursework)

- Students will submit and defend a Doctoral Research Proposal to their committee members (one advisor and one committee member), similar to that of a dissertation proposal defense. These proposals can take place as early as one year into the program to ensure students can begin working on their final products as they advance through coursework.

3. IRB Approval

- Upon successfully defending the proposal and making any required revisions, students will apply for approval through our Institutional Review Board, again similar to the dissertation.

4. Doctoral Research Paper

- Upon successful defense of the proposal and IRB approval, students will engage in their doctoral research paper.

5. Creative Dissemination

- A creative, community-based dissemination is a required component of this project (this is a component of the Quasi-Practical). Researchers must disseminate their work to interested community members as defined by the nature of the research. This could include the school researched, the administration in that school district, school leaders and policymakers who face issues similar to those examined in the research, or other community members and stakeholders.

6. Doctoral Research Paper Final Defense

- Following the research, which includes implementation and evaluation of some change in the field, students will defend their proposal in a format similar to the dissertation defense. These defenses must be reviewed and evaluated by the committee.

Doctoral Research Paper Options

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

OPTION ONE: Intervention

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

- **Chapter I: Introduction and Rationale**
Similar to that of a dissertation Chapter 1. The problem faced in a particular educational setting should serve as the rationale (dearth in the literature is not considered a viable rationale for the EdD doctoral research paper).
- **Chapter II: Review of Literature**
Similar to that of a dissertation Chapter 2. This section should include the literature on both the problem, and the prospective intervention or action in the field.
- **Chapter III: Action or Intervention in the Field**
What did the researcher actually do or change in the field? These changes should inspire some noticeable change in the practice of teaching, learning, and curriculum. This section will delineate what they changed, why they changed it, the nature of their role in the change, etc. This also includes how the researcher collected and analyzed data

(and any methodological considerations associated with data collection and analysis).

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

OPTION TWO: Problem Analysis

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

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

- Chapter I: Introduction and Rationale
Similar to that of a dissertation Chapter 1. The problem faced in a particular educational setting should serve as the rationale (dearth in the literature is not considered a viable rationale for the EdD doctoral research paper).
- Chapter II: Review of Literature
Similar to that of a dissertation Chapter 2. This section should include the literature on both the problem/issue faced in this school, as well as some of the potential causes or solutions to problems like these.
- Chapter III: Methodology
What did the researcher actually do to better understand this problem or issue in this school? This section will delineate the methodological considerations for how the researcher developed a deeper understanding of the problems or issues in a given school, including how the researcher collected and analyzed data (and any methodological considerations associated with data collection and analysis).
- Chapter IV: Analysis and Description of the Problem
Similar to that of a Qualitative Dissertation Chapter 4. What did the researcher find or reveal in this research? What did the researcher learn about the problem in this school?

What is causing the problem? What is helping? What is missing?

- Chapter V: Engaging in the Quasi-Practical

This section delineates what this school or institution, and potentially other establishments like it, may consider doing to address this issue. This section should include the creative dissemination of the product to schools, supervisory boards, and other audiences as appropriate. Disseminating this work to communities involved in the research is a requisite condition of successfully completing this degree.

Recommended Coursework and Doctoral Research Schedule

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

A student enrolled full time (3 credits per quarter), will complete their coursework in three years and should attend to the logistics included below accordingly as they advance through the program. The major considerations involve the coursework plan (preliminary and final), portfolio defense, and comprehensive examinations. Further, students are encouraged to begin working on their doctoral research after one year of coursework to ensure that students can progress through the program in four years. Please note the various considerations and logistical sequence included below. Students who have questions or comments about the sequence below should contact their advisor for clarification or direction.

Quarter	Coursework	Research
Fall 1	Review the handbook and begin developing a preliminary coursework plan	
Winter 1	Compose your preliminary coursework plan	
Spring 1	Submit a preliminary coursework plan	
Fall 2	Compile works for your online portfolio	Identify an educational context or problem to engage with for your doctoral research
Winter 2	Prepare your online portfolio	Build a relationship with the gatekeepers to your educational context
Spring 2	Online Portfolio Defense	Begin composing your proposal
Fall 3	Register for comprehensive examinations; Begin studying for comprehensive examinations	Finalize your committee; Finish your proposal; Schedule your proposal hearing

Winter 3	Prepare for comprehensive examinations; Submit a final coursework plan	Doctoral Research Proposal Hearing; Submit to IRB for approval
Spring 3	Comprehensive Examinations	Gain official access and approval (as per IRB recommendations); May begin data collection and analysis
Fall 4		Data collection and analysis; Introduce intervention or change (as appropriate)
Winter 4		Data collection and analysis of intervention
Spring 4		Creative Dissemination; Finalize chapters 1-5; Final Defense

Doctoral Research Paper Evaluation Rubric

This form will be completed by professors in the Curriculum and Instruction EdD program to evaluate the doctoral research paper.

