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MORGRIDGE COLLEGE OF EDUCATION

# **Curriculum and Instruction Student Handbook**

**Doctor of Philosophy (PhD)  
2022-2023**

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## Purpose of Handbook

This handbook provides Curriculum and Instruction students with policies and procedures as they progress through their program. By default, students follow the handbook of the year they entered the program. With advisor approval, students may choose to follow a handbook published after they matriculated into the program. If they do so, they must follow all the policies, protocols, and coursework plans in the new handbook.

In addition to this handbook, the student should become familiar with the [Graduate Policies and Procedures](#) as stated in the DU Graduate Bulletin and the [MCE Policies and Procedures](#). Although the program has worked to ensure agreement between these three documents, ***it is the student's responsibility*** to read the norms regarding degree programs in all documents and to complete various program steps in a timely fashion. In cases of discrepancy between documents, the Graduate Bulletin takes precedence.

### ***DU Graduate Bulletin***

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

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

### ***MCE Policies and Procedures***

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

- Degree planning
  - Advising
  - Non-MCE courses
  - Degree requirements and timelines
- MCE grading scale
- Continually enrolled expectations for doctoral students

## Welcome to the Morgridge College of Education

Welcome to the Morgridge College of Education! We believe that education serves as the foundation of and means for transformation within our society.

### **Morgridge Vision**

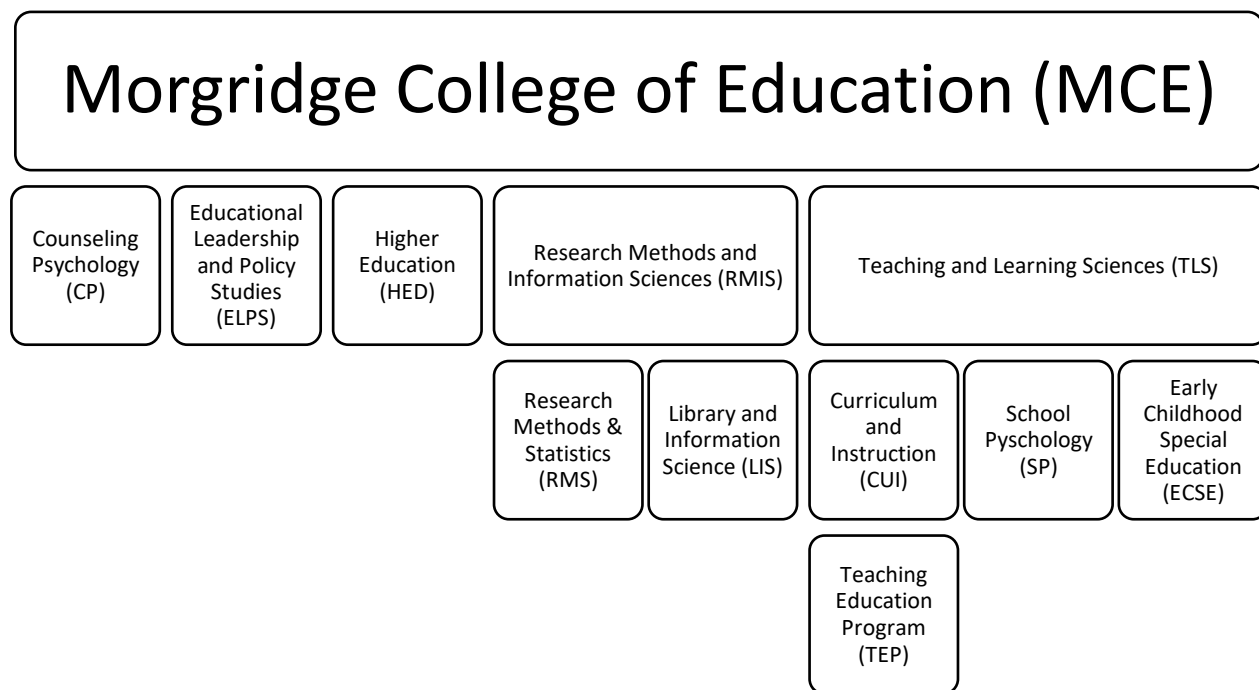
The Morgridge College of Education will be a global leader in innovative and effective approaches for promoting learning throughout the lifespan.

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.

### **MCE Organization**

The chart below depicts MCE's departmental organization *most pertinent to TLS students*. It does not include the college's institutes, centers, or communities. See MCE's [website](#) for more information.



### ***Accreditation***

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

### ***Equal Opportunity Institution***

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

Inquiries concerning allegations of discrimination based on any of the above factors may be referred to the University of Denver Office of Equal Opportunity/ADA Compliance, Mary Reed Building, Room 422, 2199 S. University Blvd., Denver, CO 80208. Phone: 303-871-7436. Fax: 303-871-3656. For more information, please call the above number or see the [website](#). Students 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.

### ***Morgridge College of Education Land Acknowledgement***

The University of Denver resides on land held in stewardship by the Cheyenne and Arapaho tribes. We recognize the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapaho Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma who were forcibly removed from this land. We also acknowledge the Southern Ute Tribe and the Ute Mountain Ute Tribe, which are the only two federally recognized tribes in Colorado.

Today, Denver is home to many different citizens of Indigenous nations and we recognize their enduring presence on this land by paying respects to their elders, both past and present. Please take a moment to consider the legacies of violence, displacement, migration, and resettlement that bring us together today and please join us in uncovering such truths at all public events. It is because of the sacrifices and hardships of the traditional Indigenous inhabitants of this land that we are able to be here to learn, collaborate, and share knowledge. To learn more about DU's recognition and reconciliation of their involvement in the Sand Creek Massacre, please review the [John Evans report](#).

### ***MCE School District Strike Policy***

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

***MCE Field Placement and Worker's Compensation***

Students are not covered by the University of Denver for injuries sustained while working in field placement positions. Field placement agencies should consult the Division of Workers' Compensation (303) 575-8700 or their professional accountant for advice on workers' compensation coverage as it relates to students in salaried positions. Further clarification of policies related to workers' compensation coverage may be obtained from the Risk Management Director at the University of Denver at (303) 871-2327.

## TLS Faculty and Staff

### **William Anderson, EdD**

Clinical Assistant Professor  
Director, Teacher Education Program

[William.Anderson72@du.edu](mailto:William.Anderson72@du.edu)

### **Rashida Banerjee, PhD**

Professor,  
TLS Department Chair

[Rashida.Banerjee@du.edu](mailto:Rashida.Banerjee@du.edu)

### **TBD**

Academic Services Associate  
Curriculum and Instruction  
Teacher Education Program

### **Jessica Espinosa-Galindo**

Academic Services Associate  
School Psychology  
Early Childhood Special Education

[Jessica.Espinosa-Galindo@du.edu](mailto:Jessica.Espinosa-Galindo@du.edu)

### **Brette Garner, PhD**

Assistant Professor  
Curriculum and Instruction

[Brette.Garner@du.edu](mailto:Brette.Garner@du.edu)

### **Norma Hafenstein, PhD**

Daniel L. Ritchie Endowed Chair in Gifted  
Education

[Norma.Hafenstein@du.edu](mailto:Norma.Hafenstein@du.edu)

[Portfolio](#)

### **Cynthia Hazel, PhD**

Professor  
School Psychology

[Cynthia.Hazel@du.edu](mailto:Cynthia.Hazel@du.edu)

[Portfolio](#)

### **Betsy Leonard, MEd**

TEP Field Placement Supervisor  
Assistant Professor of Practice

[Betsy.Leonard@du.edu](mailto:Betsy.Leonard@du.edu)

### **Samuel Y. Kim, PhD, NCSP**

Clinic Director and Assistant Professor  
School Psychology

Email: [Samuel.Kim@du.edu](mailto:Samuel.Kim@du.edu)

### **Amy McDiarmid, PhD**

Clinical Assistant Professor and Director of Field  
Experiences

School Psychology

Email: [Amy.McDiarmid@du.edu](mailto:Amy.McDiarmid@du.edu)

### **Paul Michalec, PhD**

Clinical Professor  
Curriculum and Instruction

[Paul.Michalec@du.edu](mailto:Paul.Michalec@du.edu)

[Portfolio](#)

### **Carrie Olson, PhD.**

Visiting Professor of Practice  
Curriculum and Instruction

[Carrie.a.olson@du.edu](mailto:Carrie.a.olson@du.edu)

### **Garrett Roberts, PhD**

Associate Professor  
Curriculum and Instruction

[Garrett.Roberts@du.edu](mailto:Garrett.Roberts@du.edu)

[Portfolio](#)

### **Maria Salazar, PhD**

Professor  
Curriculum and Instruction  
Phone: 303-871-3772

[Maria.Salazar@du.edu](mailto:Maria.Salazar@du.edu)

[Portfolio](#)

### **Kimberly Schmidt, PhD**

Clinical Assistant Professor  
Curriculum and Instruction

[Kimberly.Schmidt@du.edu](mailto:Kimberly.Schmidt@du.edu)

### **Devadrita Talapatra, PhD**

Associate Professor  
School Psychology

[Devadrita.Talapatra@du.edu](mailto:Devadrita.Talapatra@du.edu)



