Curriculum and Instruction Student Handbook

Doctor of Education (EdD)
2025-2026

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Purpose of Handbook

This handbook provides Curriculum and Instruction students with policies and procedures as they progress through their program. By default, students follow the handbook of the year they entered the program. With advisor approval, students may choose to follow a handbook published after they matriculated into the program. If they do so, they must follow all the policies, protocols, and curse 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
    - Degree requirements and timelines
- MCE grading scale
- Continually enrolled expectations for doctoral students

Welcome to the Morgridge College of Education

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

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

Transcending traditional ideas about education and schooling, we will embrace a new, comprehensive vision of learning as a lifelong activity that involves the whole person and can occur through a variety of methods, anywhere and at any time.

We will promote educational change and social equity and will provide leadership for the improvement of education, mental health, and information services and systems.

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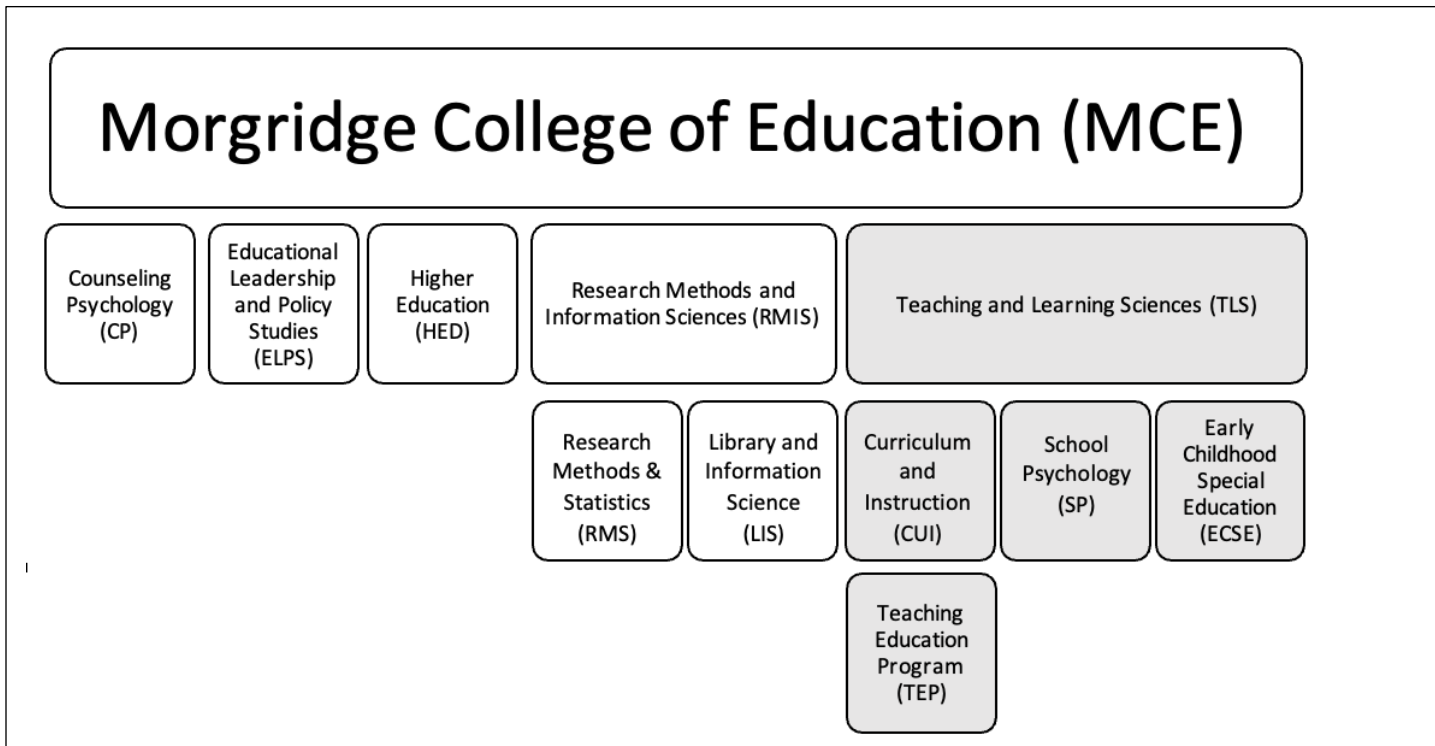
Accreditation