Student Name _____ ID _____

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

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

FACULTY DECISION	
Pass	
Conditional Pass	
Fail	

Advisor _____ Date _____

Faculty _____ Date _____

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

PROGRAM AREA REQUIREMENTS			
CURRICULUM			
	Introduction to Curriculum*	CUI 4020	3
	Curriculum Theory into Practice	CUI 4022	3
	Implementing Curriculum: A Practicum	CUI 4027	3
	<i>Minimum Required</i>		6
INSTRUCTION			
	Transformational Teaching and Learning Environments*	CUI 4039	3
	Analysis of Teaching	CUI 4032	3
	Culturally Responsible Pedagogy	CUI 4532	3
	<i>Minimum Required</i>		6
DIVERSITY			
	Race, Class and Gender	CUI 4160	3
	Educating Multiethnic Populations	CUI 4159	3
	Sociocultural Foundation of Education	CUI 4100	3
	<i>Minimum Required</i>		3
FOUNDATIONS			
	History of Education in the U.S.	CUI 4180	3
	Aesthetic Foundations of Education	CUI 4172	3
	Curriculum and Cultural Context	CUI 4034	3
	Special Topics: Human Development	CUI 4155	3
	Sociocultural Foundation of Education	CUI 4100	3
	Philosophy of Education	CUI 4130	3

	<i>Minimum Required</i>		12-15
RESEARCH			
	Educational Measurement*	RMS 4920	3
	Structural Foundations of Research in Social Sciences*	RMS 4940	3
	Introductory Statistics*	RMS 4910	5
Option 1	Introduction to Qualitative Research	RMS 4941	4
	Qualitative Data Collection and Analysis	RMS 4942	4
	Arts-Based Research	RMS 4947	3
Option 2	Empirical Research Methods*	RMS 4930	3
	TAKE: Correlation and Regression	RMS 4911	4
	OR: Survey and Design Analysis	RMS 4931	3
	<i>Minimum Required</i>		17
SPECIALIZATION			
	Models of Curriculum	CUI 4021	3
	Literacy Instruction and Assessment	CUI 4028	3
	Practice of Teaching	CUI 4033	3
	Engaging Learners through the Arts	CUI 4170	3
	Teaching and Learning with Technology	LIS 4110	3
	<i>Minimum Required</i>		9
DOCTORAL RESEARCH COURSES			
	Research as Problem Analysis*	CUI XXXX	3
	Research as Intervention*	CUI XXXX	3
	Applied Research Credit Hours*	CUI XXXX	5

	<i>Minimum Required</i>		11
	Total Program Requirements		65

* Required course

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

PROGRAM AREA REQUIREMENTS			
CURRICULUM			
	Introduction to Curriculum	CUI 4020	3
	Curriculum for Gifted Learners	CUI 4402	3
	<i>Minimum Required</i>		6
INSTRUCTION			
	Transformational Teaching and Learning Environments	CUI 4039	3
OR	Instructional Strategies for Gifted Learners	CUI 4403	3
	<i>Minimum Required</i>		3
DIVERSITY			
	Race, Class and Gender	CUI 4160	3
	<i>Minimum Required</i>		3
FOUNDATIONS			
	Creativity: Theory Into Practice	CUI 4408	3
	Child Development	CFSP 4311	3
	Organizational Theory & Behavior	ADMN 4819	3
	Leadership in Complex Systems	ADMN 4822	3
	Program Development, Leadership and Communication in Gifted Education	CUI 4410	3
	<i>Minimum Required</i>		12-15

RESEARCH			
	Introductory Statistics	RMS 4910	3
	Structural Foundations of Research in Social Sciences	RMS 4940	3
	Educational Measurement	RMS 4920	5
Option 1	Introduction to Qualitative Research	RMS 4941	4
	Qualitative Data Collection and Analysis	RMS 4942	4
	Arts-Based Research	RMS 4947	3
Option 2	Empirical Research Methods*	RMS 4930	3
	TAKE: Correlation and Regression	RMS 4911	4
	OR: Survey and Design Analysis	RMS 4931	3
Option 3	Empirical Research Methods	RMS 4930	3
	Introduction to Qualitative Research	RMS 4941	4
	TAKE: Correlation and Regression	RMS 4911	4
	OR: Survey and Design Analysis	RMS 4931	3
Option 4	Introduction to Qualitative Research	RMS 4941	4
	Qualitative Data Collection and Analysis	RMS 4942	4
	Empirical Research Methods	RMS 4930	3
	TAKE: Correlation and Regression	RMS 4911	4
	OR: Survey and Design Analysis	RMS 4931	3
	<i>Minimum Required</i>		17
SPECIALIZATION			
	The Nature and Needs of Gifted Learners	CUI 4400	3
	Psychological Aspects of Giftedness	CUI 4401	3
	Twice Exceptional Students	CUI 4404	3

	Current Issues in Gifted Education - Identification	CUI 4407	3
	Curriculum for Gifted Learners (listed above)	CUI 4402	(3)
	Instructional Strategies for Gifted Learners (listed above)	CUI 4403	(3)
	Creativity: Theory Into Practice (listed above)	CUI 4408	(3)
	Program Development, Leadership and Communication in Gifted Education (listed above)	CUI 4410	(3)
	<i>Minimum Required</i>		9-24

DOCTORAL RESEARCH COURSES			
	Research as Problem Analysis*	CUI XXXX	3
	Research as Intervention*	CUI XXXX	3
	Applied Research Credit Hours*	CUI XXXX	5
	<i>Minimum Required</i>		11
	<i>Total Program Requirements</i>		65

* *Required course*

Sample Planning Outline: Curriculum and Instruction EdD, Mathematics Education Specialization

PROGRAM AREA REQUIREMENTS			
PROGRAM AREA REQUIREMENTS			
CURRICULUM			
	Introduction to Curriculum	CUI 4020	3
	Models of Curriculum	CUI 4021	3
	<i>Minimum Required</i>		6
INSTRUCTION			
	Transformational Teaching and Learning Environments	CUI 4039	3
	<i>Minimum Required</i>		3
DIVERSITY			
	Race, Class and Gender	CUI 4160	3
	<i>Minimum Required</i>		3
FOUNDATIONS			
	Foundations of Ed: Cognitive Theory I	CUI 4700	3
	Foundations of Ed: Cognitive Theory II	CUI 4710	3
	History and Philosophy in Mathematics Education	CUI 4600	3
	Leadership in Complex Systems	ADMN 4822	3
	Policy and Mathematics Education	CUI 4740	3
	<i>Minimum Required</i>		12-15
RESEARCH			
	Introductory Statistics	RMS 4910	3
	Structural Foundations of Research in Social Sciences	RMS 4940	3
	Educational Measurement	RMS 4920	5