**Affiliate Faculty****Doug Clements, PhD**

Professor

Kennedy Endowed Chair, Early  
Childhood Education Director,  
Marsico Institute[Douglas.Clements@du.edu](mailto:Douglas.Clements@du.edu)**Julie Sarama, PhD**

Professor

Kennedy Endowed Chair in  
Innovative Learning Technologies[Julie.Sarama@du.edu](mailto:Julie.Sarama@du.edu)**Phil Strain, PhD**

Professor

Kennedy Endowed Chair in  
Urban Education, Director,  
Positive Early Learning Experiences Center[Phil.Strain@du.edu](mailto:Phil.Strain@du.edu)**Bruce Uhrmacher, PhD**

Professor

Morgridge College of Education  
Research Methods and Statistics[Bruce.Uhrmacher@du.edu](mailto:Bruce.Uhrmacher@du.edu)

## Curriculum and Instruction PhD Program Overview

The mission of the C&I graduate program is to be a force for educational transformation and social justice through innovative curriculum and scholarship, practice and policy, and community engagement. The Curriculum and Instruction program blends theory and hands-on experiences, preparing students to:

- design, implement, and assess equity-based curricula in a variety of settings inside and outside of education
- engage in equitable and excellent teaching
- apply research methods toward the development of a dissertation that impacts the field of education and communities of practice
- develop doctoral competencies needed to advance as transformational scholars in the field of education
- promote diversity, equity, inclusion, and justice through traditional and engaged scholarship

The degree programs are flexible and customizable, ensuring that students graduate with the ability to take their career in a direction that supports their professional goals.

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, research-based, and DEI-J frameworks. All PhD students take a wide range of courses in the areas of:

- ❖ Curriculum
- ❖ Instruction
- ❖ Foundations of Education
- ❖ Diversity, Equity, Inclusion, & Justice
- ❖ Research

### **Course Offerings**

Please see a listing of C&I courses and descriptions in the [Graduate Bulletin](#). **Courses are not offered every quarter; students should consult with their advisors to develop their coursework plan (Appendix A).** On the [C&I Portfolio](#) site there is a multi-year schedule. Although subject to change, the document can assist with planning.

### **Communication**

All students are assigned a university e-mail address upon entry into the program. This e-mail address is added to MCE and C&I listservs and will be used for program-specific communications. Students are responsible for checking email regularly for critical information.

Additionally, students must update changes to their mailing address or other contact information in MyDU within the first week of classes each quarter.

### **C&I PhD Resources**

- [C&I Program Portfolio](#)  
This C&I portfolio has specific information about the program, including handbooks, coursework plans, and other student forms.

- **Curriculum and Instruction PhD Canvas**

Students will receive an invite to Canvas in their DU email. This site serves as a place to submit paperwork necessary to the program. Non-coursework requirements for PhD completion are listed as “assignments” for completion.

Students are responsible for contacting their advisor if they have questions or concerns. **Failure to complete items in Canvas may result in delayed graduation.**

### ***Advising***

All students are assigned a faculty advisor before the beginning of the program. Advisors provide guidance in areas such as with selecting coursework, conducting research, and planning a career trajectory. Advisors and advisees will regularly meet (timeline determined by pair) to discuss advisee’s progress. Ultimately, it is the student’s responsibility to follow all processes and requirements in order to graduate.

During the course of the program, students may find that there is another faculty member who is a better fit for their academic and professional goals and may request to change advisors. To change advisors, students must complete the *Change Advisor Form*, found on the [C&I Portfolio site](#). Once completed, students must email the form to Academic Services Associate (ASA) to process.

For doctoral students, academic advisors are not necessarily the director of their dissertation committee. Some students prefer the same faculty advisor for coursework as well as the dissertation.

## C&I PhD Program Requirements

Below are some specific requirements of the C&I PhD program. However, they are subject to change and the program will follow the [Graduate Bulletin](#)'s requirements and standards.

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

- Complete 90 credit hours of coursework, including 24 credit hours (minimum) in a specialization
- Maintain a cumulative grade-point average of 3.0 or better
- Complete a minimum of two doctoral applied experiences
- Pass a comprehensive examination
- Propose, conduct, and defend a dissertation

### ***Benchmarks in C&I PhD program***

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

Please note: the following is a recommended schedule for the four-year plan for coursework. This plan can be adapted as necessary. Students should consult with their advisor about their specific situation.

Year 1	Year 2	Year 3	Year 4
Coursework	Coursework	Coursework	Collect dissertation data
Start planning doctoral applied experiences	Create timeline for comprehensive exams, dissertation proposal, IRB submission, and dissertation defense with advisor.	Complete doctoral applied experiences	Write dissertation
Complete the coursework plan and upload to Canvas at end of Fall quarter		Pass comprehensive examination	Defend dissertation
		Pass dissertation proposal	
		Obtain IRB approval	

### ***Coursework***

C&I required courses are listed in the PhD coursework plan. **Only courses offered at the 4000 level and above count toward PhD degree requirements.** More information about course requirements for specific specializations are in the C&I Specializations section.

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

### Credit Transfer

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

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

### Independent Study, Directed Study, and Independent Research

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

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

Each of these courses requires instructor supervision as well as advisor approval. To enroll, students must complete an [application form](#). For independent studies and directed studies that are more aligned with RMS coursework (e.g., a directed study to substitute for an RMIS course), students may register for RMS 5991 or RMS 5992, respectively.

NOTE: Since independent studies and directed studies will appear on transcripts with different course numbers, students will need to fill out a course substitution form as well.

### DU Continuous Enrollment Policies and Leaves of Absence

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

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

**After completing all other coursework, PhD students must register for at least one credit of independent research (CUI 5995) each quarter (not including summer) until they graduate [per MCE](#)**

[policy](#). Although a total of 10 dissertation credits are required, student progress toward the degree may require students to register for more than 10 credits to maintain degree candidacy. Planning with your advisor is critical.

Registration for independent research (CUI 5995) does not confer full-time student status. To maintain full-time status (e.g., to be eligible for loan deferment or a student visa), students may apply for DU Continuous Enrollment each year through the Office of Graduate Education. For more details on DU Continuous Enrollment, including registration deadlines, fees, and required forms, consult the [Graduate Bulletin](#).

### Course Substitutions and Waivers

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

- **Course substitution:** With advisor and departmental approval, a student can “replace” a course on the coursework plan with another course. However, C&I does not allow course substitutions for its required courses.
- **Course waiver:** With advisor and departmental approval, a student can waive a course because they covered similar content before in other courses (usually in another graduate program). Students still need to fulfill the credit requirement of a waived class.

### ***C&I Specializations***

As part of the total 90 credit hours required for the C&I PhD degree, students must complete a minimum of 24 credit hours in a specialization. C&I has six specializations areas:

- |   |                          |
|---|--------------------------|
| ❖ Culturally and Linguistically Diverse Education | ❖ K-12 Gifted Education  |
| ❖ Curriculum Studies                              | ❖ K-12 Special Education |
| ❖ STEM Education                                  | ❖ Twice Exceptionality   |

The specialization offers an opportunity to focus on a field of interest. A well-designed specialization is organized around a student's professional interests and will add a unique academic and professional quality to their C&I degree. For the specific coursework aligned for each specialization see the C&I specialization [webpage](#).

#### Culturally and Linguistically Diverse Education Specialization

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

Students who specialize in Culturally and Linguistically Diverse Education may elect to follow a coursework plan that allows them to qualify for a CDE endorsement if they have a Colorado teaching license. Students who are interested in seeking this credential should consult with their advisor.

### Curriculum Studies Specialization

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

### STEM Education Specialization

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

### K-12 Gifted Education Specialization

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

Students who specialize in Gifted Education may elect to follow a coursework plan that allows them to qualify for a CDE endorsement if they have a Colorado teaching license. Students who are interested in seeking this credential should consult their advisor or the specialization lead.

### K-12 Special Education Specialization

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

Students who specialize in Special Education may elect to follow a coursework plan that allows them to qualify for a CDE endorsement if they have a Colorado teaching license. Students interested in seeking this credential should consult with their advisor or the specialization lead.

### Twice Exceptionality

The Twice Exceptional specialization provides content through both gifted and special education courses. Examining social and emotional as well as cognitive characteristics and needs of gifted learners and learners with learning challenges, this specialization provides foundational understanding for those interested in learners with complex profiles. Issues such as masking, impacts on identity formation as well as strategies to support these learners are provided.

### **Colorado Department of Education (CDE) Endorsements**

C&I offers several approved pathways to CDE endorsements. Students are offered the opportunity to seek one of these endorsements through their specialization by following the specific plan outlined in the appendices. C&I offers the following pathways. Some may require additional credits. Speak to the faculty lead.

- Culturally and Linguistically Diverse Education
- Gifted Education CORE
- Gifted Education Specialist
- Gifted Education Director (through the ELPS program)
- Special Education Generalist

To be eligible for a CDE endorsement, students must 1) have a Colorado teaching license and 2) complete a specific set of courses and all applicable non-coursework requirements (e.g. specific PRAXIS test). If students wish to pursue a CDE endorsement, they should consult with the faculty lead to ensure they complete all requirements.