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

Equal Opportunity Institution

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

Inquiries concerning allegations of discrimination based on any of the above factors may be referred to the University of Denver Office of Equal Opportunity/ADA Compliance, Driscoll Center South, Suite 30, 2050 E. Evans Ave., Denver, CO 80208. Phone: 303-871-7016. Fax: 303-871-7982. For more information, please call the above number or see the website. Students may also contact the Office of Diversity and Equal Opportunity/ADA Compliance with concerns regarding determinations of religious or disability accommodations and/or issues about access.

Morgridge College of Education Land Acknowledgement

We would like to recognize that the University of Denver and the greater city of Denver reside within the traditional territories of Hinonoeino (Arapaho), Tsitsista (Cheyenne), and Nunt'zi (Ute). We recognize the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapaho Tribe of Wyoming, the Southern Cheyenne and Arapaho Tribes of Oklahoma, the Southern Ute Indian Tribe, and the Ute Mountain Ute Tribe. We also acknowledge that over 40 different Indigenous nations continue to be in relation with the lands currently called Colorado.

Denver is home to many different citizens of Indigenous nations, and we recognize their enduring presence on this land by paying respects to their elders, both past and present. Please take a moment to consider the legacies of violence, displacement, migration, and resettlement that bring us together today and please join us in uncovering such truths at all public events. Now is the time to reflect upon and personally reconcile how the genocidal acts against Indigenous communities intersect with our learning, collaboration, and sharing of knowledge.

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

MCE School District Strike Policy

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

MCE Field Placement and Worker's Compensation

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

TLS Faculty and Staff

CORE FACULTY	
William Anderson, EdD Clinical Assistant Professor Director Teacher Education Program William.Anderson72@du.edu Digication Website **Rashida Banerjee, PhD** Professor Curriculum and Instruction Rashida.banerjee@du.edu Digication website **David Furjanic, PhD** Assistant Professor School Psychology David.furjanic@du.edu **Brette Garner, PhD** Assistant Professor Curriculum and Instruction Brette.Garner@du.edu **Norma Hafenstein, PhD** Daniel L. Ritchie Endowed Chair in Gifted Education Norma.Hafenstein@du.edu Digication Website **James Hiramoto, PhD** Clinical Assistant Professor School Psychology James.Hiramoto@du.edu	**Betsy Leonard, MEd** TEP Field Placement Supervisor **Assistant Professor of Practice** ***Betsy.Leonard@du.edu*** **Amy McDiarmid, PhD** Clinical Assistant Professor and Director of Field Experiences School Psychology Amy.McDiarmid@du.edu **Garrett Roberts, PhD** Associate Professor Curriculum and Instruction Garrett.Roberts@du.edu Digication Website **Kimberly Schmidt, PhD** Clinical Associate Professor Curriculum and Instruction Kimberly.Schmidt@du.edu Digication Website **Devadrita Talapatra, PhD** Associate Professor School Psychology Devadrita.Talapatra@du.edu Digication Website
AFFILIATE FACULTY	
Doug Clements, PhD Professor Kennedy Endowed Chair, Early Childhood Education Director, Marsico Institute Douglas.Clements@du.edu **Alissa Rausch, EdD** Professor Kennedy Endowed Chair in Urban Education, Director, Positive Early Learning Experiences Center Alissa.Rausch@du.edu	**Maria Salazar, PhD** Professor Curriculum and Instruction Phone: 303-871-3772 Maria.Salazar@du.edu **Julie Sarama, PhD** Professor Kennedy Endowed Chair in Innovative Learning Technologies **Julie.Sarama@du.edu**

STAFF	
Hilary Rhodes, PhD Academic Services Associate Teaching Learning Sciences **Hilary.Rhodes@du.edu**	

Curriculum and Instruction EdD Program Overview

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

The 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. All EdD students take a wide range of courses in the areas of:

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

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 coursework plan over the course of four to five years. Students following the prescribed coursework plan can complete their coursework in three years and should attend to the logistics included below accordingly as they advance through the program.