Option 1	Introduction to Qualitative Research	RMS 4941	4
	Qualitative Data Collection and Analysis	RMS 4942	4
	Arts-Based Research	RMS 4947	3
Option 2	Empirical Research Methods*	RMS 4930	3
	TAKE: Correlation and Regression	RMS 4911	4
	OR: Survey and Design Analysis	RMS 4931	3
Option 3	Empirical Research Methods	RMS 4930	3
	Introduction to Qualitative Research	RMS 4941	4
	TAKE: Correlation and Regression	RMS 4911	4
	OR: Survey and Design Analysis	RMS 4931	3
Option 4	Introduction to Qualitative Research	RMS 4941	4
	Qualitative Data Collection and Analysis	RMS 4942	4
	Empirical Research Methods	RMS 4930	3
	TAKE: Correlation and Regression	RMS 4911	4
	OR: Survey and Design Analysis	RMS 4931	3
	<i>Minimum Required</i>		17
SPECIALIZATION			
	Seminar on Race in Mathematics	CUI 4790	3
	Research on Diversity, Equity, and Social Justice in Mathematics	CUI 4620	3
	Mathematics and Instructional Technology	CUI 4730	3
	Discourse in Mathematics Classrooms	CUI 4720	3
	Improving Elementary Math Instruction	CUI 4640	3
	Learning Mathematics: Early Childhood	CUI 4630	3
	Learning and Teaching of Mathematics	CUI 4610	3

	<i>Minimum Required</i>		9-24
DOCTORAL RESEARCH COURSES			
	Research as Problem Analysis*	CUI XXXX	3
	Research as Intervention*	CUI XXXX	3
	Applied Research Credit Hours*	CUI XXXX	5
	<i>Minimum Required</i>		11
	<i>Total Program Requirements</i>		65

* Required course

**CURRICULUM & INSTRUCTION DOCTORATE OF EDUCATION (EdD)
COURSEWORK PLAN 2014-15**

NAME _____ ID # _____

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

	Course Number	Credit Hours	Expected Term of Completion
A. CURRICULUM (6 credits)			
Introduction to Curriculum	CUI 4020	3	
B. INSTRUCTION (3-6 credits)			
Transformational Teaching & Learning Environments	CUI 4039	3	
C. DIVERSITY (minimum 3 credits)			
Race, Class & Gender	CUI 4160	3	
D. FOUNDATIONS (12-15 credits)			

E. RESEARCH (minimum 17 credits)****			
Introductory Statistics	RMS 4910	5	
Educational Measurement	RMS 4920	3	
Structural Foundations of Research in Social Sciences	RMS 4940	3	
F. SPECIALIZATION (9-24 credits)*, **, or ***			
G. DOCTORAL RESEARCH (11 credits)			
Research as Problem Analysis	Course in development	3	
Research as Intervention	Course in development	3	
Applied Research	Course in development	5	
Summary	Credit Hours		

A. Curriculum (6)			
B. Teaching (3-6)			
C. Diversity (3)			
D. Foundations (12-15)			
E. Research (15-17)			
F. Specialization (9-12)			
G. Doctoral Research (11)			
TOTAL MINIMUM CREDITS (65)* *Please note: the numbers in each category above are either a minimum or range of credit hours required.			

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

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

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

Doctor of Philosophy (PhD) 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. Dissertation topics cover a broad assortment of theoretical and practical topics in domestic, as well as international, contexts. Many graduates enjoy highly successful careers in the public school environment designing, implementing, and evaluating curriculum.

Coursework Requirements

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

PhD Cognate

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

Doctor of Philosophy with a Concentration in Mathematics Education

Students enrolled in the PhD degree program can elect to obtain a specialization in mathematics education. Students who complete the specialization in mathematics education will participate in courses aimed at developing leaders and researchers in mathematics education with strong theoretical and historical backgrounds. PhD students specifically will become researchers prepared to address relevant and pertinent national and international questions in the field. Completion of the concentration will be noted on students' transcripts. Please note many of these courses are offered in different years. Close consultation with your advisor is necessary if this concentration is of interest of you.

Possible Courses by Category

A. Curriculum (min credits required 9 for PhD)

*CUI 4020 Introduction to Curriculum	3
CUI 4021 Models of Curriculum	3
CUI 4022 Curriculum Theory into Practice	3
CUI 4027 Implementing Curriculum: A Practicum	3
CUI 4034 Curriculum and Cultural Context	3
<i>(CUI 4034 may be taken to fulfill "Curriculum" <u>or</u> "Diversity")</i>	
CUI 4161 Ethnicity, Gender, and Diversity in the Curriculum	3
<i>(CUI 4161 may be taken to fulfill "Curriculum" <u>or</u> "Diversity")</i>	
CUI 4170 Engaging Learners Through the Arts	3
<i>(CUI 4170 may be taken to fulfill "Curriculum" <u>or</u> "Instruction")</i>	
CUI 4402 Curriculum for Gifted Learners	3
CUI 5991 Independent Study: Advanced Topics in Curriculum	3