### ***Doctoral Applied Experiences for the PhD***

#### Doctoral Applied Experiences Rationale

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



### Doctoral Applied Experience Areas

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

Students will document these experiences in the doctoral applied experience evaluation log. Students will submit evidence of each successful experience; their advisors will acknowledge this by approving the evaluation log. **Students must complete doctoral applied experiences in at least two areas**, though they may elect to complete experiences in many or all areas. Experiences may be unrelated, related (a local presentation on the content taught in a graduate course), or integrated (research conducted on a community leadership project, then submitted for presentation at a national conference). Evidence is documented for each area, whether singularly or in combination. This log can be expanded to provide more detail.

#### **Graduate-level Teaching**

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

#### **Research**

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

#### **Presentation or Publication**

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

#### **Grant Writing**

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

#### **Community Leadership**

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

### Coaching or Field Work Supervision

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

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

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

### Technology as a Tool to Improve Learning

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

### Doctoral Applied Experience Evaluation

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

### ***PhD Comprehensive Examination***

The Doctoral Comprehensive Exam is offered fall, winter, and spring quarters. The doctoral student must submit an *Intent to Complete Doctoral Comprehensive Exam* form to Canvas the first day of the fall, winter, or spring quarters. Failure to submit the form may delay comps. The student is required to contact their Advisor prior to submitting the form to secure their signature. Students are allowed up to two attempts to pass the comprehensive exam in the course of the program. **Students must pass the Doctoral Comprehensive Examination before their dissertation proposal hearing.**

### Comprehensive Examination Objectives

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

- Reflection (personal, theoretical, research-based, practical) related to professional trajectory including emerging sense of self as an agent of change in education.
- Comprehensive understanding of a research topic, theoretical/conceptual framework, relevance to the field and/or problem of practice, drawing on coursework and practical experiences.
- Basic knowledge of research methods: systematic literature review, research questions, data collection and analysis, research design.
- Critical thinking skills: creativity, analysis, synthesis, evaluation, reflection.
- Effective writing skills: organization, coherence, voice, grammar, writing conventions, APA style.

### Comprehensive Examination Components and Criteria

Write a paper, 25-30 pages in length (includes title page, references, tables, figures, appendices), double-spaced, 12-point font. Follow current APA style and conventions. See Appendices D & E for Comprehensive Exam Outline and Rubric.

Include the following:

- Title page (running head: COMPREHENSIVE EXAM\_LAST NAME, Comprehensive Exam: quarter/year, student name, University of Denver, advisor name)
- Professional goals
- Overview of research topic (or problem of practice)
- Research problem or problem of practice
- Theoretical or Conceptual framework
- Literature review
- References
- Appendices

### Logistics and Policies

C&I doctoral students are to follow the most recent logistics and policies for C&I Doctoral Comprehensive Exams as defined by the program and stated in the program handbooks. If policies are updated, doctoral students will be advised before starting the process.

<b>Curriculum and Instruction Doctoral Comprehensive Exam Process</b>			
<b>Activity/Steps</b>	<b>Timeline</b>	<b>Who is responsible?</b>	<b>Description</b>
<b>STEP 1</b>	By the 3rd year in the program	→ Student	The advisor refers students to the handbook and meets with students as needed.
C&I PhD student consults with advisor about timeline		→ Academic advisor	
<b>STEP 2</b>	2 weeks prior to the start of the Fall, Winter, Spring quarters	→ ASA	Failure to complete the form by due date may delay comps until the next available quarter.  If the due date is missed the student must send a formal appeal to their advisor. If the advisor supports the appeal, the student will send the C&I PhD Coordinator their appeal for review. This should include a rationale for the delay and statement of preparedness for the comprehensive exam.
ASA sends reminder to students about upcoming deadline to submit the <i>Intent to Complete Comprehensive Exam</i> form			
<b>STEP 3</b>	1 <sup>st</sup> day of quarter (Fall, Winter, Spring)	→ Student	
Students submit <i>Intent to Complete Comprehensive Exam</i> form in Canvas			

<b>STEP 4</b>			The first reader is the student's academic advisor.
A second reader will be assigned by the ASA	By Monday of Week 3 of the quarter	→ ASA, → Department Chair in consultation with the PhD/EdD Coordinators	ASA works with the Department Chair and PhD/EdD Coordinators to ensure equitable distribution of second readers.  Second readers include tenure track and teaching and professional faculty.
<b>STEP 5</b>			
Student submits the Doctoral Comprehensive Examination in Canvas or notifies ASA of withdrawal of intent to submit.	By Monday of Week 3 of the quarter	→ Student	The student uses the <i>Doctoral Comprehensive Exam Outline &amp; Rubric</i> to prepare and submit Doctoral Comprehensive Exam in Canvas. Exams will not be accepted after this date.
<b>STEP 6</b>			
ASA notifies the advisor and second reader the comprehensive exam has been submitted in Canvas	By Tuesday of Week 3 of the quarter	→ ASA	
<b>STEP 7</b>			
Advisor and 2 <sup>nd</sup> reader review the <i>Comprehensive Examination paper</i> . 2 <sup>nd</sup> Reader submits the <i>Doctoral Comprehensive Exam Approval Page</i> to the advisor.	By Monday of Week 5 of the quarter	→ Advisor → 2 <sup>nd</sup> Reader	The comprehensive exam will be assessed as pass, pass with revisions, or fail according to the rubric available in the Handbook.  Faculty will provide comments on the comprehensive exam posted on the Canvas site. Additional comments can be provided during one-on-one conversations if deemed warranted by the faculty advisor.
<b>STEP 8</b>			
Advisor documents the decision on the <i>Doctoral Comprehensive Exam Approval Page</i> in Canvas. The advisor sends the form to the student. If "pass" decision, the student submits the form to Canvas	By Friday of Week 5 of the quarter	→ Advisor	If there is a discrepancy in the results, the advisor and 2 <sup>nd</sup> reader hold a meeting to come to a consensus. The department chair will facilitate a conversation if both faculties are unable to reach consensus.

### Comprehensive Examination Evaluation

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

Rating	Action	Timeline
<b>Pass</b>	<p>The student submits the signed <i>Doctoral Comprehensive Exam Approval Page</i> to Canvas.</p> <p>The student may be asked to make minor revisions to aid in a proposal defense, or no further action may be required.</p> <p>The student can move to the next step of Dissertation or Dissertation in Practice proposal development and hearing.</p>	By Week 6 of the quarter
<b>Pass with revisions</b>	<p>The student will complete the revisions in consultation with the faculty advisor and resubmit the revised comprehensive paper in Canvas.</p> <p>The advisor and the second reader will re-review the comprehensive paper and submit a revised decision as <u>pass or fail</u>. Second reader submits the <i>Doctoral Comprehensive Exam Approval Page</i> to the advisor.</p> <p>Advisor documents the determination on the <i>Doctoral Comprehensive Exam Approval Page</i> in Canvas. The advisor sends the form to the student.</p> <p>If the student receives a pass decision, the student submits the form to Canvas.</p>	<p>By 1st day of Week 8 of the quarter</p> <p>By 1st day of Week 9 of the quarter</p> <p>By 1st day of Week 10 of the quarter</p> <p>By last day of Week 10 of the quarter</p>
<b>Fail</b>	<p>The student will need to resubmit the comprehensive exam the following quarter that it is offered. Upon two failed attempts, the faculty advisor may begin the protocol for probation or dismissal from the program.</p> <p>The student must complete comps before their dissertation proposal hearing.</p>	The student has a maximum of two attempts to submit their comprehensive exams.

### Dissertation

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

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

### Dissertation Process

#### **Research Course Sequence**

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

#### **Dissertation Proposal**

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

#### **Office of Research and Sponsored Programs**

The DU Office of Research and Sponsored Programs ([ORSP](#)) provides support and oversight for research conducted by members of the University of Denver community so as “to ensure active adherence to the ethical principles and professional standards for the responsible conduct of research.”

#### **IRB Review and Approval**

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

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

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

#### **Dissertation Committee**

Students must select a committee to review their dissertation. Details on the layout and requirements for the committee can be found in the [DU Bulletin](#).

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

**Oral Defense**

An oral examination is required to defend the dissertation proposal and the final dissertation. The student is responsible for scheduling both defenses. Copies of the appropriate document (i.e., dissertation proposal or dissertation) must be provided to the committee following the OGE timeline. The examination is concerned primarily with the dissertation or research project but may include other information in the major field as is pertinent. A dissertation defense may not be scheduled during the same term as the comprehensive examination.

A dissertation proposal or defense may be attended by interested students and faculty members from within the university. Community members may also attend the proposal or defense.

**Submit dissertation to ETD/ProQuest**

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

## Grades and Termination Protocols

### **Grades**

Students must maintain a cumulative grade-point average of 3.0 or better. Grades below a “C” will not be counted toward the degree. Students must repeat the course where they may have earned lower than C grade.

### Incomplete Grades

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

### **Probation and Termination Protocol**

The following are the most common areas in which the probation/dismissal policy is typically implemented:

#### Academic Standing

Students are expected to make reasonable and consistent progress toward their degree. Students who are not making reasonable and consistent progress toward their degree may be put on academic probation and/or dismissed from the program. For details, see the DU Bulletin’s [Graduate Academic Standards](#).