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

Communication
All students are assigned a university e-mail address upon entry into the program. This e-mail address is added to C&I listservs and will be used for program-specific communications. Students are responsible for checking email regularly for critical information. Additionally, students must update changes to their contact information in MyDU within the first week of classes each quarter.

C&I EdD 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.

C&I EdD Program Requirements

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.

Note that the EdD degree includes four Doctoral Research courses: Research as Problem Analysis, Research as Intervention, Applied Research, and Defense of Research. These are designed for students who are actively working on their comprehensive exams and dissertations in practice. (Also see Appendix B and C for Suggested EdD Course Sequence and Appendix J: C&I EdD Student Degree Completion Checklist)

Year 1	Year 2	Year 3
Coursework Start planning doctoral applied experiences Complete the coursework plan and upload to Canvas at end of first quarter of the program	Coursework Identify community partner for DIP, if appropriate Complete literature review (Spring: CUI 5980 Research as Problem Analysis) Pass comprehensive examination	Pass dissertation in practice proposal and obtain IRB approval (prior to fall quarter) Data collection (Fall: CUI 5981 Research as Intervention) Data analysis and implications (Winter: CUI 5982 Applied Research) Defend DIP (Spring: CUI 5983 Defense of Research) Submit doctoral applied experiences log

Coursework

C&I required courses are listed in the EdD coursework plan. **Only courses offered at the 4000 level and above count toward EdD degree requirements.** As per MCE policy, courses from University College are not accepted for the MA degree. More information about course requirements for specific specializations are in the C&I Specializations section on the MCE website.

Appendix B has a general course sequence plan that students can review. Please note that this is an example; **it is not a guarantee of the courses that will be offered**. Students can find course schedules for upcoming years, and other information, on the C&I Digication site and the RMIS Digication site.

Credit Transfer

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

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

Independent Study, Directed Study, and Independent Research

Some students will take either a directed study, independent study, or independent research course during their EdD program, though none of these are required. While these courses seem similar, there are important distinctions:

- **Independent Study** (CUI 5991): Students register for an independent study to do work under faculty supervision in areas not covered by course offerings.
- **Directed Study** (CUI 5992)**:** Students register for a directed study as a substitution for an existing course offering. For instance, if extenuating circumstances prevent a student from taking a course when it is offered, the student may arrange with a faculty member to take the course on an individual basis.
- **Independent Research** (CUI 5995)**:** Advanced EdD doctoral students will register for 1-2 credits of independent research for their dissertation in practice.

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

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

Doctoral Research Sequence

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 three 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 in practice (1-2 credits).

These courses are all required for doctoral students and must be completed in sequence. Students will take CUI 5995, Independent Research for 1-2 credits depending on the student's timeline to complete the dissertation. Students are encouraged to work closely with their advisor.

DU Continuous Enrollment Policies and Leaves of Absence

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

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

After completing all other coursework, EdD students may need additional time to complete their dissertation in practice and fulfill MCE's continually enrolled policy. They must register for at least one credit of independent research (CUI 5993) each quarter. However, registration for independent research does not confer full-time student status. **To maintain full-time status (e.g., to be eligible for loan deferment or student visa), students may apply for DU continuous Enrollment each year.**

EdD students may be able to enroll in DU Continuous Enrollment after completing the EdD research sequences (CUI 5980- CUI 5983) *when all other coursework is completed.* 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 the Department Chair's signatures before the form can be approved. Students can find the Graduate Course Substitution or Waiver Form on the MCE's website.