B. Teaching and Instruction (min credits required: 9 for PhD)

*CUI 4031 Teaching and Learning	3
CUI 3995 Urban Education	5
<i>(CUI 3995 may be taken to fulfill "Curriculum" <u>or</u> "Instruction")</i>	
CUI 4028 Literacy Instruction & Assessment	3
CUI 4029 Issues in Literacy	3
CUI 4032 Analysis of Teaching	3
CUI 4033 The Practice of Teaching	3
CUI 4035 Urban Education: Problems and Perspectives	3
CUI 4038 Urban Youth Development	3
CUI 4042 Instructional Design & Web Development for Educators	3
CUI 4155 Special Topics: Spirituality in Education and Psychology	3
<i>(CUI 4155 may be taken to fulfill "Instruction" <u>or</u> "Foundations")</i>	
CUI 4159 Educating Multiethnic Populations	3
<i>(CUI 4159 may be taken to fulfill "Instruction" <u>or</u> "Diversity")</i>	
CUI 4170 Engaging Learners Through the Arts	3
<i>(CUI 4170 may be taken to fulfill "Curriculum" <u>or</u> "Instruction")</i>	
CUI 4403 Instructional Strategies for Gifted Learners	3
CUI 4532 Culturally Responsive Pedagogy	3
<i>(CUI 4159 may be taken to fulfill "Instruction" <u>or</u> "Diversity")</i>	
CUI 4870 Education in International Settings	3

C. Diversity (min credits required: 6 for PhD)

CUI 4034 Curriculum and Cultural Context	3
<i>(CUI 4034 may be taken to fulfill "Curriculum" <u>or</u> "Diversity")</i>	
CUI 4055 Human Rights and Education	3
<i>(CUI 4055 may be taken to fulfill "Instruction" <u>or</u> "Diversity")</i>	
CUI 4159 Educating Multiethnic Populations	3
<i>(CUI 4159 may be taken to fulfill "Instruction" <u>or</u> "Diversity")</i>	

CUI 4160 Race, Class & Gender in Education	3
CUI 4161 Ethnicity, Gender, and Diversity in the Curriculum (CUI 4161 may be taken to fulfill "Curriculum" <u>or</u> "Diversity")	3
CUI 4532 Culturally Responsive Pedagogy (CUI 4532 may be taken to fulfill "Instruction" <u>or</u> "Diversity")	3
(Additional diversity courses may be found in the Higher Education Program.)	

D. Foundations (min credits required: 6 for PhD)

CUI 4100 Sociocultural Foundation of Education	3
CUI 4130 Philosophy of Education	3
CUI 4155 Special Topics: Spirituality in Education and Psychology (CUI 4155 may be taken to fulfill "Instruction" <u>or</u> "Foundations")	3
CUI 4172 Aesthetic Foundation of Education	3
CUI 4180 History of Education in the United States	3
CUI 4034 Curriculum and Cultural Context	3
CUI 4311 Child Development	3
CUI 4408 Creativity: Theory and Practice	3
CUI 4410 Program Development, Leadership and Communication of Gifted Education (CUI 4410 may be taken to fulfill "Foundations" <u>or</u> "Specialization in Gifted Education")	3
ADMN 4822 Leadership in Complex Systems	3
ADMN 4819 Organizational Theory and Behavior	3

E. PhD Research Requirements: (19-33 TOTAL research credits required)

Please see complete list of courses in Appendix B of this handbook.

Introductory Level (minimum 3-14 credits)

RMS 4910 Introductory Statistics**	5
RMS 4930 Empirical Research Methods**	3
RMS 4940 Structural Foundations of Research in Social Sciences	3
RMS 4941 Introduction to Qualitative Research**	4
RMS 4921 Psychometric Theory	3
RMS 4931 Survey Design and Analysis	3

Intermediate Level (minimum 8-9 credits)

RMS 4932 Meta-Analysis Social Science Research	3
RMS 4911 Correlation and Regression [or PSYC 4300 (5 hrs)]	4
RMS 4912 Analysis of Variance (ANOVA) [or PSYC 4330 (5 hrs)]	5
SOWK 5402 Qualitative Research Methods	4
SOWK 5405 Qualitative Data Analysis	4
STAT 4680 Sampling Theory and Applications	4
STAT 4810 Nonparametric Statistics	4

Advanced Level (minimum 3-5 credits)

RMS 4945 Community Based Research	3
RMS 4947 Arts-Based Research	3
RMS 4946 Advanced Qualitative Research	4
RMS 4929 Topics in Psychometrics	1-3
RMS 4914 Structural Equation Modeling	5
RMS 4913 Multivariate Analysis	5
RMS 4959 Topics in Research Design	1-5
RMS 4919 Topics in Statistics	1-5
RMS 4915 Hierarchical Linear Modeling	4

Program Requirement (minimum 5 credits)

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

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

* *Required courses*

***May test out – see advisor*

F. PhD Cognate (minimum 18 credits required)

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

Mathematics Education Concentration

CUI 4600 History and Philosophy in Mathematics Education	3
CUI 4610 Learning and Teaching of Mathematics	3
CUI 4630 Learning Mathematics: Early Childhood	3
CUI 4640 Improving Elementary Mathematics Instruction	3
CUI 4720 Discourse in Mathematics Classrooms	3
CUI 4730 Mathematics and Instructional Technology	3
CUI 4620 Research on Diversity, Equity, and Social Justice in Mathematics Education	3
CUI 4790 Seminar on Race in Mathematics Education	3
CUI 4700 Foundations of Education: Cognitive Theory I	3
CUI 4710 Foundations of Education: Cognitive Theory II	3
CUI 4740 Policy and Mathematics Education	3

G. Dissertation Credits (minimum 10 credits required)

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

CUI 5995 Dissertation Research	10
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Program Dissertation Preparation Courses

The Curriculum and Instruction Research Seminar (CUI 4050-3 Credits) is the first of two research courses required for PhD doctoral students in Curriculum Studies and Teaching. 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 CS&T students. By understanding their work, we will deepen our knowledge of the research process and standards. This course will typically be offered yearly. Students are advised to complete this course no later than the fall of their second year in the doctoral program.