#### Student Conduct

The Student Conduct Policies and Procedures (Student Conduct Policies and Procedures) govern all student behavior at the University of Denver in a manner consistent with the values of the [DU Honor Code](#). It is expected that students will uphold the values of the University and the Honor Code by exhibiting behavior that supports the spirit under which these values were established. Actions taken by a student which are contrary to the core values of the University Honor Code are addressed through the Student Conduct Policies and Procedures. The [DU Graduate Bulletin – Student Conduct](#) also delineates Student Conduct violations (Honor Code, Academic Misconduct, Disruptive Classroom Behavior, Sexual Relationships and the Classroom Environment, and Smoke-Free Policy).

#### Academic Misconduct

Faculty have the authority to set standards of academic integrity and define academic misconduct. The faculty member in conjunction with MCE determines the appropriate academic sanctions for academic misconduct. Academic sanctions are assessed by an individual faculty member and/or MCE and relate to the student’s standing within a course, program, department or college. These may include, but are not limited to failure of an assignment, failure of a course and/or termination from a graduate program. Plagiarism is an Academic Misconduct violation. It is unacceptable, especially in academic settings, to use other people’s ideas or data without giving them credit. (e.g., see the [DU Graduate Bulletin – Student Conduct](#)). It is unacceptable to “borrow” another student’s, author’s, or publisher’s work without providing appropriate credit through citation. Using papers written by others, or parts of papers, materials, and submitting it as your own work is clearly unethical.



Please see the specific policies in the handbook for your MCE degree program and the [DU Graduate Bulletin – Academic Standards](#), which includes a comprehensive description of situations that warrant probation, dismissal and termination.

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

### Adequate Progress

Student progress is monitored both during and at the end of each quarter by Program faculty. Students who are not making satisfactory progress in their respective program will be required to meet with their advisor and/or the Department Chair. The goal of the meeting will be to assist and support students and identify a plan of action toward continuous improvement and success.

Three or more non-passing grades (i.e., grades that are incomplete or below a “C”) may be a sign of inadequate progress and may result in probationary status. Further, students not making adequate and timely progress towards completing the degree requirements may be placed on probations. Students are expected to meet probation requirements or they will be moved toward dismissal. 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, professionalism, safety concerns, disruption of student learning, 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 department chair and the appropriate faculty. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

### Procedures for Academic Grievances and Appeals

Active students may appeal academic and student status related decisions and/ or seek resolution of complaints or grievances through the [DU Graduate Bulletin – Academic Grievance and Appeal Procedure](#) during their enrollment at the University of Denver. It is the responsibility of the student to determine whether the graduate unit has specific requirements and the responsibility of the unit to ensure that those requirements are addressed prior to advancing the grievance to the Office of the Provost. In the event of conflict between any grievance process published in unit manuals or websites, the process outlined in the [DU Graduate Bulletin](#) will govern.

## Appendix A: Curriculum and Instruction PhD Coursework Plan

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

*Please discuss with your advisor the course plan most appropriate for your schedule. Students must maintain a cumulative grade-point average of 3.0 or better. Grades below a "C" will not be counted toward the degree. Students pursuing a CDE endorsement should consult their advisor to ensure they meet all requirements.*

	Course Number	Credit Hours	Expected Term of Completion
<b>A. REQUIRED COURSES</b>			
Introduction to Curriculum	CUI 4020	3	
Race, Class and Gender in Education	CUI 4160	3	
Critical Perspectives in Education	CUI 4035	3	
Curriculum Theory into Practice	CUI 4022	3	
History of Education OR Philosophy of Education	CUI 4180 OR CUI 4130	3	
Minimum Total Credit Hours Required		15	
<b>B. SPECIALIZATION</b>			
Minimum Total Credit Hours Required		24	
<b>C. ELECTIVES</b>			
Minimum Total Credit Hours Required		3-4**	

D. RESEARCH			
<i>Introductory Research (14 credits)</i>			
Structural Foundations of Research in Social Sciences	RMS 4940	3	
Introduction to Qualitative Research	RMS 4941	4	
Quantitative Research Design	RMS 4930	3	
Introductory Statistics	RMS 4910	4	
<i>Intermediate Research* (9-11 credits)</i>			
<i>Advanced Research* (8-9 credits)</i>			
<i>Dissertation Research (minimum 16 credits)</i>			
Curriculum and Instruction Research Seminar	CUI 4050	3	
Seminar in Dissertation Organization and Research	CUI 4051	3	
Dissertation Research	CUI 5995	10	
Minimum Total Credit Hours Required		47-48**	

\* Select from the following courses. Other research courses may be substituted with permission from your advisor and a course substitution form.

\*\* numbers in each category above are either a minimum or range of credit hours required. The 90-credit minimum is required for the PhD.

### Approved RMS Intermediate and Advanced Courses

Course descriptions and information can be found in the DU Bulletin.

#### Intermediate

- RMS 4911 Correlation and Regression
- RMS 4912 Analysis of Variance
- RMS 4918 Propensity Score Analysis
- RMS 4922 Item Response Theory
- RMS 4924 Factor Analysis
- RMS 4931 Survey Design & Analysis
- RMS 4932 Meta-Analysis Social Science Research
- RMS 4942 Qual Data Collection and Analysis
- RMS 4947 Arts-Based Research
- RMS 4948 Crit and Con: Qual research
- RMS 4963 Eval Research I (RMS 4160 prereq)
- RMS 4964 Eval Research II (RMS 4160 prereq)
-

**Advanced**

- RMS 4913 Multivariate Analysis
- RMS 4914 Structural Equation Modeling
- RMS 4915 Hierarchical Linear Modeling
- RMS 4916 Latent Growth Curve Modeling
- RMS 4945 Community-Based Research
- RMS 4946 Advanced Qual research
- RMS 4951 Mixed Method Research Design

**Summary of Coursework Completed**

	Required Credits	Credits Completed
Required Coursework	15	
Specialization	24	
Electives	3-4	
Research	47-48	
<b>MINIMUM TOTAL CREDITS FOR DEGREE</b>	<b>90</b>	

*In order to maintain degree candidacy, MCE doctoral students who have finished all requested coursework will register for one dissertation or dissertation in practice credit or other credit for consecutive terms fall through spring (summers not required) until the student graduates.*

**\*\* Note:** If you seek a CDE endorsement, you must follow the specialization plan outlined in the C&I handbook, which may include additional credits or other necessary components required by the CDE.

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

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

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

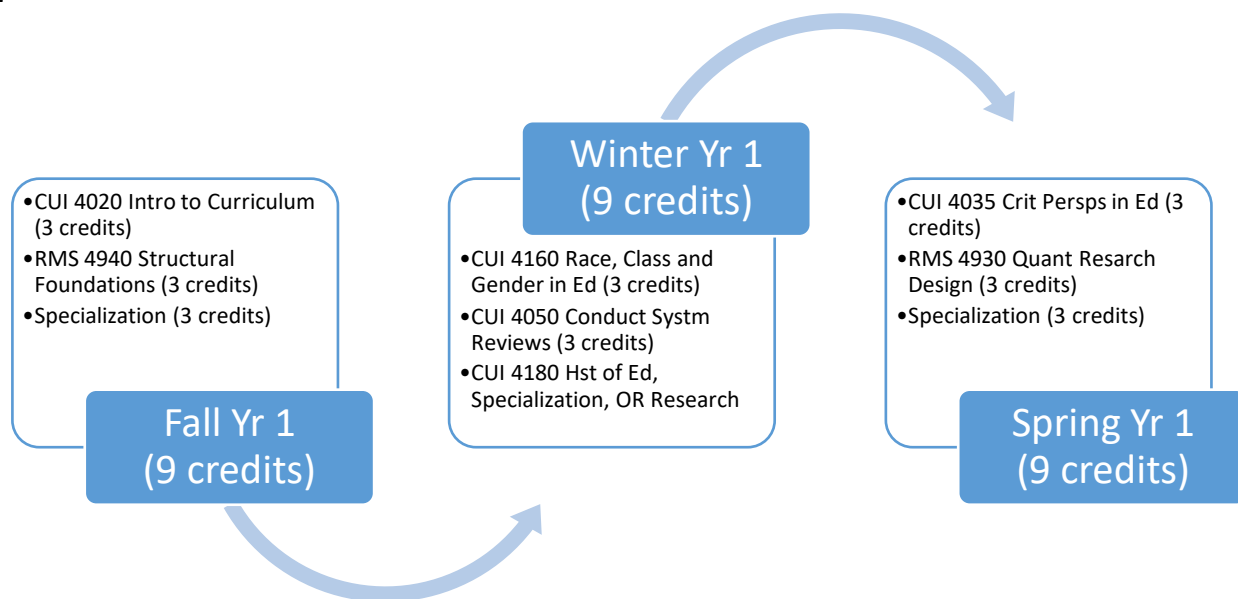
Cognate Advisor's Signature (if applicable) \_\_\_\_\_ Date \_\_\_\_\_

