



Curriculum and Instruction Student Handbook

2026-2027

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Introduction

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, and protocols, and course work 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 degree program procedures and norms 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
- MCE grading scale

Welcome to 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.

TLS Faculty and Staff

Core Faculty	
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Curriculum and Instruction 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.
- 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 C&I 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
- Inclusive Excellence
- Research

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 on scheduling, deadlines, conferences, filed placements, job opportunities, etc.

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 Resources

- [C&I Program Digication](#)

This C&I Digication (formerly Portfolio) site has specific information about the C&I program, including handbooks, coursework plans, and other student forms.

- **Curriculum and Instruction EdD Canvas**

Students will receive an invite to a Canvas “course” in their DU email. This site serves as a place to submit paperwork necessary to the program. **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 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 Digication 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 in practice committee. Some students prefer the same faculty advisor for coursework as well as the dissertation in practice.

Coursework

Only courses offered at the 4000 level and above count toward degree requirements. As per MCE policy, courses from the College of Professional Studies are not accepted for the MA, EdD, & PhD Degrees unless there is an exception made by the Associate Dean. The [C&I Digication](#) site and the RMIS Digication site have course guides that are suggested course sequences for students.

Credit Transfer

<https://bulletin.du.edu/graduate/academic-requirements-policies-and-procedures/transfer-of-credit/>

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 MA degree is limited to 25% of the minimum number of credits required for the degree. Transfer credit toward EdD and PhD degrees is limited to 15 credits.

<https://www.du.edu/graduate-education/current-student-resources/academic-resources>
<https://www.du.edu/graduate-education/current-student-resources/academic-resources>
Independent Study, Directed Study, and Independent Research

Some students will take either an independent study or directed study during their MA program. Independent research is typically reserved for doctoral students. 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 4995/5995): Students may register for independent research to conduct independent research for a thesis or dissertation. MA students may take CUI 4995 if working on their portfolio after completing coursework. Advanced doctoral students can register for 1-2 credits of independent research for their dissertation in practice or dissertation. 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.

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 RMS course), students may register for RMS 5991 or RMS 5992, respectively. Since directed studies and independent studies will appear on transcripts with different course numbers, students may need to fill out a course substitution form, as well.

DU Continuous Enrollment and Leaves of Absence

Students who temporarily withdraw from a C & I 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](#).

Students are expected to complete their work according to their degree timeline. However, if a student needs additional time after completing all course and/or doctoral work including the research sequence (5980-83), they will need to apply to [DU Continuous Enrollment \(non-thesis\) credit](#) to stay active. Doctoral students must register for at least one credit of independent research (CUI 5991/5992) each quarter past their doctoral research sequence if they are not finished. However, registration for independent research does not confer full-time student status. **To maintain full-time status (e.g., to be eligible for loan deferment or student visa), students may apply for DU continuous Enrollment each year.** 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 their advisor's and/or division lead signatures before the form can be approved. Students can find the Graduate Course Substitution or Waiver Form on the [OGE website](#).

- **Course substitution:** C&I does not allow course substitutions for its required courses.
- **Course waiver:** With advisor and division 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 (MA, EdD, and PhD)

Students must complete a minimum of 24 credit hours in a specialization. C&I has five specialization areas for all degrees:

- Culturally and Linguistically Diverse Education
- Curriculum Studies
- Gifted Director (EdD and PhD only)
- STEM Education
- K- 12 Gifted Education

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](#). With advisor permission, students may combine courses from different specialization courses, if they are not seeking an endorsement or certificate in a specific specialization area.

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 DU certificate and/or CDE endorsement if they have a Colorado teaching license. Students who are interested in seeking these credentials should consult with their advisor.

Curriculum Studies Specialization

In the Curriculum Studies specialization, students complete courses designed to enhance their breadth and depth of knowledge of equity and social justice in education, equipping them to meet the diverse learning needs of all students across various 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, urban education, library and information science, museum education, and international education. Additionally, coursework in this specialization encourages candidates to think critically and imaginatively about curriculum and instruction and their 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 including identification of and psychological aspects of the gifted, curriculum and instruction for gifted learners, twice-exceptional learners, culturally and linguistically diverse learners, communication and leadership and practicum opportunities. Students who specialize in Gifted Education may elect to follow a plan that allows them to qualify for a DU certificate and/or CDE endorsement if they have a Colorado teaching license. Students who are interested in seeking these credentials should consult with their advisor.

Within Gifted Education, doctoral students can apply for the Gifted Director endorsement, which includes the initial administrator license and leadership classes in Education Leadership and Policy Studies. Students complete courses in gifted education content knowledge, integrated with leadership theory in complex systems, providing 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 may qualify for gifted education leadership roles at the district, school, or university level. Please work with your advisor to ensure your course plan includes the necessary courses that are part of the EdD and PhD degrees.

Colorado Department of Education (CDE) Endorsements

C&I provides 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):

- Culturally and Linguistically Diverse Education
- K-12 Gifted Education
- Gifted Education Director

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.

Grades and Dismissal Protocols

Students must maintain a cumulative grade-point average of 3.0 or better. Grades below a “C” will not be counted toward the MA degree, and grades below a “B” will not be counted toward the EdD and PhD degrees, and students must repeat the course.

Incomplete Grades

An Incomplete “I” is a temporary grade that may be given at the instructor’s discretion. Please see the university [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. Please see the university [Graduate Academic Standards](#).

Student Conduct

The 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 in conjunction with the Morgridge College of Education. Academic sanctions are assessed by an individual faculty member and/or MCE and relate to the student’s standing within a course, program, division or college. 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.

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 leadership. The goal of the meeting will be to assist and support students and identify a plan of action toward continuous improvement and success. We follow the MCE policy that if student may not maintain a GPA below 3.0, with a potential dismissal after three quarters below a 3.0.

Three or more non-passing grades (i.e., grades that are incomplete or below a “B”) 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 probation. Students are expected to meet probation requirements, or they will be moved toward dismissal.

Procedures for Academic Grievances and

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. In the event of conflict between any grievance process published in unit manuals or websites, the process outlined in the [DU Graduate Bulletin](#) will be followed: [DU Graduate Bulletin – Academic Grievance and Appeal Procedure](#) [DU Graduate Bulletin](#)

Curriculum and Instruction MA Program

The 45-credit Masters of Arts (MA) program in C&I is planned cooperatively with students to meet their professional and personal goals. Students prepare for traditional and non-traditional positions in education that require planning, consulting, research, curriculum development, evaluation, and policy-making. The MA program is appropriate for classroom teachers who want to improve their curriculum development and pedagogy for the purpose of making their classrooms effective learning spaces for all students. Below are some specific requirements of the C&I MA program. However, they are subject to change, and the program will follow the [Graduate Bulletin](#)'s requirements and standards.

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

- Complete 45 credit hours of coursework, including 24 credit hours (minimum) in a specialization
- Maintain a cumulative grade-point average of 3.0 or better
- Complete and pass comprehensive portfolio by week 8 of your last quarter.