- **Course substitution:** With advisor and departmental approval, a student can "replace" a course on the coursework plan with another course. However, C&I does not allow course substitutions for its required courses.
- **Course waiver:** With advisor and departmental approval, a student can waive a course because they covered similar content before in other courses (usually in another graduate program).

Students still need to fulfill the credit requirement of a waived class.

C&I Specializations

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

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

The specialization offers an opportunity to focus on a field of interest. A well-designed specialization is organized around a student's professional interests and will add a unique academic and professional quality to their C&I degree. For the specific coursework aligned for each specialization see the C&I specialization [webpage](). 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 integrated with leadership theory in complex systems that provides a breadth of foundational training for gifted education leadership positions. Students develop research skills that are focused on problem identification and interventions; coursework includes both qualitative and quantitative methodologies and applied analyses. Successful candidates can qualify for gifted education leadership roles, whether at a district, school, or university level.

Students who specialize in Gifted Education may elect to follow a coursework plan that allows them to qualify for a 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.

Twice Exceptionality Specialization

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

Colorado Department of Education (CDE) Endorsements

C&I 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. Speak to the faculty lead.

- Culturally and Linguistically Diverse Education
- Gifted Education CORE

- Gifted Education Specialist
- Gifted Education Director (through the ELPS program)

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

Doctoral Applied Experiences for the EdD

Doctoral Applied Experiences Rationale

The vision of the University of Denver is to be a great private University dedicated to the public good. Manifestations of this vision are seen across departments, divisions, graduate and undergraduate programs, directly in courses and in community service efforts. The Morgridge College of Education is committed to actions related to public good through a focus on "in-context learning." This concept goes beyond course readings, assignments, and activities to consider the application of skills in the professional context. Leadership becomes a key role, whether as a teacher in a pre-school classroom, a school or district leader, a developer of curriculum for a museum, the chair of an international effort of an NGO, or any number of other positions. Professionals are trained in preparation for a multitude of

roles, including roles in academia. Doctoral preparation includes rigorous coursework related to content areas and research methodologies. In consideration and preparation for assuming a leadership position within academia, doctoral candidates may seek out additional opportunities to gain direct experience and build competencies under the guidance of their advisor. Direct experience opportunities are provided through seven distinct areas that are relevant to leadership, growth, and positive impact immediately upon graduation and over time. These areas may often interact or combine through an integrated experience. The intent is to benefit the doctoral candidate as they advance to a role with associated expectations.

Doctoral Applied Experience Areas
- ❖ Graduate-level teaching
- ❖ Research
- ❖ Presentations or Publications
- ❖ Grant Writing
- ❖ Community Leadership
- ❖ Coaching or Field Work Supervision
- ❖ Technology as a Tool to Improve Learning

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

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

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

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

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

Community Leadership

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

Coaching or Field Work Supervision

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

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

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

Technology as a Tool to Improve Learning

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

Doctoral Applied Experience Evaluation

As part of the pre-graduation coursework audit 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.

EdD 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 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

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			
Activity/Steps	Timeline	Who is responsible?	Description
STEP 1 C&I EdD student consults with advisor about timeline	By the 2nd year in the program	→ Student → Academic advisor	EdD students email annotated bibliography and 1-2 page Overview of Research Project to advisor. Advisor meets with students as needed.
STEP 2 ASC sends reminder to students about upcoming deadline to submit the *Intent to Complete Comprehensive Exam* form	2 weeks prior to the start of the Fall, Winter, Spring quarters	→ ASA	Failure to complete the form by due date may delay comps until the next available quarter. If the due date is missed the student must send a formal appeal to their advisor. If the advisor supports the appeal, the student will send the C&I PhD Coordinator their appeal for review. This should include a rationale for the delay and statement of preparedness for the comprehensive exam.
STEP 3 Students submit *Intent* to *Complete Comprehensive Exam* form in Canvas	1st day of quarter (Fall, Winter, Spring)	→ Student	