## Appendix B: C&I PhD Sample Course Sequence Plan

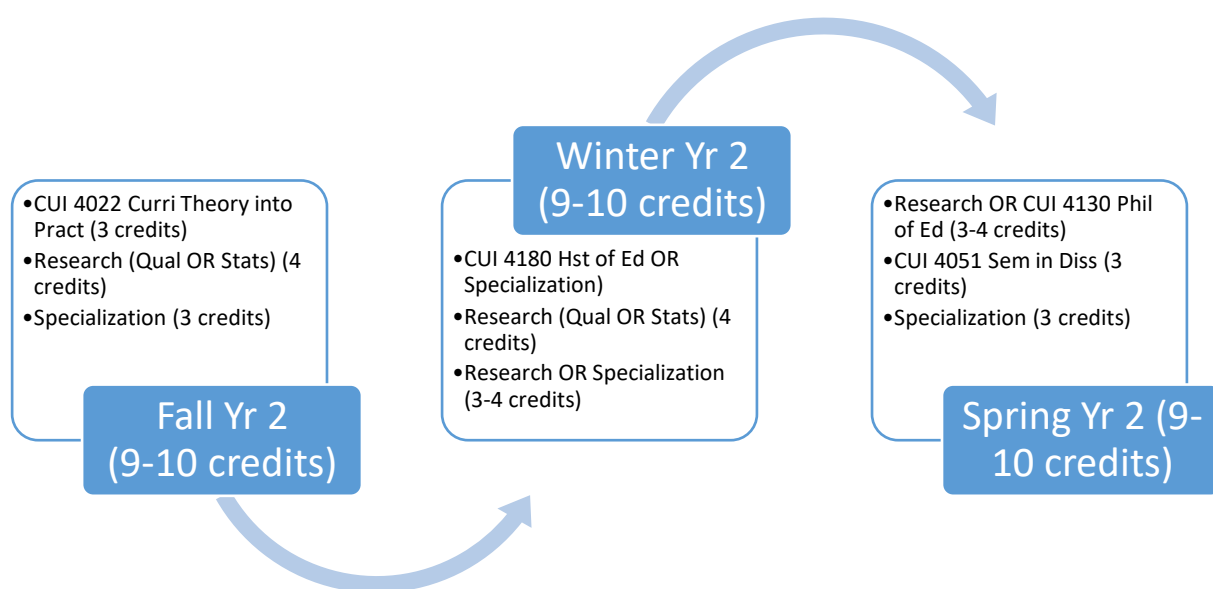
Suggested C&I PhD program course sequencing based on fulltime status (8+ credits per quarter). Students can adapt to fit their needs in consultation with their advisor.

Please note, courses are subject to change.

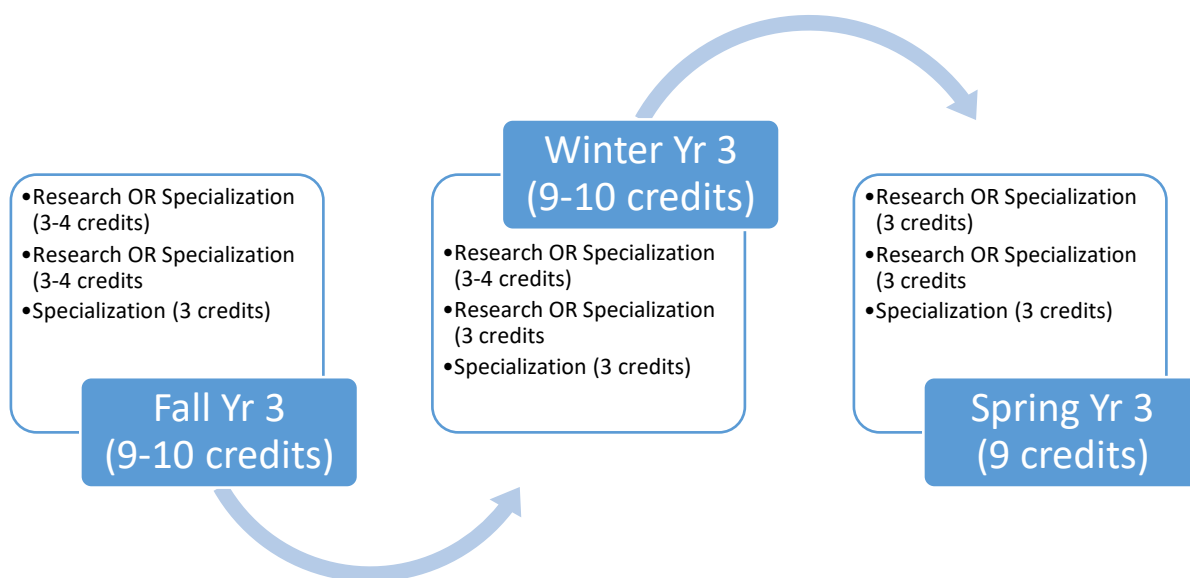
### YEAR ONE



### YEAR TWO



## YEAR THREE



**Year 4 and more: 10 credits of CYUI 5995. Consult with advisor on how to spread out.**

## Appendix C: Doctoral Applied Experiences Log

Students must complete at least two experiences (in different areas). This log can be expanded to provide more detail. *Once completed, students need to upload the form into Canvas.*

Name: \_\_\_\_\_

DU ID: \_\_\_\_\_

Program: \_\_\_\_\_

Date: \_\_\_\_\_

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

## Appendix D: PhD Comprehensive Examination Outline

### Comprehensive Exam Outline

#### **Professional Goals**

- Provide a statement of your personal and/or professional journey, reflecting on what led to your professional goals and aspirations.
- In what ways has your coursework and Doctoral Applied Competencies informed your personal and professional understanding of your area of interest/problem of practice? How have these supported your professional journey as an agent of change?
- Reflect on your sense of self as educator and scholar of diversity, equity and inclusion as you started the C&I program and your current understanding of those personal and professional commitments.

#### **Overview of Research Topic/Problem of Practice**

- Describe the background/context of your research problem; include personal, scholarly, and practical rationale for the study
- Describe why this study is important (theory, practice, research-base) to you and your professional community

#### **Research Problem/Problem of Practice**

##### **Problem 1**

- Define a problem in the research or the practice of education that you will address

##### **Problem 2** \*add more research problems to address if needed

- Define a problem in the research or the practice of education that you will address

##### **Significance of Problem**

- Describe the significance of your research or investigation of a problem of practice in education or your professional community
- Describe how this study connects with the wider mission of C&I/MCE/DU to promote diversity, equity, inclusion, and social justice in education

##### **Purpose of Study**

- Describe the purpose of the study in 1 sentence.

#### **Literature Review**

##### **Theoretical and/or Conceptual Framework**

- Describe a theoretical or conceptual framework that will guide your literature review purpose.
- Optional: Provide a framework visual as a figure or diagram

##### **Literature Reviews**

- Identify literature/synthesis/meta-analyses on your topic area
- Describe these previous literature/synthesis/meta-analyses (e.g., purpose, methods, main findings as relevant to the research problem)
- State how your synthesis furthers/differs/expands previous syntheses/meta-analyses



- Describe the gap in the literature your research will address

### **Purpose**

- State the purpose of your review of literature

### **Literature Review Method**

#### ***Inclusion Criteria***

- State the inclusion/exclusion criteria for your review of literature

#### ***Electronic Database Search***

- Include the electronic database(s) searched, how many articles were identified in the electronic database search, and the number of articles that were excluded on the title/abstract review
- Include a rationale for each article excluded after the title/abstract review. The rationale must align to your inclusion criteria

#### ***Hand Search and Ancestral Review***

- Include a reviewed reference section of at least one relevant and published synthesis/meta-analysis and state how many additional articles were identified from this reference section review
- Include a three-year hand search of three relevant journals and state how many additional articles were identified from this hand search. Include a final sentence that states the total number of articles identified and includes in-text citations for these articles

### **Literature Review Results**

#### ***Overview of Studies***

- Include an overview of studies, these may include aggregated (e.g., total number of participants across all studies) and disaggregated data (e.g., disaggregated by age/grade) from all studies

#### ***Theme 1***

- Include a theme that addresses your review of literature's purpose

Show studies and examples from the literature- descriptive analysis

#### ***Theme 2 (add more themes if needed)***

- Include a theme that addresses your review of literature's purpose

Show studies and examples from the literature- descriptive analysis

### **Discussion of Literature Review**

#### ***Summary of Findings/ Conclusion***

- Include a summary of findings that specifically states how this review of literature adds (e.g., agrees, disagrees, furthers) to previous literature and/or problems of practice. This section is included in the summary of finding.

#### ***Limitations and Future Research***

- Include a limitations and future research section. Note that this is where you make your case for your dissertation study

***Personal Significance for Future Study***

- Note how the literature review informed your personal and professional understanding of your compelling question and area of research in education

**Method**

**Research Questions**

- Include proposed research questions

**Researcher in this Context**

- Include information about personal commitment and background experiences associated with the proposed research

**References (APA 7)**

**Appendices**

## Appendix E: PhD Comprehensive Examination Rubric

In order to pass the comprehensive examination, the submission must:

- Meet all PhD Comprehensive Exam guidelines
- Be rated as “exemplary” or “satisfactory” on all aspects of the paper.