Benchmarks in C&I MA 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 two years. This plan can be adapted as necessary. Students should consult with their advisor about their specific situation. (Also see Appendix B: Suggested MA Course Sequence and Appendix D: C&I MA Student Degree Completion Checklist)

Year 1	Year 2
Coursework	Coursework
Identify specialization	Complete and pass comprehensive portfolio
Complete the coursework plan and upload to Canvas at end of the first quarter of the program	

MA Final Comprehensive Portfolio

During the final quarter of their program, MA students will submit their Comprehensive Portfolio (students are recommended to work on completing the portfolio before the final quarter). **See Appendix C for the Comprehensive Portfolio prompt and rubric.**

Students will submit their final portfolio documentation into Canvas — either as Word or PDF documents or as a link to a website —and notify their advisor of completion **two weeks prior to the end of the quarter during which they intend to graduate.**

Students will compile the following documents for the Comprehensive Portfolio:

- **Resume or Curriculum Vita (CV)**
- **Professional Statement** that synthesizes the student's learning from the C&I MA Program
- **Demonstration of Learning**, in which the student shares their knowledge in a professional setting. This should be related to the student's area of specialization, intended endorsement, or other coursework in the C&I MA program.

- **Praxis scores** (if applicable): Students who intend to apply for a CDE endorsement in gifted education in addition to their specialization must upload their Praxis scores.
 - This step is not required for students who are not seeking endorsements or are seeking the CLD endorsement.

Comprehensive Portfolio Evaluation

Each student's advisor will assess the Comprehensive Portfolio using a pass/fail rubric. **A "Pass" is required for the MA degree.** If a student receives a Fail in any area, the student will have two weeks to re-submit their portfolio for a second evaluation by the advisor. See Appendix C for the Comprehensive Portfolio rubric. After successfully passing the Comprehensive Portfolio, students must upload the signed approval form to Canvas for documentation.

Curriculum and Instruction EdD Program

The 65-credit Doctor of Education (EdD) degree program is designed for students who want to further their knowledge of teaching, learning, schools, and communities from academically grounded frameworks. In accordance with the Carnegie Project on the Education Doctorate (CPED), of which the MCE is a member, the courses for the C&I EdD are designed to be taken as part of a cohort in a specific sequence over three years or following a course plan over the course of four to five years.

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

To complete the C&I EdD program, students need to:

- Complete 65 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 in Practice (DIP)

Benchmarks in C&I EdD 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 (or summer through spring, for specific EdD cohorts).

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

Year 1	Year 2	Year 3
Coursework	Coursework	Pass dissertation in practice proposal and obtain IRB approval (prior to fall quarter)
Start planning doctoral applied experiences	Conducting Systematic Reviews (CUI 4050)	Data Collection and Analysis (Fall: CUI 5982 Research as Intervention and Applied Research)
Complete course plan with your advisor.	Identify community partner for DIP, if appropriate	Defend DIP (Spring: CUI 5983 Defense of Research)
	Complete literature review	Submit doctoral applied experiences log before your last quarter
	CUI 5980 Research as Problem Analysis (spring)	
	Pass comprehensive examination	

Doctoral Research Sequence for EdD and PhD Students

All doctoral students will complete the Doctoral Research Sequence, designed to support students in completing their dissertation in practice. The course sequence involves a literature review, problem

identification, data collection and analysis or intervention, and application of results, defense, and communication of findings. Students will be expected to complete extensive readings, participate in discussions, activities, and written work, and prepare and deliver presentations and documents to demonstrate knowledge and skills.

The Doctoral Research Sequence includes four courses with specific content and outcomes:

- **Research Seminar: Conducting Systematic Reviews** (CUI 4050): students will conduct a systematic literature review based on research questions.
- **Research as Problem Analysis** (CUI 5980): students will develop and write the first three chapters of their dissertation.
- **Applied Research as Intervention** (CUI 5981): students will collect and analyze data and report findings.
- **Defense of Research** (CUI 5983): students will prepare their full dissertation in practice (1-2 credits).

Students can take CUI 5995, Independent Research, for 1-2 credits, depending on the student's timeline for completing the dissertation in practice.

Doctoral Applied Experiences for EdD and PhD and Students

Doctoral Applied Experiences Rationale

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 but may be integrated. 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.

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 advisor will determine the nature of this experience, but examples might include: supervising or coaching TEP students or supervising training at a museum.

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 in Year 3, students must complete and submit the doctoral applied experiences log (Appendix D) to Canvas. Students should keep documentation of each experience and submit the documentation to their advisor at least one quarter prior to graduation.

EdD and 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 throughout the program. **Students must pass the Doctoral Comprehensive Examination before their dissertation proposal hearing.**

Comprehensive Examination Objectives

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

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

Comprehensive Examination Components and Criteria

Write a paper, 25-30 pages in length (includes the title page, references, tables, figures, appendices), double-spaced, 12-point font. Follow current APA style and conventions. (See Appendix E for the Comprehensive Exam outline and Appendix F for the full 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
- Research problem or Problem of practice
- Theoretical or Conceptual framework
- Literature review
- References
- Appendices

Comprehensive Exam 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.

Curriculum and Instruction Doctoral Comprehensive Exam Process			
EdD (year 2), PhD (year 3)			
Activity/Steps	Timeline	Who is responsible?	Description
STEP 1	EdD	→ Student	Students email a 1-2 page

C&I doctoral student consults with advisor about timeline	(year 2) PhD (year 3)	→ Academic advisor	Overview of Research Project to advisor. Advisor meets with students as needed.
STEP 2			Failure to complete the form by due date may delay comps until the next available quarter.
ASC sends reminder to students about upcoming deadline to submit the <i>Intent to Complete Comprehensive Exam</i> form	2 weeks prior to the start of the Fall, Winter, Spring quarters	→ ASC	Intent Form (Day 1), 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 Coordinator their appeal for review. This should include a rationale for the delay and statement of preparedness for the comprehensive exam.
STEP 3			
Students submit <i>Intent to Complete Comprehensive Exam</i> form in Canvas	1 st day of quarter (Fall, Winter, Spring)	→ Student	
STEP 4			The first reader is the student's academic advisor.
A second reader will be assigned by the division lead.	By Monday of Week 3 of the quarter	→ ASC, → Division lead in consultation with the PhD/EdD Coordinators	ASC works with the Division Lead and C & I Coordinators to ensure equitable distribution of second readers.
STEP 5			Comprehensive Exam Paper (Week 6)
Student submits the Doctoral Comprehensive Examination in Canvas or notifies ASA of withdrawal of intent to submit.	By Monday of Week 6 of the quarter	→ Student	The student submits the Doctoral Comprehensive Exam in Canvas. Exams will not be accepted after this date.
STEP 6			
ASA notifies the advisor and second reader the comprehensive exam has been submitted in Canvas	By Tuesday of Week 6 of the quarter	→ ASC,	
STEP 7			Faculty Decision (Week 8)