STEP 4 A second reader will be assigned by the department chair	By Monday of Week 3 of the quarter	→ ASA, → Department Chair in consultation with the PhD/EdD Coordinators	The first reader is the student's academic advisor. ASA works with the Department Chair and PhD/EdD Coordinators to ensure equitable distribution of second readers. Second readers include tenure track and teaching and professional faculty.
STEP 5 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 uses the *Doctoral Comprehensive Exam Outline & Rubric* to prepare and submit 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	→ ASA,	
STEP 7 Advisor and 2nd reader review the *Comprehensive Examination paper.* 2nd Reader submits the *Doctoral Comprehensive Exam Approval Page* 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. 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.
STEP 8 Advisor documents the decision on the *Doctoral Comprehensive Exam Approval Page* 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. The department chair will facilitate a conversation if both faculties are unable to reach consensus.

Comprehensive Examination Evaluation

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

Rating	Action	Timeline
Pass	The student submits the signed *Doctoral Comprehensive Exam Approval Page* 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 pass or fail. Second reader submits the *Doctoral Comprehensive Exam Approval Page* to the advisor. Advisor documents the determination on the *Doctoral Comprehensive Exam Approval Page* 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.

See the full comprehensive exam rubric in Appendix F.

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.

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.

<u>Key CPED definitions and principles</u>
Key CPED definitions and principles that inform the C&I EdD include:

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.

<u>Collaboration</u>

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 department.

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.

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. A minimum of two TLS faculty with earned doctorates should participate in the dissertation research project defense.

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.**

Submit dissertation to ETD/ProQuest

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.

Grades and Dismissal Protocols

Grades

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

Incomplete Grades

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

Probation and Termination Protocol

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

Academic Standing

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

Student Conduct

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

Academic Misconduct

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

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

For a comprehensive description of situations that warrant probation, dismissal, and termination, please refer to the Graduate Bulletin's description of Academic Standards.

Adequate Progress

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

Three or more non-passing grades (i.e., grades that are incomplete or below a "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. While such instances are rare, should they occur, students will be contacted by their advisor and informed specifically and in writing of issues and concerns with regard to academic progress or attendance, interpersonal or practice effectiveness, professionalism, safety concerns, disruption of student learning, and/or ethical violations. Students will be asked to respond to these concerns personally and in writing. The department chair and the appropriate faculty will make decisions regarding probation or dismissal. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

Procedures for Academic Grievances and Appeals

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

Appendix A: Curriculum and Instruction EdD Coursework Plan

NAME _____   STUDENT # _____

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

	Course Number	Credit Hours	Expected Term of Completion
A. REQUIRED COURSES (12 credits in required; 4 applied to specialization)			
Introduction to Curriculum Models and Applications	CUI 4021	4	
Critical Perspectives in Education	CUI 4035	4	
History and Philosophy of Education	CUI 4180	4	
Cognitive, Creative, and Learning Theories and Applications	CUI 4700	4	
Minimum Total Credit Hours Required		16	
B. RESEARCH			
Required Research (14 credits)			
Structural Foundations of Research and Dissertation Organization	RMS 4940	3	
Research Seminar: Conducting Systematic Reviews	CUI 4050	4	
Introduction to Qualitative Research	RMS 4941	4	
Quantitative Research Design›	RMS 4930	3	
Research Methods (choose 1): 3-4 Credits			
Qualitative Data Collection and Analysis	RMS 4942	4	
Survey and Design Analysis	RMS 4931	3	
Correlation and Regression*	RMS 4911	4	
Intro to Evaluation*	RMS 4960	3-4	
Dissertation Research (minimum 11-12 credits)			
Research as Problem Analysis	CUI 5980	4	
Research as Intervention/Applied Research	CUI 5982	4	
Defense of Dissertation Research	CUI 5983	2-3	
Independent Research	CUI 5995	1-2	
Minimum Total Credit Hours Required		**29**	
C. SPECIALIZATION			

Minimum Total Credit Hours Required		20	

*Introduction to Statistics (RMS 4910) prerequisite

Summary of Coursework Completed

	Required Credits	Credits Completed
Required Coursework	16	
Research	29	
Specialization	20	
MINIMUM TOTAL CREDITS FOR DEGREE	65	

*Note: The 65-credit minimum is required for the EdD. Depending on your research course choices, you might take more credits.