Criteria	Exemplary	Satisfactory	Unacceptable
<b>Statement of Professional Goals</b>	<ul style="list-style-type: none"> <li>• Goals are clearly related to a professional trajectory.</li> <li>• Goals are aligned with applied experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Goals are partially related to a professional trajectory.</li> <li>• Goals are partially aligned with applied experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Goals do not lead to a clear professional trajectory.</li> <li>• The goals are not aligned with applied experiences.</li> </ul>
<b>Overview of Research Topic</b>	<ul style="list-style-type: none"> <li>• Overview of the research topic demonstrates student’s comprehensive knowledge of the field.</li> <li>• Research topic is directly applicable to the field.</li> </ul>	<ul style="list-style-type: none"> <li>• Overview of the research topic demonstrates partial knowledge of the field.</li> <li>• Research topic is somewhat applicable to the field.</li> </ul>	<ul style="list-style-type: none"> <li>• Overview of the research topic does not demonstrate comprehensive knowledge of the field.</li> <li>• Research topic does not directly apply to the field.</li> </ul>
<b>Statement of Research Problem</b>	<ul style="list-style-type: none"> <li>• Scope of the problem is clear and realistic.</li> <li>• Research problem is well-supported by research and ethical to investigate.</li> <li>• Research problem is grounded in theoretical or practical significance.</li> <li>• Research problem is clearly applicable to the field.</li> </ul>	<ul style="list-style-type: none"> <li>• Scope of the problem is somewhat clear and realistic.</li> <li>• The problem is somewhat supported by research; there are some ethical concerns.</li> <li>• Research problem is partially grounded in theoretical or practical significance.</li> <li>• Research problem is partially applicable to the field.</li> </ul>	<ul style="list-style-type: none"> <li>• Scope is too broad, too narrow, or ill-defined.</li> <li>• The problem is not well-supported by research</li> <li>• Research problem is not grounded in theoretical or practical significance.</li> <li>• Unethical to investigate</li> <li>• Research problems are not applicable to the field.</li> </ul>
<b>Review of Relevant Research Literature</b>	<ul style="list-style-type: none"> <li>• Literature review has a clear theoretical, conceptual, or empirical basis.</li> <li>• The theoretical, conceptual, or empirical basis for the literature view is aligned with the research topic and research problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Literature review has a weak theoretical, conceptual, or empirical basis.</li> <li>• The theoretical, conceptual, or empirical basis for the literature view is partially aligned with the research topic and research problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Literature review lacks a clear theoretical, conceptual, or empirical basis.</li> <li>• The theoretical, conceptual, or empirical basis for the literature review poorly aligned with research topic and research problem.</li> </ul>
<b>Research Questions</b>	<ul style="list-style-type: none"> <li>• Research questions are clear and measurable.</li> <li>• Research questions are motivated by the literature review and aligned to the research problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Research questions are partially clear or measurable.</li> <li>• Research questions are partially motivated by the literature review and aligned to the research problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Research questions are not clear or measurable.</li> <li>• Research questions are not motivated by the literature review or aligned to the research problem</li> </ul>
<b>Coherence</b>	<ul style="list-style-type: none"> <li>• Paper is coherently written and logical, with well-supported arguments.</li> <li>• Paper flows from section to section.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper is coherent and logical, however it has weakly-supported arguments.</li> <li>• Paper flows from section to section with few exceptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper lacks coherence and logic; arguments need to be better supported.</li> </ul>
<b>Depth of discussion and References</b>	<ul style="list-style-type: none"> <li>• In-depth discussion and elaboration in all sections of the paper.</li> <li>• Compelling evidence from professional sources is given to support content.</li> <li>• Sources cited are accurate and</li> </ul>	<ul style="list-style-type: none"> <li>• In-depth discussion and elaboration in most sections of the paper.</li> <li>• Compelling evidence from professional sources is given to support content with few exceptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Cursory discussion and elaboration in most sections of the paper.</li> <li>• Sources to support content are occasionally given. Many statements seem unsubstantiated.</li> </ul>

	current.	<ul style="list-style-type: none"> <li>Sources cited are accurate and current with few exceptions.</li> </ul>	<ul style="list-style-type: none"> <li>Sources cited are either not accurate and/or not current.</li> </ul>
<b>APA Format</b>	<ul style="list-style-type: none"> <li>Paper follows APA 7 guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Paper partially follows APA 7 guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>Paper does not follow APA 7 guidelines.</li> </ul>
<b>Polish</b>	<ul style="list-style-type: none"> <li>No spelling or grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>Few errors that do not detract from understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Errors detract from understanding.</li> </ul>

## Appendix F: Dissertation Proposal Components

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

### Overview of Research Topic/Problem of Practice

- Describe the background/context of your research problem; include personal, scholarly, and practical rationale for the study
- Describe why this study is important (theory, practice, research-base) to you and your professional community

### Research Problem/Problem of Practice

#### Problem 1

- Define a problem in the research or the practice of education that you will address

#### Problem 2 \*add more research problems to address if needed

- Define a problem in the research or the practice of education that you will address

#### Significance of Problem

- Describe the significance of your research or investigation of a problem of practice in education or your professional community
- Describe how this study connects with the wider mission of C&I/MCE/DU to promote diversity, equity, inclusion, and social justice in education

#### Purpose of Study

- Describe the purpose of the study in 1 sentence.

### Literature Review

#### Theoretical and/or Conceptual Framework

- Describe a theoretical or conceptual framework that will guide your literature review purpose.
- Optional: Provide a framework visual as a figure or diagram

#### Literature Reviews

- Identify literature/synthesis/meta-analyses on your topic area
- Describe these previous literature/synthesis/meta-analyses (e.g., purpose, methods, main findings as relevant to the research problem)
- State how your synthesis furthers/differs/expands previous syntheses/meta-analyses
- Describe the gap in the literature your research will address

#### Purpose

- State the purpose of your review of literature

#### Literature Review Method

#### *Inclusion Criteria*

- State the inclusion/exclusion criteria for your review of literature

### ***Electronic Database Search***

- Include the electronic database(s) searched, how many articles were identified in the electronic database search, and the number of articles that were excluded on the title/abstract review
- Include a rationale for each article excluded after the title/abstract review. The rationale must align to your inclusion criteria

### ***Hand Search and Ancestral Review***

- Include a reviewed reference section of at least one relevant and published synthesis/meta-analysis and state how many additional articles were identified from this reference section review
- Include a three-year hand search of three relevant journals and state how many additional articles were identified from this hand search. Include a final sentence that states the total number of articles identified and includes in-text citations for these articles

## **Literature Review Results**

### ***Overview of Studies***

- Include an overview of studies, these may include aggregated (e.g., total number of participants across all studies) and disaggregated data (e.g., disaggregated by age/grade) from all studies

### ***Theme 1***

- Include a theme that addresses your review of literature's purpose

Show studies and examples from the literature- descriptive analysis

### ***Theme 2 (add more themes if needed)***

- Include a theme that addresses your review of literature's purpose

Show studies and examples from the literature- descriptive analysis

## **Discussion of Literature Review**

### ***Summary of Findings/ Conclusion***

- Include a summary of findings that specifically states how this review of literature adds (e.g., agrees, disagrees, furthers) to previous literature and/or problems of practice. This section is included in the summary of finding.

### ***Limitations and Future Research***

- Include a limitations and future research section. Note that this is where you make your case for your dissertation study

### ***Personal Significance for Future Study***

- Note how the literature review informed your personal and professional understanding of your compelling question and area of research in education

## Method

### Research Questions

### Researcher in this Context

Include information about personal commitment and background experiences associated with the proposed research

### Setting

### Selection procedures

### Participants

### Research design

### Ethical considerations

### Timeline

### Summary

## Appendix G: PhD Dissertation Proposal Rubric

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

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



## Appendix H: Dissertation Outline

- A. Chapter 1: Introduction
  - a. Research problem(s) and significance
    - i. Research problem #1
    - ii. Research problem #2
  - b. Study purpose
  - c. Research questions
  - d. Research design and methodology overview
  - e. Strengths and limitations of the proposed study
  - f. Summary
  - g. Definition of terms (or in appendix)
- B. Chapter 2: Review of the literature
  - a. Theoretical Framework
  - b. Background and rationale of literature review (analysis of the field; what is known and what is unknown)
  - c. Review of literature purpose
  - d. Literature search procedures
  - e. Results
  - f. Discussion
  - g. Conceptual framework (if applicable)
  - h. Areas of future research
- C. Chapter 3: Method
  - a. Research Questions
  - b. Setting
  - c. Researcher in this context (typically used in qualitative research)
  - d. Participant selection procedures
  - e. Participants
  - f. Research design
  - g. Ethical considerations
  - h. Timeline
  - i. Summary
- D. Chapter 4: Findings (vary based on methodology)
  - a. Brief summary of methods
  - b. Outcomes related to research questions
  - c. Summary of findings
- E. Chapter 5: Discussion
  - a. Summary of findings
    - i. Description of findings in relation to research questions
    - ii. Description of findings in relation to previous research
  - b. Limitations
  - c. Significance
  - d. Implications for future research and/or policy
  - e. Implications for practice
  - f. Overall study summary
- F. References
- G. Appendices