Advisor and 2nd reader review the <i>Comprehensive Examination paper</i>. 2nd Reader submits the <i>Doctoral Comprehensive Exam Approval Page</i> to the advisor.	By Monday of Week 8 of the quarter	→ Advisor → 2nd Reader	The comprehensive exam will be assessed as pass, pass with revisions, or fail according to the rubric available in the Handbook.
STEP 8			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.
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 8 of the quarter	→ Advisor	If there is a discrepancy in the results, the advisor and 2nd reader hold a meeting to come to a consensus. Leadership 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
Pass	The student submits the signed <i>Doctoral Comprehensive Exam Approval Page</i> to Canvas. The student may be asked to make minor revisions to aid in a proposal defense, or no further action may be required. The student can move to the next step of Dissertation or Dissertation in Practice proposal development and hearing.	By Week 6 of the quarter
Pass with revisions	The student will complete the revisions in consultation with the faculty advisor and resubmit the revised comprehensive paper in Canvas. 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. Advisor documents the determination on the <i>Doctoral Comprehensive Exam Approval Page</i> in Canvas. The advisor sends the form to the student. If the student receives a pass decision, the student submits the form to Canvas.	By 1st day of Week 8 of the quarter By 1st day of Week 9 of the quarter By 1st day of Week 10 of the quarter By last day of Week 10
Fail	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. The student must complete comps before their dissertation proposal hearing.	The student has a maximum of two attempts to submit their comprehensive exams.

Dissertation in Practice (DIP)

With a particular emphasis on applying various theories to practical problems in education, the doctoral research experience stands as the cornerstone of the EdD program. The nature of the research is expected to vary from student to student, since the EdD project should be based on the student's interest, expertise, and career trajectory. It is expected that students take full responsibility for the dissertation in practice, including IRB review and approval, logistics, access, and other considerations.

As opposed to the PhD, the EdD does not require the completion of a traditional dissertation. Instead, **students will have an opportunity to conduct doctoral-level research with the intentions of improving practice in schools, community settings, and educational entities.** This research may be facilitated through cooperation with a variety of educational settings, including public or private schools, community-based organizations, informal learning environments, or other areas as dictated by the student in cooperation with the advisor.

Dissertations in practice can take place in a variety of contexts; they vary in scope, means, and final products. **The central theme for all dissertations in practice is a meaningful connection between theoretical ideals and the realm of practice.** The purpose of these dissertations is not to further the development of theories, but to engage with the current problems faced by practitioners in schools or other educational contexts and, ideally, to intervene in those educational contexts and improve them. Students are encouraged to engage their imaginations and harness their energy to make a difference in people's lives and further the development of practical research that influences the lived experience of education.

Potential Synthesized Draft

The doctoral research experience is the cornerstone of the EdD program, emphasizing the application of theory to practical problems in education. Unlike the PhD, the EdD does not require a traditional dissertation. Instead, students complete a dissertation in practice – doctoral-level research aimed at improving schools, community settings, and other educational entities. The nature and scope of this research varies by student, driven by individual interests, expertise, and career trajectory.

Dissertations in practice can take many forms, varying in scope, means, and final products, but share a central focus: bridging theoretical frameworks with real-world educational challenges. The goal is not to advance theory, but to engage with and improve the lived experience of education. Research may be conducted across a range of settings — public or private schools, community-based organizations, or informal learning environments — as determined by the student in collaboration with their advisor. Students are expected to take full responsibility for their dissertation, including IRB review and approval, logistics, and access.

CPED Design Principles

The C&I Dissertation in Practice (DIP) is informed by the [Carnegie Project on the Education Doctorate](#) (CPED). As such it adheres to the following CPED design principles:

- Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
- Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
- Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
- Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
- Is grounded in and develops a professional knowledge base that integrates both practical and research

knowledge, that links theory with systemic and systematic inquiry.

- Emphasizes the generation, transformation, and use of professional knowledge and practice.

Key CPED Definitions

Scholarly Practitioner

- Blends practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice.
- Uses practical research and applied theories as tools for change,
- Understands the importance of equity and social justice.
- Disseminates their work in multiple ways.
- And resolves problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.

Signature Pedagogy

Signature Pedagogy is the pervasive set of practices used to prepare scholarly practitioners for all aspects of their professional work: “to think, to perform, and to act with integrity” (Shulman, 2005, p.52). Signature pedagogy includes three dimensions, as articulated by Lee Shulman (2005):

1. Teaching is deliberate, pervasive and persistent. It challenges assumptions, engages in action, and requires ongoing assessment and accountability.
2. Teaching and learning are grounded in theory, research, and in problems of practice. It leads to habits of mind, hand, and heart that can and will be applied to authentic professional settings.
3. Teaching helps students develop a critical and professional stance with a moral and ethical imperative for equity and social justice.

Inquiry as Practice

Inquiry as Practice is the process of posing significant questions that focus on complex problems of practice. By using various research, theories, and professional wisdom, scholarly practitioners design innovative solutions to address the problems of practice. At the center of Inquiry of Practice is the ability to use data to understand the effects of innovation. As such, Inquiry of Practice requires the ability to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens.

Laboratories of Practice

Laboratories of Practice are settings where theory and practice inform and enrich each other. They address complex problems of practice where ideas—formed by the intersection of theory, inquiry, and practice—can be implemented, measured, and analyzed for the impact made. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice.

Dissertation in Practice

The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice.

Problem of Practice

A persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.

Collaboration

Although there is no requirement for collaboration, students working on the dissertation in practice in Curriculum and Instruction are encouraged to collaborate. As part of the Carnegie Project on the Education Doctoral focus, collaboration allows students to consider initiatives that integrate multiple perspectives. A community effort or shared public document or initiative might result in combined work; however, the proposal, research, and defense

must be individual.

Collaboration may take many forms: for example, scholars and practitioners may analyze the same data set from two different perspectives or conduct similar projects in multiple settings. Doctoral students who decide to collaborate on aspects of the work that lead up to their dissertation in practices are required to independently complete and defend a proposal for the dissertation in practice. Students should work directly with their advisor and committee to determine parameters of collaboration supported by the Curriculum and Instruction degree programs.

Dissertation in Practice Options

The C&I DIP is built around a compelling problem of practice. The goal is to engage with contemporary educational contexts in the interest of improving educational experiences. DIPs can take a variety of formats including:

- Broad social and educational problems/issues investigated through theoretical or practical lenses;
- Contextualized problems focused on unique or particular communities
- Investigations of existing or proposed interventions; and
- Efficacy or assessment studies of existing programs or educational methods.

Other dissertation in practice formats are possible with permission of the advisor and committee.

DIP General Format

Chapter I: Introduction and Rationale Describe the problem faced in a particular educational setting to establish a rationale for the project. Note that a dearth in the literature is not considered a viable rationale for the EdD doctoral research paper.