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

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

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

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

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

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**	**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 D: 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 E: EdD 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 1 sentence.

Literature Review

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

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

- Describe the gap in the literature your research will address.

Purpose
- State the purpose of your review of literature.

Literature Review Method

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

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

Hand Search and Ancestral Review
- Include a reviewed reference section of at least one relevant and published synthesis/meta-analysis and state how many additional articles were identified from this reference section review.
- Include a three-year hand search of three relevant journals and state how many additional articles were identified from this hand search. Include a final sentence that states the total number of articles identified, 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 F: EdD Comprehensive Examination Rubric

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

- Meet all EdD Comprehensive Exam guidelines
- 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	• In-depth discussion and elaboration in most sections of the paper. • Compelling evidence from professional sources is given to support content with few exceptions.	• Cursory discussion and elaboration in most sections of the paper. • Sources to support content are occasionally given. Many statements seem unsubstantiated.

	current.	• Sources cited are accurate and current with few exceptions.	• 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 G: DIP 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 is review 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.
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 H: DIP Committee Recommendation and
Schedule of Oral Defense Form

Teaching and Learning Sciences
Curriculum and Instruction

In general, all members of the C&I Dissertation in Practice should hold Doctorate degrees. The committee is composed of a minimum of three and a maximum of five members. Three members are voting members: two C&I program faculty (faculty chair and a committee member) and a third member who may be a community member, adjunct faculty member, post- doctoral appointee, or a professor from other colleges or institutions. If the third voting member is not a Morgridge College of Education faculty member, the selection must be supported by a strong rationale and submitted for department chair approval.

*It is the candidate's responsibility to reserve a room through 25Live for the oral exam and notify all attendees of its location.

Candidate Information

Name: _____ Student ID Number: _____

Date of Defense: _____ Location of Defense*: _____

Recommended Committee Information

Committee Chair (C&I) _____ Rank _____

Committee Member _____ Title _____

Committee Member _____ Title _____

    Rationale, if needed _____
_____

Committee Member _____ Title _____

    Rationale, if needed _____
_____

Committee Member _____ Title _____

    Rationale, if needed _____
_____

Dept. Chair/ Advisor Approval _____ Date _____

Completed, signed document to be submitted to the department ASA.

Appendix I: DIP Rubric

MCE Curriculum & Instruction
Education Doctorate 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 commitment to advancing principles of diversity, equity,	• The overview, problem, and purpose of this study somewhat demonstrates a commitment to advancing principles of diversity, equity, and inclusion	• The overview, problem, and purpose of this study does not demonstrate a commitment to advancing principles of diversity, equity, and inclusion to advance

	and inclusion to advance the field. • The description of the topic indicates a strong critical perspective and purpose.	to advance the field. • The description of the topic somewhat indicates a critical perspective and purpose.	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 mission 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 followed.	• 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.
Community Partner	• Intentional and justifiable selection of community partner. • Clear description of the roles and responsibilities of the 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	• No description of or formal agreement with a community partner • Selection of a community partner is unaligned

	• 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.	alignment to a positive impact on the field and community partner.	
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 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	• Comprehensive and somewhat aligned description of all 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	• Minimal or missing description of all qualitative and/or quantitative 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

	rationale and theoretical foundation. • APA tables and figures are used as appropriate to add clarity.	rationale and theoretical foundation. • APA tables and figures are used as appropriate to add clarity but need improvement	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	• Ideas, interests, and other	• 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.	components of the work are developed and articulated. • Ideas are supported with reference to scholarly literature and personal experience.	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 J: C&I EdD Student Degree Completion Checklist

This document is intended to guide students in moving toward the completion of the C&I EdD program. Students are responsible for meeting University, MCE, and C&I policies and timelines for degree completion. Advisors & ASA provide support in understanding the requirements.