Dissertation Organization and Research (CUI 5994-Variable Credit) is the second of the two research courses required for PhD doctoral students. It is designed to help facilitate the successful completion of the Comprehensive Exam, 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 in the spring quarter of their third 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.

(Check with your academic advisor to ensure that these courses will be offered at a time that meets your program completion and expected graduation dates.)

Doctoral Applied Experiences for the PhD

Rationale

The University of Denver is a great private University committed to the public good. Manifestations of this role 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, research methodologies and applied practice or internships. In considering preparation for leading within the Academy, additional opportunities are offered with advisor guidance to allow direct experience to build competencies in the doctoral candidate. 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
- Community Leadership in Curriculum and Instruction
- Grant Writing
- Coaching/Field Work Supervision
- 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 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.

Doctoral Professional Applied Experience Area Descriptions

Graduate Level Teaching:

Students may enroll in CUI #####, a three-credit course open to all second year and beyond doctoral students. Upon completion of this course (see description and link below), doctoral students may, upon invitation, guest lecture or co-teach in graduate courses following an application/interview process. They may teach in the Teacher Preparation sequences following an application/interview process. Data will be collected from students in courses regarding the doctoral candidate instructor.

The course will be modeled from 'Collaborative Teaching and Inquiry,' where students are mentored to backward design a syllabus with goals for their students, understand their students' abilities and needs, and develop activities to move students from their current abilities to their destination goals, integrating appropriate technologies and cycles of formative evaluations to improve student learning."

Presentation/Publication:

Student will submit for presentation and/or publication to a minimum of two professional pieces 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, proposal submitted to AERA, etc.

Research:

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

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, developing a timeline with measurable outcomes, 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.

Community Leadership: Service and Engagement:

Student will provide evidence of community engaged learning or service learning or community impact work related to Curriculum Studies and Teaching 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.

Coaching/Field Work Supervision:

Student will work directly with 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, supervising training at a museum, etc. 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.

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.

DOCTORAL APPLIED EXPERIENCES: EVALUATION LOG

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

Doctoral 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 takes the place of the qualifying exam and is discussed with your program faculty at an oral presentation. 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 work with 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 dissertation.

Portfolio Submission Process

- In consultation with an advisor, begin compiling your portfolio as soon as possible.
- The portfolio is submitted following your first calendar 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 like a fully-elaborated resume. It lists all the relevant professional activities in which you have engaged. As with a resume, it is up to you to choose a format that best represents your experiences. Some samples of section headings include: Research Interests, Program Development, Administration, Teaching, Grants, Publications, Presentations, and Honors/Awards. See your program advisor for help or examples.
- *Statement of Purpose.* In five pages or less (double-spaced, 12-point font), write a statement of purpose that includes your philosophy of education and your research interests. Your research interests should relate to your philosophy of education, and should take into account your current educational concerns, your cognate, and what you have learned in your 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

which demonstrate your grasp of curricular and instructional issues and which reflect your ability to conceptualize, analyze, and synthesize well. Each paper must be accompanied by a Caption Form. In discussing your reasons for submitting the paper, highlight strengths the paper reveals, as well as its relevance to your intellectual interests and your program progress.

- *Doctoral Competencies.* A summary of your progress to date on meeting at least two of doctoral competencies required by the program. 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. Your overall progress will be summarized as: Excellent, Very Good, Adequate, or Unsatisfactory. Students who receive a recommendation of Unsatisfactory, will either construct a plan leading to Adequate performance, or be counseled out of the program. Graded Portfolio Cover Sheets must be submitted to the Academic Service Associate.

Doctoral Comprehensive Examination

The Comprehensive Exam provides students an opportunity to analyze and synthesize learning gained from multiple years of coursework and to communicate professional reflections clearly and with substantiated citations. The Exam also provides the means for students to initiate the process of writing their Doctoral Proposal. For the Comprehensive Exam, 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 Exam 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 5994 at least one quarter prior to completing the Comprehensive Exam. Comprehensive Exams are reviewed by two CS&T faculty members and scored as pass with distinction, pass, pass with required modifications, or fail.

PhD Degree Completion Component: the Dissertation

Students should refer to Graduate Studies graduation [webpage](#) for the most current timeline and guidelines for formatting and submitting the dissertation.

An oral examination is required to defend the dissertation. 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. Students must check notices of doctoral defense dates.

**CURRICULUM STUDIES & TEACHING DOCTOR OF PHILOSOPHY (PHD)
COURSEWORK PLAN 2014-15**

NAME _____ ID # _____

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

	Course Number	Credit Hours	Expected Term of Completion
A. CURRICULUM (9 credits)			
Introduction to Curriculum	CUI 4020	3	
Models of Curriculum	CUI 4021	3	
B. INSTRUCTION (9 credits)			
C. DIVERSITY (minimum 6 credits)			
D. FOUNDATIONS (6 credits)			
E. RESEARCH – INTRODUCTORY (3-14 credits) ** may test out			
Introductory Statistics**	RMS 4910	5	
Empirical Research Methods**	RMS 4930	3	

Structural Foundations of Research in Social Sciences	RMS 4940	3	
Introduction to Qualitative Research**	RMS 4941	4	
E. RESEARCH – INTERMEDIATE (8-9 credits)			
E. RESEARCH – ADVANCED (3-5 credits)			
D. PROGRAM REQUIREMENT (5 credits)			
G. COGNATE (18 credits)			
H. ELECTIVES (2-16 credits)			