Chapter II: Review of Literature Synthesize existing research that is relevant to the problem and the prospective intervention or action in the field.

Chapter III: Action or Intervention in the Field. What did the researcher actually do or change in the field? These changes should inspire some noticeable change in the practice of teaching, learning, and curriculum. This section will delineate what they changed, why they changed it, and the nature of their role in the change. This also includes how the researcher collected and analyzed data (and any methodological considerations associated with data collection and analysis).

Chapter IV: Evaluation of the Action or Intervention Describe and evaluate responses to the researcher's activity. What happened? What did not happen? What does this mean?

Chapter V: Engaging in the Quasi-Practical Delineate the ways that others might use this research. Include the creative dissemination of the product to schools, supervisory boards, and other audiences as appropriate. Disseminating this work to communities involved in the research is a requirement for successfully completing this degree.

Dissertation in Practice Process

Students will be introduced to the DIP process early in their coursework so that they can take advantage of the flexibility within C&I courses to build the theoretical foundation for their project. For example, students may start writing the methods section in a research course, composing the literature review in a curriculum course, or collecting pilot study data through other courses. (See Appendix G, H, and I, for the DIP Proposal Rubric and other relevant DIP documents).

Research 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 EdD coursework plan.

Dissertation in Practice Proposal

Students will submit and defend a DIP proposal to their advisor and one committee member. The DIP proposal includes the first three chapters of the dissertation in practice. Students should build on their work in the comprehensive exam, with more thorough and detailed sections for the Statement of Research Problem, Literature Review, and Research Design.

The proposal defense should be scheduled and completed late spring of the second year or by the start of the fall quarter of the third year of the degree program. Students cannot propose their dissertation in practice before successfully passing their comprehensive exams.
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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 in practice and the community partner, 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. Students may contact ORSP staff with additional questions about the ethical conduct of research at DU (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 in practice. **Only data collected post-IRB approval can be included in the dissertation in practice.**

Committee

Students must select a committee to review their dissertation in practice. The committee for the DIP defense should include at least three voting members, including the dissertation in practice director (a full-time faculty member from C&I) and an additional faculty member from C&I. The third committee member may be a faculty member at DU or a community member. All committee members must have earned doctorates. If the third voting committee member is from outside C&I or DU, they must be approved by the dissertation in practice director. No outside committee chair is required.

Oral Defense

Following the completed research, which may include design, implementation and/or evaluation of some change in the field, students will defend their project. Defenses must be reviewed and evaluated by the committee. Please refer to the [C&I Digication site](#) for the forms needed for the defense.

Creative Dissemination

Creative, community-based dissemination is a required component of the dissertation in practice. Researchers must

disseminate their work to interested community members, as defined by the nature of the research. Interested community members might include participating schools, district leaders, school leaders, policymakers who face issues similar to those examined in the research, or other community members and stakeholders. **Community partners, if possible, should be in attendance at the final defense. Based on feedback from community partners, students may need to revise the dissertation in practice in order to meet the practical needs of the community partners.**

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

Curriculum and Instruction PhD Program

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	

Doctoral Research Sequence (same as the EdD doctoral research sequence)

All doctoral students will complete the Doctoral Research Sequence, designed to support students in completing their dissertations. The course sequence involves a literature review, problem identification, data collection and analysis or intervention, and application of results, defense, and communication of findings. Students will be expected to complete extensive readings, participate in discussions, activities, and written work, and prepare and deliver presentations and documents to demonstrate knowledge and skills.

The Doctoral Research Sequences includes four specific courses each with specific content and outcomes:

- **Research Seminar: Conducting Systematic Reviews (CUI 4050):** students will conduct a systematic literature review based on research questions.

- **Research as Problem Analysis** (CUI 5980): students will develop and write the first three chapters of their dissertation.
- **Applied Research as Intervention** (CUI 5981): students will collect and analyze data and report findings.
- **Defense of Research** (CUI 5983): students will prepare their full dissertation (1-2 credits).

These courses are all required for doctoral students and must be completed in sequence. Students may take CUI 5995, Independent Research for one-two credits depending on the student's timeline to complete the dissertation. Students are encouraged to work closely with their advisor.

Doctoral Applied Experiences

The PhD and EdD doctoral applied experiences are the same.

Comprehensive Examination Components and Criteria

The PhD and EdD comprehensive components and criteria are the same.

PhD 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

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.

Appendix A: C&I MA Sample Course Sequence Plan

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

Please note that courses are subject to change.

	Fall	Winter	Spring
Year 1	CUI 4021: Intro. to Curriculum Models & Application	CUI 4180: History & Philosophy of Ed.	CUI 4700: Cognitive, Creative, and Learning Theories...
	Specialization	Specialization	Specialization
Year 2	Research	CUI 4035: Critical Perspectives in Ed.	Specialization or Electives
	Specialization or Electives	Specialization or Electives	

Appendix B: C&I EdD Sample Course Sequence Plan

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

Please note that courses are subject to change.

	Fall	Winter	Spring
Year 1	CUI 4021: Intro. to Curriculum Models & Application RMS 4940: Structural Foundations of Research	CUI 4180: History & Philosophy of Ed. Specialization or Required Research	CUI 4700: Cognitive, Creative, and Learning Theories... Specialization or Required Research
Year 2 *Student will need to complete 1 extra specialization or required research in years 2 or 3	Specialization Required Research	CUI 4035: Critical Perspectives in Ed. CUI 4050: Research Seminar: Conducting Systematic Reviews	Specialization or Required Research CUI 5980: Research as Problem Analysis
Year 3:	Specialization or Required Research CUI 5982: Research as Intervention/ Applied Research	Specialization or Required Research CUI 5995: Independent Research	CUI 5983: Defense of Dissertation Research

Appendix C: C&I PhD Sample Course Sequence Plan

Suggested C&I PhD program course sequencing based on full-time status (8+ credits per quarter).

Students will need to create and adapt their coursework plan based on their needs in consultation with their advisor. Please note that courses are subject to change.

	Fall	Winter	Spring
Year 1	CUI 4021: Intro. to Curriculum Models & Application RMS 4940: Structural Foundations of Research	CUI 4180: History & Philosophy of Ed. Specialization or Required Research	CUI 4700: Cognitive, Creative, and Learning Theories... Specialization or Required Research
Year 2	Specialization Required Research	CUI 4035: Critical Perspectives in Ed. CUI 4050: Research Seminar: Conducting Systematic Reviews	Specialization or Required Research Intermediate/ Advanced Research
Year 3: 1 more Specialization or Required Research (Year 2 or 3)	Specialization or Required Research Intermediate/ Advanced Research	Specialization or Required Research Intermediate/ Advanced Research	Intermediate/ Advanced Research CUI 5980: Research as Problem Analysis
Year 4	Intermediate/ Advanced Research (may need 1 more course) CUI 5982: Research as Intervention/ Applied Research	CUI 5995: Independent Research	CUI 5983: Defense of Dissertation Research

Appendix D: MA Comprehensive Examination Outline

This Appendix contains the prompt and rubric for the comprehensive portfolio. After successfully completing the portfolio, students must upload the completed and signed rubric to Canvas.