University Policies*

- ☐ Know DU's enrollment policies and contextualize to own situation.
  - ○ DU defines full-time status as 8 or more credits, 4-6 credits as part-time, and 3 or fewer as less than part-time.
- ☐ Remember EdD time limit to degree is 7 years. If needed, apply for an extension of time though an academic exception with advisor support. It is not guaranteed.
  - *University policies are subject to change.

Coursework

- ☐ Meet with advisor in fall, winter, and spring quarter. Alternatively, work out another agreed upon plan.
- ☐ Update coursework plan every fall quarter. Obtain advisor (and certificate faculty lead as applicable) signature(s) and upload to Canvas by the end of fall quarter.
- ☐ Complete course substitution or waiver forms as needed in consultation with advisor. Secure advisor signature and send to TLS department chair for approval and signature, then submit on Canvas. Consult the University of Denver Bulletin to determine which courses need substitution or waiving.
  - ○ C&I policy does not permit course substitutions for C&I required courses.
  - ○ The difference between a course substitution and waiver are in the C&I Handbooks.
- ☐ See "Things to Remember" (p. 47) for unique coursework situations.

Specialization/certificates

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

First-year reminders

- ☐ Complete any transfer of credits by the end of the first quarter. Review DU's transfer policy and work with advisor to complete the paperwork. Send to the ASA for review and submission to the OGE.
- ☐ Submit coursework plan, with advisor input and signature, to Canvas by the end of first quarter

□ Complete Doctoral Applied Experiences (2 minimum) by the end of second year.
  o Form can be found on the C&I Digication.
□ Work with the DU Writing Center and DU Research Center to improve your academic writing, APA 7 use, and research skills.

Second-year reminders

□ Register for CUI 4050 winter quarter of your second year of coursework.
□ Register for CUI 5980 spring quarter of your second year of coursework.
□ Continue to complete Doctoral Applied Experiences (2 minimum) by the end of the third year.
□ Work with the DU Writing Center and DU Research Center to improve academic writing, APA 7 use, and research skills.
□ Make a timeline for completion of comprehensive exams, dissertation proposal, IRB submission, and dissertation in practice defense in collaboration with advisor.
  o Detailed information can be found in the C&I EdD. Handbook on the C&I Digication.

Third-year and more reminders

□ Sign up for the following research sequence offered each quarter, in consultation with your advisor and the course instructor:
  o Fall: CUI 5982 Research as Intervention/ Applied Research
  o Winter: CUI 5995 Independent Research
  o Spring: CUI 5983 Defense of Research
□ Be aware of the MCE Continually Enrolled policy, as they apply to EdD students completing their research sequence
  o Review the MCE Dissertation/Doctoral Research Credits for *Continually Enrolled* policy in MCE policy and procedures
  o In consultation with your advisor and the ASA, sign up for dissertation in practice credits (CUI 5993) if necessary to fulfill the MCE Continually Enrolled policy (excluding summer).
    ▪ Use the independent research application to sign up for CUI 5995.
      • Check Independent Research box (n5995); Subject/Course #: CUI 5995; Title: Dissertation Research
      • Send to the Office of the Registrar (registrar@du.edu) for processing.
□ EdD students have the opportunity to sign up for the DU Continuous Enrollment credits while completing their CUI 5980-5983 research **after completing all other courses.**
  o EdD students may consider DU Continuous Enrollment if they have a part/full-time status requirements (e.g., loans, international status).
  o MCE Continually Enrolled policy **is NOT the same** as DU Continuous Enrollment policy.
    ▪ *DU Continuous Enrollment* policy is a policy that students need to be active every academic quarter until graduation. It also provides part/fulltime status at a lower cost than credits.
    ▪ *MCE Continually Enrolled* policy requires students to sign up for at least 1 credit hour per quarter, excluding summer quarter and while on leave of absence. If students need part/full-time status, they must register for DU Continuous Enrollment credits through the OGE.
    ▪ If students do not register correctly, they pay back fees for *Continuous Enrollment* fees as well as register for *MCE Continually Enrolled* credits.
  o Review the Office of Graduate Education (OGE) *DU Continuous Enrollment* policy, complete the form, and submit to the OGE (gradservices@du.edu) for processing.