I. DISSERTATION (10 credits)			
Dissertation Research	CUI 5995		

SUMMARY of CREDIT HOURS

A. Curriculum (9)	
B. Instruction (9)	
C. Diversity (6)	
D. Foundations (6)	
E. Research (19-33)	
F. Cognate (18)	
G. Electives (2-16)	
H. Dissertation (min 10)	
TOTAL (90)*	

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

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

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

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

WELCOME TO THE MA in EARLY CHILDHOOD SPECIAL EDUCATION

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

Students enrolled in the Master of Arts in Early Childhood Special Education recognize the critical importance of a quality education for our youngest and sometimes most impacted children and have a passion for working with young children with developmental delays and special needs. Graduates of the program have the ability to receive an Early Childhood Special Education Specialist endorsement from the Colorado Department of Education. This higher degree and endorsement provides broader opportunities for such careers as early interventionists for children birth to 3 years, Itinerant Early Childhood Special Education teachers in public and private preschool environments; and Child Find evaluation specialists and coordinators. These graduates can be licensed to work with young children birth to 8 years of age in a variety of settings and collaborative teams. Students also have the distinct and powerful advantage of immediately applying what they are learning as they spend time working with children and their families at the Fisher Early Learning Center, the University of Denver's highly regarded early learning center for children ages 0-8, and other community agencies serving young children. This hands-on experience, in combination with rigorous academic instruction and small class sizes, provides students with an exceptional learning experience that prepares them to teach, lead and innovate in the field of early childhood special education.

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

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

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

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

Jeanine Coleman, PhD

Clinical Assistant Professor
Early Childhood Special Education Program Coordinator
Curriculum, Studies & Teaching
Child, Family, and School Psychology
KRH 348
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Master of Arts in Early Childhood Special Education Overview

The CS&T Master's degree in Early Childhood Special Education (ECED) is a 2 year program that focuses on expanding opportunities for specialized work with young children and families in school and community settings. It also is a pipeline to licensure and non-licensure degrees including a doctoral degree. Students in the M.A. in ECED degree program develop the knowledge and practical skills needed to work successfully within the early childhood special education field within school and community agencies that serve families with children with disabilities and special needs from birth to 8 years of age.

Master of Arts Coursework Requirement

The MA in Early Childhood Special Education requires a minimum of 54 quarter hours. Course options will be determined by prior individual experience and coursework.

Development and Psychological Foundations

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

Legal, Ethical and Professional Foundations

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

Professional Skills and Training

CFSP 4320 Assessment of Infants	3
CFSP 4326 Preschool Assessment	3
CFSP 4308 Early Academic Competencies	3
RMS 4900 Educational Research and Measurement	4
CFSP 4330 Family-Schooling Parenting and Consultation	3
CFSP 4336 Preschool Intervention	3
CFSP 4335 Infant & Family Intervention.....	3
Options:	
CFSP xxxx P-3 Differentiated Learning.....	3/4
CFSP 4337 School-Age Academic Competencies.....	3

Applied Courses

CFSP 4357 EC Practicum (600 minimum hours taken over three quarters)	6
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Summary of Course Requirements

Developmental and Psychological Foundations	18
Legal, Ethical and Professional Foundations	5
Evaluation and Assessment	13
Collaborative Consultation with Families & Schools	12/13
Applied Courses	<u>6</u>
Minimum Total	54 credits

Practica Requirement

The EC practicum serves as a central and critical part of the ECSE program. It represents an opportunity for candidates to demonstrate the CEC Performance Standards and DEC Recommended Practices that have been developed through coursework and previous experience in the field. It also allows for the development and demonstration of new knowledge and skills that complete the professional preparation and to allow candidates to move into more specialized professional roles in early childhood special education and /or early intervention. Practicum experiences give candidates the opportunity to demonstrate these skills under the supervision of a university supervisor and a mentor teacher in the field. Students will complete 600 contact hours in practica with the following age groups- infants, preschoolers and K-3 graders. Students may conduct one of their practica at the Fisher Early Learning Center.

Fisher Early Learning Center (FELC)

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

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

Degree Completion Requirement

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

ECSE Endorsement (Licensure) Options

Candidates in the ECSE program have two Endorsement options upon completing the program. As an approved program by the state of Colorado all ECSE candidates upon successful completion of the program and application to the state will be receive an Endorsement for Early Childhood Special Education Specialist (9.04). This Endorsement is in addition to The Colorado Teacher's License. Graduates will be fully prepared to teach in early childhood (PreK) settings with a particular expertise in special education. Program preparation for the Early Childhood Special Education Specialist Endorsement also includes a heavy emphasis on leadership in early childhood settings (ages 0-8), which prepare candidates to leadership and instructional roles in both public and private early childhood settings.

In addition to the *Early Childhood Special Education Specialist* Endorsement, ECSE students can elect to take the PLACE Elementary Content exam, which if passed, will also qualify

candidates for the Early Childhood Special Education (9.08) Endorsement through the state of Colorado. This extends the age range beyond birth to five to include the early elementary grades (0-8). Although not required, the ECSE program encourages candidates to take the PLACE Elementary Content exam before applying to the state for their *Early Childhood Special Education* Endorsement for the following reasons:

- School districts in Colorado are more likely to hire applicants with both Endorsements because adding the *Early Childhood Special Education* Endorsement qualifies candidates to be “highly qualified” to teach in early elementary classrooms beyond PreK. Increasingly, Colorado districts need PreK and elementary combinations to meet the Federal requirements of Title funding.
- An *Early Childhood Special Education Specialist* can always take the PLACE Elementary Content exam later and add the *Early Childhood Special Education* Endorsement. The down side is that adding the endorsement after the initial license is awarded will cost an additional fee and potentially impact employment options.