Comprehensive Portfolio Prompt

Compile the following documents for the Comprehensive Portfolio. Many students find it helpful to create a personal website (e.g., a DU Digation page) to contain these documents.

- **Resume or Curriculum Vita (CV)**
 - The student should choose the format that is most appropriate for their future career goals.
- **Professional Statement** that synthesizes the student's learning from the C&I MA Program.
 - The paper will address the following:
 - Professional goals, identity statement, and synthesis of key learning experiences
 - An insightful personal reflection that synthesizes personal understanding with existing literature, and
 - Evidence of the student's ability to lead by exemplifying standards of professional practice.
 - The paper will be 3-5 pages, double-spaced, in 11- or 12-point font.
- **Demonstration of Learning**, in which the student shares their knowledge in a professional setting. This should be related to the student's area of specialization, intended endorsement, or other coursework in the C&I MA program.
 - The demonstrations of learning can take on many forms, including:
 - Presenting at a local, state, or national teaching or research conference related to the student's area of specialization.
 - Submitting an article manuscript to an academic journal or other professional publication.
 - Professional development workshop (facilitated by the student) for a group of practitioners or community members at a school or community event related to the students' area of specialization. This does not include presentations in DU courses.
 - Other demonstrations of learning, as approved by the student's advisor.
 - Documentation (e.g., slides, poster, handouts, manuscript, etc.) should be uploaded in PDF format.

Two weeks prior to the end of the quarter during which they intend to graduate, students must submit the documents — either as Word or PDF documents or as a link to a website — to Canvas and notify their advisor.

Comprehensive Portfolio Rubric

Each student's advisor will assess the Comprehensive Portfolio according to the following pass/fail rubric. **A "Pass" is required for the MA degree.** If a student receives a Fail in any area, the student will have two weeks to re-submit for a second evaluation by the advisor. After successfully passing the Comprehensive Portfolio, students must upload the signed rubric to Canvas for documentation.

Evidence	Pass	Fail
Resume or Curriculum Vita (CV) <i>Competencies:</i> <i>Leadership</i>	• Resume or CV is well organized with professional language. Use of language is polished, original, and appropriate.	• Resume or CV is unorganized. Language is inadequate with errors and lacks concision.
	• Professional Statement addresses student's professional goals, identity	• Professional Statement is limited with little or no evidence to address student's

Professional Statement <i>Competencies: Inclusive Excellence and Leadership</i>	statement, and synthesis of key learning experiences. • Statement provides an insightful personal reflection that synthesizes personal understanding with existing literature. • Statement provides evidence that reflects the ability to lead by exemplifying standards of professional practice. • 3-5 pages, double-spaced, 11- or 12-point font	professional goals, identity statement and synthesis of key learning experiences. • Statement lacks depth and no link to existing literature. • Limited or no evidence to exemplify standards of professional practice. • Less than 3 pages and not formatted as required.
Demonstration of Learning <i>Competencies: Research/Scholarship, Specialization, CI&A</i>	In the Demonstration of Learning, the student shared their knowledge in a professional setting (as approved by their advisor) • Demonstration of Learning is related to the student's areas of interest and expertise. • Artifacts (e.g., slides, poster, manuscript, etc.) are included.	• Demonstration of Learning was not conducted in an appropriate setting. • Demonstration of Learning is unrelated to the student's areas of interest or expertise. • There are no artifacts to support the demonstration of learning.
Organization and Polish	• Documents are neatly organized within the portfolio. • All required documents are included, complete, and free from editing marks.	• Documents are not organized within the portfolio. • Some required artifacts are missing, incomplete, or contain editing/revision marks.
Praxis Scores Competency: Specialization (if applicable)	Praxis Exam: Score:	Praxis Exam: Score:

Appendix E: 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 F: EdD and 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 have 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 broader mission of C&I/MCE/DU to promote diversity, equity, inclusion, and social justice in education.

Purpose of the Study

- Describe the purpose of the study in one 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, including in-text citations for these articles.

Literature Review Results

Overview of Studies

- Include an overview of studies, which 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 the purpose of your review of the literature. Show studies and examples from the literature- descriptive analysis.

Theme 2 (add more themes if needed)

- Include a theme that addresses the purpose of your review of the literature. Show studies and examples from the literature- descriptive analysis.

Discussion of Literature Review

Summary of Findings/ Conclusion

- Include a summary of findings that states explicitly 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 G: EdD and PhD Comprehensive Examination Rubric

In order to pass the comprehensive examination, the submission must be rated as “exemplary” or “satisfactory” on all aspects of the paper.

Criteria	Exemplary	Satisfactory	Unacceptable
Statement of Professional Goals	- Goals are clearly related to a professional trajectory. - Goals are aligned with applied experiences.	- Goals are partially related to a professional trajectory. - Goals are partially aligned with applied experiences.	- Goals do not lead to a clear professional trajectory. - The goals are not aligned with applied experiences.
Overview of Research Topic	- Overview of the research topic demonstrates student’s comprehensive knowledge of the field. - Research topic is directly applicable to the field.	- Overview of the research topic demonstrates partial knowledge of the field. - Research topic is somewhat applicable to the field.	- Overview of the research topic does not demonstrate comprehensive knowledge of the field. - Research topic does not directly apply to the field.
Statement of Research Problem	- Scope of the problem is clear and realistic. - Research problem is well- supported by research and ethical to investigate. - Research problem is grounded in theoretical or practical significance. - Research problem is clearly applicable to the field.	- Scope of the problem is somewhat clear and realistic. - The problem is somewhat supported by research; there are some ethical concerns. - Research problem is partially grounded in theoretical or practical significance. - Research problem is partially applicable to the field.	- Scope is too broad, too narrow, or ill-defined. - The problem is not well- supported by research - Research problem is not grounded in theoretical or practical significance. - Unethical to investigate - Research problems are not applicable to the field.
Review of Relevant Research Literature	- Literature review has a clear theoretical, conceptual, or empirical basis. - The theoretical, conceptual, or empirical basis for the literature view is aligned with the research topic and research problem.	- Literature review has a weak theoretical, conceptual, or empirical basis. - The theoretical, conceptual, or empirical basis for the literature review is partially aligned with the research topic and research problem.	- Literature review lacks a clear theoretical, conceptual, or empirical basis. - The theoretical, conceptual, or empirical basis for the literature review poorly aligned with research topic and research problem.