## Appendix I: Dissertation Rubric

Criteria	Pass	Conditional Pass	Fail
<b>Overview of Research Topic</b>	<ul style="list-style-type: none"> <li>Overview of the research topic demonstrates comprehensive knowledge of the field.</li> <li>Research topic is directly applicable to the field.</li> </ul>	<ul style="list-style-type: none"> <li>Overview of the research topic demonstrates partial knowledge of the field.</li> <li>Research topic is somewhat applicable to the field.</li> </ul>	<ul style="list-style-type: none"> <li>Overview of the research topic does not demonstrate sufficient knowledge of the field.</li> <li>Research topic does not directly apply to the field.</li> </ul>
<b>Statement of Research Problem</b>	<ul style="list-style-type: none"> <li>Scope of the problem is clear and realistic.</li> <li>Research problem is well-supported by research and ethical to investigate.</li> <li>Research problem is grounded in theoretical or practical significance.</li> <li>Research problem is clearly applicable to the field.</li> </ul>	<ul style="list-style-type: none"> <li>Scope of the problem is somewhat clear and realistic.</li> <li>The problem is somewhat supported by research; there are some ethical concerns.</li> <li>Research problem is partially grounded in theoretical or practical significance.</li> <li>Research problem is partially applicable to the field.</li> </ul>	<ul style="list-style-type: none"> <li>Scope is too broad, too narrow, or ill-defined.</li> <li>The problem is not well-supported by research.</li> <li>Research problem is not grounded in theoretical or practical significance.</li> <li>Unethical to investigate.</li> <li>Research problems are not applicable to the field.</li> </ul>
<b>Review of Relevant Research Literature</b>	<ul style="list-style-type: none"> <li>Literature review is thorough and complete.</li> <li>Literature review has a clear theoretical, conceptual, or empirical basis.</li> <li>The theoretical, conceptual, or empirical basis for the literature review is aligned with the research topic and problem.</li> </ul>	<ul style="list-style-type: none"> <li>Literature review is partially thorough and complete.</li> <li>Literature review has a weak theoretical, conceptual, or empirical basis.</li> <li>The theoretical, conceptual, or empirical basis for the literature review is partially aligned with the research topic and problem.</li> </ul>	<ul style="list-style-type: none"> <li>Literature review is not thorough and complete.</li> <li>Literature review lacks a clear theoretical, conceptual, or empirical basis.</li> <li>The theoretical, conceptual, or empirical basis for the literature review is poorly aligned with the research topic and problem.</li> </ul>
<b>Research Questions</b>	<ul style="list-style-type: none"> <li>Research questions are clear and measurable.</li> <li>Research questions are motivated by the literature review and aligned to the research problem.</li> </ul>	<ul style="list-style-type: none"> <li>Research questions are partially clear and measurable.</li> <li>Research questions are partially motivated by the literature review and aligned to the research problem.</li> </ul>	<ul style="list-style-type: none"> <li>Research questions are not clear or measurable.</li> <li>Research questions are not motivated by the literature review or aligned to the research problem.</li> </ul>
<b>Research Design</b>	<ul style="list-style-type: none"> <li>Research design includes an overview of research literature of relevant methods.</li> <li>Research design includes a thorough and complete description of the methods and tools to be used for data collection and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Research design includes a partial overview of research literature of relevant methods.</li> <li>Research design includes a partial description of the methods and tools to be used for data collection and analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Research design does not include an overview of the research literature of relevant methods.</li> <li>Research design does not sufficiently describe the specific methods and tools to be used for data collection and analysis.</li> </ul>
<b>Findings</b>	<ul style="list-style-type: none"> <li>Findings support the analysis of data</li> <li>Findings are supported with academic literature</li> <li>Findings are clearly organized using APA headings</li> </ul>	<ul style="list-style-type: none"> <li>Findings support the analysis of the data with 1-2 areas that are unclear or appear unsupported</li> <li>Findings are not consistently supported with academic literature</li> <li>Findings are unorganized in a few areas leading to a lack of clarity</li> </ul>	<ul style="list-style-type: none"> <li>Findings are not clearly supported by data analysis results</li> <li>Findings are not supported with academic literature</li> <li>Findings are disorganized and difficult to follow</li> </ul>
<b>Implications</b>	<ul style="list-style-type: none"> <li>Implications are clearly aligned to the findings</li> </ul>	<ul style="list-style-type: none"> <li>Implications are loosely aligned to findings</li> </ul>	<ul style="list-style-type: none"> <li>Implications lack alignment to findings</li> </ul>

	<ul style="list-style-type: none"> <li>• Implications are supported with academic literature</li> <li>• Implications link back to the stated gap in the literature in introduction</li> <li>• Implications are clearly organized using APA headings</li> <li>• Implications answer the “so what?” question and clearly demonstrate how this research can impact the field in a novel way</li> </ul>	<ul style="list-style-type: none"> <li>• Implications are not consistently supported with academic literature</li> <li>• Implications attempt to link to gap in the literature but there is a lack of clarity or connection</li> <li>• Implications lack organization</li> <li>• Implications make a case for an impact of this research on the field</li> </ul>	<ul style="list-style-type: none"> <li>• Implications lack support from academic literature</li> <li>• Implications do not link to gap in the literature</li> <li>• Implications are disorganized and difficult to follow</li> <li>• Implications are summarized</li> </ul>
<b>Study Summary</b>	<ul style="list-style-type: none"> <li>• Summary missed major points or lacked clarity</li> </ul>	<ul style="list-style-type: none"> <li>• Major points are summarized and could be more concise</li> </ul>	<ul style="list-style-type: none"> <li>• Major points are summarized in a manner that is clear, concise, and well-organized</li> </ul>
<b>Coherence</b>	<ul style="list-style-type: none"> <li>• Paper is coherently written and logical, with well-supported arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper is coherent and logical, but has weakly-supported arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper lacks coherence and logic; arguments need to be better supported.</li> </ul>
<b>APA Format</b>	<ul style="list-style-type: none"> <li>• Paper follows current APA guidelines with minor exceptions</li> </ul>	<ul style="list-style-type: none"> <li>• Paper has significant patterns of errors in current APA guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Paper does not follow current APA guidelines.</li> </ul>
<b>Polish</b>	<ul style="list-style-type: none"> <li>• No spelling or grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Few errors that do not detract from understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Errors detract from understanding.</li> </ul>

## Appendix J: C&I PhD Student Degree Completion Checklist

This document is intended to guide students in moving toward the completion of the C&I PhD program. Students are responsible for meeting University, MCE, and C&I policies and timelines for degree completion. Advisors & ASA provide support in understanding the requirements. The information in the Checklist is further detailed in the [MCE C&I Ph.D. Handbook](#).

### University Policies\*

- Know DU's [enrollment policies](#) and contextualize to own situation.
  - DU defines full-time status as 8 or more credits, 4-6 credits as part-time, and 3 or fewer as less than part-time.
- Remember PhD time limit to degree is 7 years. If needed, apply for an extension of time though an [academic exception](#) with advisor support. It is not guaranteed.

\*University policies are subject to change.

### Coursework

- Meet with advisor in fall, winter, and spring quarter. Alternatively, work out another agreed upon plan.
- Update [coursework plan](#) every fall quarter. Obtain advisor (and certificate faculty lead as applicable) signature(s) and upload to [Canvas](#) by the end of fall quarter.
- Complete [course substitution or waiver forms](#) as needed in consultation with advisor. Secure advisor signature and send to TLS department chair for approval and signature, then submit on [Canvas](#). Consult the [University of Denver Bulletin](#) to determine which courses need substitution or waiving.
  - C&I policy does not permit course substitutions for C&I required courses.
  - The difference between a course substitution and waiver are in the [C&I Handbooks](#).
- See "Things to Remember" for unique coursework situations.

### Specialization/certificates

- Be aware of the following specialization options: Gifted Education, Twice Exceptional, Special Education, Culturally and Linguistically Diverse Education (CLDE), STEM, Curriculum Studies.
- Know that C&I has specific certificate plans in the following specialization areas: Gifted Education, Special Education, CLDE. These certificates can lead to CDE endorsements.
  - The [C&I Portfolio](#) has more information about specializations and certificates.
  - If interested in a certificate, reach out to the certificate faculty lead for the specific coursework plan and requirements.
- Communicate with ASA to apply for a certificate in the following areas: Gifted, Special Education, CLDE.
- Be aware that certificates **cannot** be added post-graduation. Students must apply for a certificate at least two quarters prior to graduation.

### First-year reminders

- Complete any transfer of credits by the end of the first quarter. Review [DU's transfer policy](#) and work with advisor to complete the paperwork. Send to the ASA for review and submission to the OGE.
- Submit coursework plan, with advisor input and signature, to Canvas by the end of first quarter.
- Register for CUI 4050 winter quarter of first year of coursework.