Ultimately, the decision to take the PLACE Elementary Content exam and adding the *Early Childhood Special Education* Endorsement is personal choice. However, in an effort to make ECSE candidates as employable as possible the program highly recommends that all ECSE candidates take the PLACE exam near the end of their program prior to submitting licensure paper work to the state.

**EARLY CHILDHOOD SPECIAL EDUCATION, Master of Arts
COURSEWORK PLAN 2014-15**

(actual course offering may vary depending on program and student needs)

Name of Student: _____ ID: _____

	CORE KNOWLEDGE BASE AND FOUNDATIONS T=23		
	Developmental and Psychological Foundations	Credits	Completed
CFSP 4304	Diversity in School and Community Settings	3	F
CFSP 4310	Infant Development	3	F
CFSP 4311	Child Development	3	W
CFSP 4312	Learning Application and Analysis	3	W
CFSP 4305	Exceptional Child	3	S
CFSP 4338	Low Incidence Disabilities and Interventions	3	Sum
	Required Credits	18	
	Legal, Ethical and Professional Foundations		
CFSP 4302	Legal Issues in Education	2	W
CFSP 4315	Professional and Ethical Issues in ECSE	3	F
	Required Credits	5	
	PROFESSIONAL SKILLS AND TRAINING T=25/26		
	Evaluation and Assessment		
CFSP 4320	Assessment of Infants	3	W
CFSP 4326	Preschool Assessment	3	S
CFSP 4308	Early Academic Competencies	3	W
RMS 4900	Educational Research and Measurement	4	F
	Required Credits	13	
	Collaborative Consultation with Families and Schools		
CFSP 4330	Family-School Parenting and Consultation	3	S
CFSP 4336	Preschool Intervention	3	S
CFSP 4335	Infant & Family Intervention	3	W

Options: CFSP XXXX CFSP 4337	P-3 Differentiated Learning School-Age Academic Competencies	3 4	Summer or anytime offered
	Required Credits	12/13	
	Applied COURSEWORK T=6		
CFSP 4357	EC Practicum (600 minimum hours taken over three quarters)	6	F, W, S
	Praxis Elementary and/or PLACE exam	PASS	Upon completion of coursework
	Required Credits	6	
	Minimum Total Credits	54	

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

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

APPENDICES

APPENDIX A: MCE Affiliated Programs

The Aesthetic Education Institute of Colorado (AEIC)

Co-sponsored by Think 360 Arts Complete Education, Inc. and the Morgridge College of Education, this institute is an intensive, hands-on workshop with interactive lectures led by professional artists and educators. During the institute, works of visual and performing art become the “text” for the exploration of dance, music, creative writing, theater, and the visual arts presented within a unifying theme. Contact: Dr. Bruce Uhrmacher at 303.871.2438, buhrmach@du.edu

The Colorado Community-Based Research Network (CCBRN)

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

The Ricks Center for Gifted Children

Ricks Center for Gifted Children at the University of Denver is an exemplary program designed for gifted children. It provides nationally recognized gifted education to approximately 250 students ranging from ages three years old through eighth grade, who demonstrate exceptional, differentiated abilities and learning needs. Its mission is to provide a dynamic and challenging educational environment that anticipates and responds to the individual, intellectual, social, emotional, physical, aesthetic, and cognitive needs of gifted children. Visit the [Ricks webpage](#) for more information.

The Institute for the Development of Gifted Education

Building on 25 years of extensive experience in curriculum development at the Ricks Center for Gifted Children, the Institute has produced a variety of curriculum units that utilize an integrated thematic approach carefully matched to the learning characteristics and dispositions of gifted children. In conjunction with the production of curriculum units, the Institute sponsors periodic curriculum seminars for school practitioners, graduate students, and university professors interested in learning about development and adaptation of curriculum to be utilized especially with gifted learners. Visit the [IDGE webpage](#) for more information.

Marsico Institute for Early Learning and Literacy

The Marsico Institute is a research and social policy institute dedicated to improving learning environments and outcomes for children, birth to age 8. The work of the Institute includes identifying the best in early learning research, practice, and policy, and delivering that information to academics, practitioners, policymakers, and parents: the people who can create and implement changes to improve the lives of young children. Visit the [Marsico webpage](#) for more information.

Fisher Early Learning Center (FELC)

Located on the University of Denver campus and affiliated with the Morgridge College of Education, FELC provides children with a continuum of learning experiences in an inclusive setting that reflects research-based practices, celebrates diversity, and addresses the uniqueness of each child. Fisher is accredited by the National Association for the Education of Young Children (NAEYC). Visit the [Fisher website](#) for more information.

APPENDIX B: MCE RESEARCH SEQUENCE Effective Fall Quarter, 2014

Research Requirement for Master's Degree Students

Course # and Title	Credit Hours	Typically Scheduled	Instructor
**RMS 4900 Educational Research and Measurement	4	Fall, Fall*, Winter, Spring, Summer	Adjunct
OR			
RMS 4920 Educational Measurement	3	Spring, Summer	Adjunct
OR			
RMS 4910 Introductory Statistics and	5	Summer, Fall	Green/GSSW
RMS 4930 Empirical Research Methods	3	Fall, Spring	Olmos
OR			
Research competencies approved by the faculty infused in coursework			