Research Questions	• Research questions are clear and measurable. • Research questions are motivated by the literature review and aligned to the research problem.	• Research questions are partially clear or measurable. • Research questions are partially motivated by the literature review and aligned to the research problem.	• Research questions are not clear or measurable. • Research questions are not motivated by the literature review or aligned to the research problem
Coherence	• Paper is coherently written and logical, with well-supported arguments. • Paper flows from section to section.	• Paper is coherent and logical, however it has weakly- supported arguments. • Paper flows from section to section with few exceptions.	• Paper lacks coherence and logic; arguments need support.
Depth of discussion and References	• In-depth discussion and elaboration in all sections of the paper. • Compelling evidence from professional sources is given to support content. • Sources cited are accurate and current.	• In-depth discussion and elaboration in most sections of the paper. • Compelling evidence from professional sources is given to support content with few exceptions. • Sources cited are accurate and current with few exceptions.	• cursory discussion and elaboration in most sections of the paper. • Sources to support content are occasionally given. Many statements seem unsubstantiated. • Sources cited are either not accurate and/or not current.
APA Format	• Paper follows APA 7 guidelines.	• Paper partially follows APA 7 guidelines.	• Paper does not follow APA 7 guidelines.
Polish	• No spelling or grammatical errors.	• Few errors that do not detract from understanding.	• Errors detract from understanding.

Appendix I: PhD and EdD Proposal Rubric

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

Criteria	Pass	Conditional Pass	Fail
Overview of Research Topic	- Overview of the research topic demonstrates comprehensive knowledge of the field. - Research topic is directly applicable to the field.	- Overview of the research topic demonstrates partial knowledge of the field. - Research topic is somewhat applicable to the field.	- Overview of the research topic does not demonstrate sufficient knowledge of the field. - Research topic does not directly apply to the field.
Statement of Research Problem	- Scope of the problem is clear and realistic. - Research problem is well-supported by research and ethical to investigate. - Research problem is grounded in theoretical or practical significance. - Research problem is clearly applicable to the field.	- Scope of the problem is somewhat clear and realistic. - The problem is somewhat supported by research; there are some ethical concerns. - Research problem is partially grounded in theoretical or practical significance. - Research problem is partially applicable to the field.	- Scope is too broad, too narrow, or ill-defined. - The problem is not well-supported by research. - Research problem is not grounded in theoretical or practical significance. - Unethical to investigate. - Research problems are not applicable to the field.
Review of Relevant Research Literature	- Literature review is thorough and complete. - Literature review has a clear theoretical, conceptual, or empirical basis. - The theoretical, conceptual, or empirical basis for the literature review is aligned with the research topic and problem.	- Literature review is partially thorough and complete. - Literature review has a weak theoretical, conceptual, or empirical basis. - The theoretical, conceptual, or empirical basis for the literature review is partially aligned with the research topic and problem.	- Literature review is not thorough and complete. - Literature review lacks a clear theoretical, conceptual, or empirical basis. - The theoretical, conceptual, or empirical basis for the literature review is poorly aligned with the research topic and problem.
Research Questions	- Research questions are clear and measurable. - Research questions are motivated by the literature	- Research questions are partially clear and measurable. - Research questions are partially motivated by the literature review and	- Research questions are not clear or measurable. - Research questions are not motivated by the literature review

	review and aligned to the research problem.	aligned to the research problem.	or aligned to the research problem.
Research Design	- Research design includes an overview of research literature of relevant methods. - Research design includes a thorough and complete description of the methods and tools to be used for data collection and analysis.	- Research design includes a partial overview of research literature of relevant methods. - Research design includes a partial description of the methods and tools to be used for data collection and analysis.	- Research design does not include an overview of the research literature of relevant methods. - Research design does not sufficiently describe the specific methods and tools to be used for data collection and analysis.
Coherence	Paper is coherently written and logical, with well-supported arguments.	Paper is somewhat coherent and logical, with weakly-supported arguments.	Paper lacks coherence and logic; arguments need to be better supported.
APA Format	Paper follows APA guidelines.	Paper partially follows APA guidelines.	Paper does not follow APA guidelines.
Polish	No spelling or grammatical errors.	Few errors that do not detract from understanding.	Errors detract from understanding.

Appendix J: EdD Dissertation in Practice Rubric

MCE Curriculum & Instruction
EdD Dissertation in Practice Rubric

Student: _____ **Evaluator:** _____ **Date:** _____

For the following criteria, indicate if the proposal is 2 – Fully Proficient, 1 – Partially Proficient, or 0 – Unsatisfactory or Missing. If a proposal is exceptional, please leave a free-write comment at the end of this feedback form.

Criteria	Pass/ Fully Proficient (2)	Conditional Pass/ Partially Proficient (1)	Unsatisfactory/ Missing (0)
Introduction			
Overview of Research Topic	Overview of the research topic demonstrates comprehensive knowledge of the field. Research topic is directly applicable to the field.	Overview of the research topic demonstrates partial knowledge of the field. Research topic is somewhat applicable to the field.	Overview of the research topic does not demonstrate sufficient knowledge of the field. Research topic does not directly apply to the field.
Statement of Research Problem	Scope of the problem is clear and realistic. Research problem is well supported by research and ethical to investigate. Research problem is grounded in theoretical or practical significance. Research problem is clearly applicable to the field. The problem of practice is persistent and contextualized. The problem of practice has strong potential to result in improved understanding, experience, and outcomes. The problem of practice is strongly framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.	Scope of the problem is somewhat clear and realistic. The problem is somewhat supported by research; there are some ethical concerns. Research problem is partially grounded in theoretical or practical significance. Research problem is partially applicable to the field. The problem of practice is partially persistent and contextualized. The problem of practice has some potential to result in improved understanding, experience, and outcomes. The problem of practice is somewhat framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.	Scope is too broad, too narrow, or ill-defined. The problem is not well supported by research. Research problem is not grounded in theoretical or practical significance. Unethical to investigate. Research problem is not applicable to the field. The problem of practice is not persistent or contextualized. The problem of practice has little potential to result in improved understanding, experience, and outcomes. The problem of practice is only minimally framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
Research Purpose	The purpose of this research is to construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities, connected to the field	The purpose of this research minimally constructs and applies knowledge to make a positive difference in the lives of individuals, families, organizations, and communities, connected to the field.	The purpose of this research does not construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities, connected to the field.
Emphasis on Diversity, Equity, and Inclusion	The overview, problem, and purpose of this study demonstrate a strong	The overview, problem, and purpose of this study somewhat demonstrates a commitment to	The overview, problem, and purpose of this study does not demonstrate a commitment to