- Consult the [4-year plan](#) for guidance.
- Complete Doctoral Applied Experiences (2 minimum) by the end of third year.
  - Form can be found on the [C&I Portfolio](#).
- Work with the [DU Writing Center](#) and [DU Research Center](#) to improve your academic writing, APA 7 use, and research skills.

### **Second-year reminders**

- Register for CUI 4051 winter quarter of your second year of coursework. Consult the [4-year plan](#) for more guidance.
- Continue to complete Doctoral Applied Experiences (2 minimum) by the end of the third year.
- Work with the [DU Writing Center](#) and [DU Research Center](#) to improve academic writing, APA 7 use, and research skills.
- Make a timeline for completion of comprehensive exams, dissertation proposal, IRB submission, and dissertation defense in collaboration with advisor.
  - Detailed information can be found in the C&I Ph.D. Handbook on the [C&I Portfolio](#).

### **Third-year and more reminder**

- Complete Doctoral Applied Experiences (2 minimum) by the end of the third year.
  - Submit signed and advisor approved log to [Canvas](#).
- Sign up for dissertation/doctoral research credits to fulfill the *MCE Continually Enrolled policy*
  - Review the MCE Dissertation/Doctoral Research Credits for *Continually Enrolled* policy in [MCE policy and procedures](#) **BEFORE** signing up for CUI 5995.
  - Sign up for dissertation credits (CUI 5995) in consultation with advisor. **Register for CUI 5995 every quarter (excluding summer) until graduation after finishing course work.**
  - Students can complete up to half of dissertation credits before the completion of coursework, but it is not required. Students work with advisors to spread out hours in alignment with timeline to completion.
  - Use the [independent research application to sign up for CUI 5995](#).
    - Check Independent Research box (n5995); Subject/Course #: CUI 5995; Title: Dissertation Research
    - Send to the Office of the Registrar ([registrar@du.edu](mailto:registrar@du.edu)) for processing.
- Students may need to sign up for both *MCE Continually Enrolled* credits **and** the *DU Continuous Enrollment* credits based on part/full-time status requirements (e.g., loans, international status).
  - MCE Continually Enrolled policy is **NOT the same** as DU Continuous Enrollment policy.
    - [DU Continuous Enrollment](#) policy is a policy that students need to be active every academic quarter until graduation. It also provides part/fulltime status at a lower cost than credits.
    - [MCE Continually Enrolled](#) policy requires students to sign up for at least 1 credit hour per quarter, excluding summer quarter and while on leave of absence. If students need part/full-time status, they must register for DU Continuous Enrollment credits through the OGE.
    - If students do not register correctly, they pay back fees for *Continuous Enrollment* fees as well as register for *MCE Continually Enrolled* credits.
  - Review the Office of Graduate Education (OGE) *DU Continuous Enrollment* [policy](#), complete the form, and submit to the OGE ([gradservices@du.edu](mailto:gradservices@du.edu)) for processing.
  - Request a leave of absence to avoid fees if experiencing a disruption in course work for personal or professional reasons.

- Understand [OGE guidelines](#) for dissertation completion, formatting, defense, publication, and final approval.
  - Follow deadlines and complete the necessary forms for dissertation defense.
- Register for graduation the term before graduation.
  - Be sure to follow [graduation application deadlines](#).
  - Withdraw application to graduate if not aligned with timeline-more than two quarters.

### **Things to remember**

- Coursework
  - Consider if C&I or MCE courses have been taken in the past (due to a previous degree) and review past transcript to make sure.
    - Per DU policy, students cannot repeat a course for a new degree.
    - Work with advisor to complete waivers and create for program.
    - Per C&I policy, only courses offered at the 4000 level and above count toward PhD degree requirements
  - Identify the DU college a course is from on C&I coursework plan, if outside of MCE.
    - Students interested in University College MUST comply with [MCE policy](#) **BEFORE** taking course.
      - Email ASA approval documentation.
  - Register with the [Experiential Learning form](#) for a practicum or internship.
    - Secure instructor signature and send form to the Registrar for processing.
  - Register with the [Independent Study form](#) for an independent study or directed study.
    - C&I handbooks outline the differences.
    - Secure instructor and advisor signatures and send to the Registrar for processing.
  - Know that an Incomplete (I) grade is a temporary grade that may be given out at an instructor's discretion due to specific circumstances.
    - See the Registrar's specific [policies](#) about incompletes and form.
- Leave of absence
  - Complete an official [leave of absence](#) if enrollment is paused at any time (except summers). Students who do not enroll every fall, winter, and spring during their program will become inactive in the system.
    - Inactive students returning need to contact the OGE ([gradservices@du.edu](mailto:gradservices@du.edu)) for next steps.
    - If applicable, students will need to fulfill MCE Continually Enrolled policy.
    - Only a medical leave of absence stops your time clock. A personal leave of absence continues the time clock toward completion of the degree
- GA/GRA
  - Work closely with MCE Student Financial Services Advisor to determine eligibility and compensation (e.g., Department vs. Grant requirements)

## Appendix K: 2022 – 2023 Gifted Education Certificate Coursework Plan

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

*Please discuss with your advisor the course plan most appropriate for your schedule. Students must maintain a cumulative grade-point average of 3.0 or better. Grades below a “C” will not be counted toward the degree. Students pursuing a CDE endorsement should consult their advisor to ensure they meet all requirements.*

	Course Number	Credits Hours	Expected Term of Completion
Culturally and Linguistically Diverse Learners in Gifted Education	CUI 4412	3	
Psychological Aspects of the Gifted	CUI 4401	3	
Curriculum for Gifted Learners	CUI 4402	3	
Instructional Strategies for Gifted	CUI 4403	3	
Twice Exceptional Students	CUI 4404	3	
Current Issues in Identification of the Gifted	CUI 4407	3	
Creativity: Theory and Practice	CUI 4408	3	
Program Development, Leadership, and Communication	CUI 4410	3	
Total		24	

### *Endorsement information:*

The Colorado Department of Education awards endorsements to a teaching license. Completion of this certificate is the “approved program” aspect of these requirements for the Gifted Education Core Endorsement. Completion of this certificate within a C&I PhD degree is the “approved program” aspect of requirements for a Gifted Education Specialist Endorsement.

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

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

Certificate Advisor’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
(if different than advisor)

## Appendix L: 2022 – 2023 Culturally and Linguistically Diverse Education Certificate Coursework Plan

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

*Please discuss with your advisor the course plan most appropriate for your schedule. Students must maintain a cumulative grade-point average of 3.0 or better. Grades below a “C” will not be counted toward the degree. Students pursuing a CDE endorsement should consult their advisor to ensure they meet all requirements.*

	Course Number	Credits Hours	Expected Term of Completion
Foundations of Education for CLDE	CUI 4529	3	
Language and Cultural Issues in Assessment and Instruction	CUI 4536	3	
Literacy and Language Development for Culturally and Linguistically Diverse Learners	CUI 4538	3	
Language Development and Strategies for Culturally and Linguistically Diverse Learners	CUI 4531	3	
Critical Perspectives in Education	CUI 4035	3	
Curriculum Theory into Practice	CUI 4022	3	
Family-School Partnering and Consultation	CFSP 4330	3	
Humanizing Pedagogies	CUI 4047	3	
<b>Total</b>		<b>24</b>	

### *Endorsement information:*

The Colorado Department of Education awards endorsements to a teaching license. Completion of this certificate is the “approved program” aspect of these requirements for the Culturally and Linguistically Diverse Education endorsement.

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

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

Certificate Advisor’s Signature \_\_\_\_\_ Date \_\_\_\_\_  
(if different than advisor)



## Appendix M: 2022 – 2023 Special Education Generalist (ages 5-21) Certificate Coursework Plan

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

*Please discuss with your advisor the course plan most appropriate for your schedule. Students must maintain a cumulative grade-point average of 3.0 or better. Grades below a “C” will not be counted toward the degree. Students pursuing a CDE endorsement should consult their advisor to ensure they meet all requirements.*

	Course Number	Credits Hours	Expected Term of Completion
Foundations of Special Education: Inclusive Pedagogy for Students with Dis/Abilities^	TEP 4010	3	
Curriculum, Instruction & Assessment: Theory and Practice III^	CUI 4542	3	
Learning Theories and Behavior Analysis	CFSP 4312	3	
Literacy Instruction I^	TEP 4590	3	
Literacy Instruction II^	TEP 4591	3	
Mathematics Across the Content Areas or Elementary Math Methods for Cultural Linguistic Diversity^	CUI 4505 or CUI 4503	3	
Professional, Leadership & Ethical Issues in Special Education: Birth to 21	CFSP 4315	3	
Exceptionalities in Education: High Incidence Disabilities	CFSP 4305	3	
<b>Total</b>		<b>24</b>	

^Courses that are required for the Teacher Education Program.

The endorsement requirements consist of a minimum of 24 credits for licensure within the Colorado Department of Education. All students will be required to take and pass the aforementioned courses, maintain good standing within the university, and maintain a 3.0 GPA. In the spring quarter, students will take the Praxis exam for CDE Endorsement for Special Education Generalist. Please consult with your advisor or certificate lead if you have questions about this plan or waiver, transfer, or substitution of courses.

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

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

Certificate Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_  
(if different than advisor)