Research Requirement for Doctoral Degree Students^a

Introductory Level				
Course # and Title	Credit Hours	Prerequisites	Typically Scheduled	Instructor
**RMS 4910 Introductory Statistics	5	None	Summer, Fall, Fall*	Green, GSSW, adjunct
**RMS 4930 Empirical Research Methods	3	None	Fall, Spring, Spring*	Olmos
**RMS 4941 Introduction to Qualitative Research	4	None	Fall, Winter, Spring, Summer*	Cutforth
RMS 4940 Structural Foundations of Research in Social Sciences	3	None	Fall, Summer*	Adjunct
RMS 4920 Educational Measurement	3	None	Winter*, Spring, Summer,	Adjunct
RMS 4952 Research Ethics	1	None	Fall	Green
RMS 4921 Psychometric Theory	3	RMS 4910	Fall	Green
RMS 4931 Survey Design and Analysis	3	RMS 4910	Winter, Spring*	Zhang
RMS 4960 Program Evaluation Theory	3	None	Fall odd numbered years	Olmos
RMS 4954 Grant Writing	3	None	Summer	Hall-Ellis
RMS 4962 Program Development and Assessment	3	None	Winter	HED faculty
Intermediate Level				
RMS 4932 Meta-Analysis in Social Science Research	3	RMS 4910, RMS 4930	Winter even numbered years	Olmos
RMS 4922 Item Response Theory	3	RMS 4921	Winter odd numbered years	Green
RMS 4944 Action Research	3	RMS 4941, RMS 4910, or		

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

*Offered on Saturdays

**Required for all MCE students

^aPlus dissertation hours and additional research course credits allocated by level—varies by program. EdD students will confirm research requirements with Advisor.

APPENDIX C: MCE STUDENT ASSOCIATIONS

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

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

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

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

APPENDIX D: PROFESSIONAL ORGANIZATIONS/ASSOCIATIONS

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

American Educational Research Association (AERA) (also join divisions and Special Interest Groups) is a large and diverse organization of some 10,000 educators from early childhood education to higher education. Its Division J (Postsecondary Education) has 1,500 members. The MCE faculty and students usually present between 10 and 15 papers annually at the conference. URL: <http://www.aera.net/>

Curriculum Studies and Teaching

General Organizations

- American Association for Teaching and Curriculum (AATC) <http://www.aatchome.org/>
- Association for Supervision and Curriculum Development (ASCD) www.ascd.org
- National Association for Gifted Children www.nagc.org

Interest Based Organizations

- National Association of Multicultural Education (NAME) <http://www.nameorg.org>
- National Art Education Association (NAEA) <http://www.naea-reston.org>
- National Council on Family Relations (NCFR) <http://www.ncfr.org>
- National Association for Bilingual Education (NABE) <http://www.nabe.org>

Higher Education

The **Association for the Study of Higher Education (ASHE)** is one of the most important associations for doctoral students. This association of approximately 1,000 persons includes most of the faculty who teach higher education in the 130 programs across the country and many of their graduate students. It is the best place to meet other students and the faculty. <http://www.ashe.ws>

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

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

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

<http://www.naspa.org>

The **American College Personnel Association (ACPA)** is a major student affairs professional organization devoted especially to working with graduate students who are seeking student affairs positions. The ACPA is the leading student affairs Association that advances student affairs and engages students for a lifetime of learning and discovery. ACPA provides outreach, advocacy, research, and professional development to foster college student learning. ACPA supports and fosters college student learning through the generation and dissemination of knowledge, which informs policies, practices, and programs for student affairs professionals and the higher education community. The Association has nearly 8,000 members representing nearly 1,500 private and public institutions from across the U.S. and internationally. <http://www.myacpa.org/>

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

Journals: Each of the major professional organizations publishes its own journal

- AERA: American Educational Research Journal, Educational Researcher
- AATC: Curriculum and Teaching Dialogue
- Chronicle of Higher Education
- Journal for the Education of the Gifted
- Roeper Review
- Gifted Child Quarterly
- Exceptional Children

APPENDIX E: UNIVERSITY RESOURCES

Anderson Academic Commons

- University Libraries <http://library.du.edu/>
- Research Center <http://library.du.edu/research/research-center.html>
- Writing Center www.du.edu/writing/writingcenter

Campus Safety www.du.edu/campussafety

Center for Multicultural Excellence www.du.edu/cme

Driscoll Student Center www.du.edu/studentlife/driscoll

- Bookstore www.du.bkstr.com
- Pioneer ID Card Office www.du.edu/pioneercard
- RTD Pass www.du.edu/transcenter/transit/students

Katherine A. Ruffatto Hall <http://morgridge.du.edu/>

- Morgridge Financial Aid Office Robert.Banman@du.edu
- Morgridge Office of Admissions edinfo@du.edu

Light Rail www.rtd-denver.com/lightrail.shtml

Office of Graduate Studies www.du.edu/learn/graduates

Parking Services www.du.edu/parking

Ritchie Center www.du.edu/ritchiecenter

- Coors and Fitness Center www.du.edu/ritchiecenter/coorsfitnesscenter
- Health and Counseling Center www.du.edu/duhealth
- Intramural and Club Sports www.du.edu/ritchiecenter/studentprograms
- Sports/Entertainment Events www.denverpioneers.com

The International House

- The Office of Internationalization www.du.edu/intl
- International Student and Scholar Services www.du.edu/intl/iss

University Hall

- Bursar www.du.edu/bursar
- Financial Aid www.du.edu/apply/gradfinaid
- Registrar www.du.edu/registrar

University Technology Services Help Desk www.du.edu/uts

APPENDIX F: QUICK LINKS/FORMS FOR STUDENTS AND ADVISORS

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

- www.du.edu/media/documents/graduates/gradpolmanual

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

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

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

- www.du.edu/registrar/forms/Incomplete_application

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

- www.du.edu/media/documents/graduates/graduatesubstitutionwaiver

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

- www.du.edu/registrar/forms/independentstudy

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

- www.du.edu/media/documents/graduates/transfer

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

- www.du.edu/media/documents/graduates/ceproceduresform