	commitment to advancing principles of diversity, equity, and inclusion to advance the field. The description of the topic indicates a strong critical perspective and purpose.	advancing principles of diversity, equity, and inclusion to advance the field. The description of the topic somewhat indicates a critical perspective and purpose.	advancing principles of diversity, equity, and inclusion to advance the field. • The description of the topic does not indicate a strong critical perspective and purpose.
Positionality of the Researcher and Professional Goals	Robust, relevant, aligned, and concise researcher description of background, possible positionality, and professional goals.	Partial researcher description of background, possible positionality, and professional goals.	Minimal or missing researcher description of background, possible positionality, and professional goals.
Literature Review			
Theoretical and Conceptual Frameworks	Clear description of aligned, relevant, and appropriate theoretical and/or conceptual framework(s). Frameworks are firmly grounded in the literature. An APA-style table and/or figure of the frameworks used is included and adds clarity.	Partial description of aligned, relevant, and appropriate theoretical and/or conceptual framework(s). Frameworks are partially grounded in the literature. An APA-style table and/or figure of the frameworks used is included and needs further clarity.	Minimal or missing description of aligned, relevant, and appropriate theoretical and/or conceptual framework(s). Frameworks are minimally grounded in the literature. No APA-style table and/or figure of the frameworks used is included.
Review of Relevant Research Literature	• Literature review is thorough and complete. Literature review has a clear theoretical, conceptual, or empirical basis. The basis for the literature review is aligned with the research topic and research problem.	Literature review is partially thorough and complete. Literature review has a weak theoretical, conceptual, or empirical basis. The basis for the literature review is partially aligned with the research topic and research problem.	Literature review is not thorough and complete. Literature review lacks a clear theoretical, conceptual, or empirical basis. The basis for the literature review is poorly aligned with the research topic and research problem.
Methodology			
Research Questions	Research questions are clear and measurable. Research questions are motivated by the literature review and aligned to the research problem.	Research questions are partially clear and measurable. Research questions are partially motivated by the literature review and aligned to the research problem.	Research questions are not clear or measurable. Research questions are not motivated by the literature review or aligned to the research problem.
Research Design	Research design includes an overview of research literature of relevant methods. Research design aligns with the problem, purpose, frameworks, literature, research questions, and data collection and analysis. Clear description of an IRB process that is followed accurately.	Research design includes a partial overview of research literature of relevant methods. Research design somewhat aligns with the problem, purpose, frameworks, literature, research questions, and data collection and analysis. Partial description of an IRB process IRB process is only partially	Research design does not include an overview of research literature of relevant methods. Research design does not align with the problem, purpose, frameworks, literature, research questions, and data collection and analysis. Minimal or missing description of an IRB process IRB process is not followed.

		followed.	
Community Partner	Intentional and justifiable selection of community partner. Clear description of the roles and responsibilities of the community partner. Formal agreement from the community partner is included in an appendix. Clear evidence of the study's alignment to a positive impact on the field and community partner.	Partially justified selection of community partner. Partial description of the roles and responsibilities of the community partner. Partial evidence of the study's alignment to a positive impact on the field and community partner.	No description of or formal agreement with a community partner Selection of a community partner is unaligned
Selection of Participants	Selection process is aligned with the overall project and justified with literature. Clear, logical, purposeful, aligned, and successful description of inclusion and exclusion criteria. Clear, logical, purposeful, aligned, and successful description of recruitment methodology. Participant selection is intentionally and justifiably diverse and/or narrow. Ethical description of participant selection and recruitment	Selection process is partially aligned with the overall project and justified with literature. Partial description of inclusion and exclusion criteria. Partial description of recruitment methodology. Participant selection is not diverse and/or narrow enough. Partial ethical description of participant selection and recruitment.	Selection process is not aligned with the overall project nor justified with literature. Minimal or missing description of inclusion and exclusion criteria. Minimal or missing description of recruitment methodology. Participants selection is neither intentionally nor justifiably diverse and/or narrow. Minimal or missing ethical description of participant selection and recruitment.
Methods and Tools	Research design includes a thorough and complete description of the methods and tools to be used for data collection and analysis. Measurement tools are valid and reliable. If innovative, measurement tools have been piloted and reviewed by experts. Measurement tools are justified from the literature Measurement tools have been selected for, designed, or adapted to address bias within the targeted population	Research design includes a partial description of the methods and tools to be used for data collection and analysis. Measurement tools are somewhat valid and reliable. If innovative, measurement tools have been minimally piloted and reviewed by experts. Measurement tools are somewhat justified from the literature Measurement tools have been somewhat selected for, designed, or adapted to address bias within the targeted population.	Research design does not sufficiently describe the specific methods and tools to be used for data collection and analysis. Measurement tools are neither valid nor reliable. If innovative, measurement tools have not been piloted and reviewed by experts. Measurement tools are minimally justified from the literature Measurement tools have been minimally selected for, designed, or are not adapted to address bias within the targeted population.
Data Collection and Analysis	Comprehensive and strongly aligned description of all	Comprehensive and somewhat aligned description of all	Minimal or missing description of all qualitative and/or quantitative

	qualitative and/or quantitative data collection and analysis procedures. Data collection and analysis are aligned with and connected to the theoretical and/or conceptual frameworks used. Data collection and analysis methods are justified from the literature. If innovative, data collection and analysis methods have a strong rationale and theoretical foundation. APA tables and figures are used as appropriate to add clarity.	qualitative and/or quantitative data collection and analysis procedures. Data collection and analysis are partially aligned with and connected to the theoretical and/or conceptual frameworks used. Data collection and analysis methods are partially justified from the literature. If innovative, data collection and analysis methods have a rationale and theoretical foundation. APA tables and figures are used as appropriate to add clarity but need improvement	data collection and analysis procedures. Data collection and analysis are neither aligned with nor connected to the theoretical and/or conceptual frameworks used. Data collection and analysis methods are not justified from the literature. If innovative, data collection and analysis methods do not have a strong rationale and theoretical foundation. APA tables and figures are not used as appropriate or do not add clarity.
Findings and Results			
Findings and Results	Results aligned with the persistent problem of practice, literature, research questions, and methodology. Results clearly presented and easily interpreted with appropriate APA tables and figures as necessary. Findings contribute to improvement in the field	Results are somewhat aligned with the persistent problem of practice, literature, research questions, and methodology. Results could be clearer. Findings may not contribute to improvement in the field	Results are unaligned with the persistent problem of practice, literature, research questions, and methodology. Results are limited, missing, or difficult to interpret.
Discussion and Implications			
Discussion and Implications	Discussion provides rich analysis of results. Discussion emphasizes the generation, transformation, and use of professional knowledge and practice. Implications detailed clearly. Implications indicate a positive impact on the field. Implications clearly articulated and applicable to a broad range of constituents.	Discussion provide a basic analysis of results. Discussion partially emphasizes the generation, transformation, and use of professional knowledge and practice. Implications somewhat detailed. Implications indicate a minor impact on the field. Implications somewhat articulated and applicable to a broad range of constituents.	Discussion does not provide an analysis of results. Discussion does not emphasize the generation, transformation, and use of professional knowledge and practice. Implications are not detailed. Implications do not indicate an impact on the field. Implications are not articulated clearly and are not applicable to a broad range of constituents.
Presentation			
Presentation Delivery	Presenter has a great presentation style (preparedness, speed, delivery, tone, etc.). Presenter finishes the presentation on time.	Presenter could improve their presentation delivery (preparedness, speed, delivery, tone, etc.). Presentation does not fully use the time.	Presenter seems unprepared and/or needs to greatly improve their presentation delivery. Presentation is not complete in the time limit provided.

Responses to Questions	Presenter responded coherently and thoroughly to all questions posed, demonstrating robust knowledge of the project and depth of thought.	Presenter responded to all questions posed but did not respond in sufficient detail.	Presenter does not respond coherently and thoroughly to all questions posed.
Overall			
Cogency	Arguments and statements are clear, concise, and well supported. Materials are thoughtfully organized. Writing is that expected of a doctoral level professional. Paper is coherently written and logical, with well-supported arguments.	Arguments and statements are mostly clear, concise, and supported, but there are occasional flaws. Materials are organized. Writing is competent. Paper is somewhat coherent and logical, with weakly supported arguments.	Arguments and statements lack clarity, and there is little support for statements. Materials lack in organization. Writing needs a great deal of work. • Paper lacks coherence and logic; arguments need to be better supported
Thoroughness	Ideas, interests, and other components of the work are well-developed, and thoughtfully articulated. Ideas are supported with reference to scholarly literature and personal experience.	Ideas, interests, and other components of the work are developed and articulated. • Ideas are supported with reference to scholarly literature and personal experience.	Ideas, interests, and other components of the work lack in development and articulation. Ideas lack support with reference to scholarly literature and personal experience.
Intervention	The research inspires significant change in the practice of teaching, learning, curriculum, policy, or other educational areas.	The research inspires some noticeable change in the practice of teaching, learning, curriculum, policy, or other educational areas.	Change within the practice of teaching, learning, curriculum, or policy is not inspired by the research.
General Project Approach	Student organizes and presents research through a strong intervention or problem analysis approach. The approach chosen successfully aligns with the research conducted.	Student organizes and presents research through a strong intervention or problem analysis approach. • The approach chosen aligns well with the research conducted.	It is not clear which research approach was selected by the student. • The approach chosen does not align well with the research conducted.
Quasi-Practical	The results of the research are shared with interested community members, as defined by the research.	Few results of the research are shared with interested community members, as defined by the research.	The results of the research are not shared with interested community members, as defined by the research.
APA Format	Paper and presentation follow APA and C&I guidelines.	Paper and presentation partially follow APA and C&I guidelines	Paper does not follow APA and C&I guidelines.
Polish	No spelling or grammatical errors.	Few errors that do not detract from understanding.	Errors detract from understanding.
Overall Impression	The dissertation and presentation are well-developed and outstanding	The dissertation and presentation require some revisions and improvements.	The dissertation and presentation need to be greatly improved.

Additional Feedback**1) Strengths****2) Suggestions****3) Additional Comments**

Appendix K: PhD 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 L: PhD Dissertation Rubric

Criteria	Pass	Conditional Pass	Fail
Overview of Research Topic	- Overview of the research topic demonstrates comprehensive knowledge of the field. - Research topic is directly applicable to the field.	- Overview of the research topic demonstrates partial knowledge of the field. - Research topic is somewhat applicable to the field.	- Overview of the research topic does not demonstrate sufficient knowledge of the field. - Research topic does not directly apply to the field.
Statement of Research Problem	- Scope of the problem is clear and realistic. - Research problem is well- supported by research and ethical to investigate. - Research problem is grounded in theoretical or practical significance. - Research problem is clearly applicable to the field.	- Scope of the problem is somewhat clear and realistic. - The problem is somewhat supported by research; there are some ethical concerns. - Research problem is partially grounded in theoretical or practical significance. - Research problem is partially applicable to the field.	- Scope is too broad, too narrow, or ill-defined. - The problem is not well- supported by research. - Research problem is not grounded in theoretical or practical significance. - Unethical to investigate. - Research problems are not applicable to the field.
Review of Relevant Research Literature	- Literature review is thorough and complete. - Literature review has a clear theoretical, conceptual, or empirical basis. - The theoretical, conceptual, or empirical basis for the literature review is aligned with the research topic and problem.	- Literature review is partially thorough and complete. - Literature review has a weak theoretical, conceptual, or empirical basis. - The theoretical, conceptual, or empirical basis for the literature review is partially aligned with the research topic and problem.	- Literature review is not thorough and complete. - Literature review lacks a clear theoretical, conceptual, or empirical basis. - The theoretical, conceptual, or empirical basis for the literature review is poorly aligned with the research topic and problem.
Research Questions	- Research questions are clear and measurable. - Research questions are motivated by the literature review and aligned to the research problem.	- Research questions are partially clear and measurable. - Research questions are partially motivated by the literature review and aligned to the research problem.	- Research questions are not clear or measurable. - Research questions are not motivated by the literature review or aligned to the research problem.

Research Design	• Research design includes an overview of research literature of relevant methods. • Research design includes a thorough and complete description of the methods and tools to be used for data collection and analysis.	• Research design includes a partial overview of research literature of relevant methods. • Research design includes a partial description of the methods and tools to be used for data collection and analysis.	• Research design does not include an overview of the research literature of relevant methods. • Research design does not sufficiently describe the specific methods and tools to be used for data collection and analysis.
Findings	• Findings support the analysis of data • Findings are supported with academic literature • Findings are clearly organized using APA headings	• Findings support the analysis of the data with 1- 2 areas that are unclear or appear unsupported • Findings are not consistently supported with academic literature • Findings are unorganized in a few areas leading to a lack of clarity	• Findings are not clearly supported by data analysis results • Findings are not supported with academic literature • Findings are disorganized and difficult to follow •
Implications	• Implications are clearly aligned to the findings	• Implications are loosely aligned to findings	• Implications lack alignment to findings

	• Implications are supported with academic literature • Implications link back to the stated gap in the literature in introduction • Implications are clearly organized using APA headings • Implications answer the “so what?” question and clearly demonstrate how this research can impact the field in a novel way	• Implications are not consistently supported with academic literature • Implications attempt to link to gap in the literature but there is a lack of clarity or connection • Implications lack organization • Implications make a case for an impact of this research on the field	• Implications lack support from academic literature • Implications do not link to gap in the literature • Implications are disorganized and difficult to follow • Implications are summarized
Study Summary	• Major points are summarized in a manner that is clear, concise, and well-organized	• Major points are summarized and could be more concise	• Summary missed major points or lacked clarity
Coherence	• Paper is coherently written and logical, with well-supported arguments	• Paper is coherent and logical, but has weakly-supported arguments	• Paper lacks coherence and logic; arguments need to be better supported
APA Format	• Paper follows current APA guidelines with minor exceptions	• Paper has significant patterns of errors in current APA guidelines	• Paper does not follow current APA guidelines
Polish	• No spelling or grammatical errors	• Few errors that do not detract from understanding	• Errors detract from understanding