          ○ Request a leave of absence to avoid fees if experiencing a disruption in course work for personal or professional reasons.

□ Understand OGE guidelines for dissertation in practice completion, formatting, defense, publication, and final approval.
- ○ Follow deadlines and complete the necessary forms for dissertation defense.

□ Register for graduation the term before graduation.
- ○ Be sure to follow graduation application deadlines.
- ○ Withdraw application to graduate if not aligned with timeline-more than two quarters.

Things to remember

□ Coursework
- ○ Consider if C&I or MCE courses have been taken in the past (due to a previous degree) and review past transcript to make sure.
  - Per DU policy, students cannot repeat a course for a new degree.
  - Work with advisor to complete waivers and create for program.
  - Per C&I policy, only courses offered at the 4000 level and above count toward EdD degree requirements
- ○ If taking a course outside of MCE, indicate which DU college the course is from on the C&I coursework plan.
  - Students interested in University College MUST comply with MCE policy **BEFORE** taking course.
    - Email ASA approval documentation.
- ○ Register with the Experiential Learning form for a practicum or internship.
  - Secure instructor signature and send form to the Registrar for processing.
- ○ Register with the Independent Study form for an independent study or directed study.
  - C&I handbooks outline the differences.
  - Secure instructor and advisor signatures and send to the Registrar for processing.
- ○ Know that an Incomplete (I) grade is a temporary grade that may be given out at an instructor's discretion due to specific circumstances.
  - See the Registrar's specific policies about incompletes.

□ Leave of absence
- ○ Complete an official leave of absence if enrollment is paused at any time (except summers). Students who do not enroll every fall, winter, and spring during their program will become inactive in the system.
  - Inactive students returning need to contact the OGE (gradservices@du.edu) for next steps.
  - If applicable, students will need to fulfill MCE Continuous Enrollment policy.
  - Only a medical leave of absence stops your time clock. A personal leave of absence continues the time clock toward completion of the degree

□ GA/GRA
- ○ Work closely with MCE Student Financial Services Advisor to determine eligibility and compensation (e.g., Department vs. Grant requirements)

Appendix K: 2025 – 2026 Gifted Education Certificate Coursework Plan

NAME_____ STUDENT #_____

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

	Course Number	Credits Hours	Expected Term of Completion
Cognitive, Creative, and Learning Theories and Applications (also a required course)	CUI 4700	4	
Nature, Needs, and Psychological Aspects of Giftedness	CUI 4401	4	
Curriculum and Instructional Strategies and Fieldwork for Gifted Learners	CUI 4403	4	
Current Topics in Gifted Education: Identification and Twice-Exceptionality Applications	CUI 4407	4	
Program Development, Leadership, and Communication in Gifted Education	CUI 4410	4	
Culturally and Linguistically Diverse Learners in Gifted Education	CUI 4412	4	
Total		24	

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

Student's Signature_____ Date _____

Advisor's Signature_____ Date _____

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

Appendix L: 2025 – 2026 Culturally and Linguistically Diverse Education Certificate Coursework Plan

NAME_____ STUDENT #_____

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

	Course Number	Credits Hours	Expected Term of Completion
*Critical Perspectives in Education	CUI 4035	4	
Culturally and Linguistically Diverse Learners in Gifted Education	CUI 4529	4	
Foundations of Education for Linguistically Diverse Learners in Teaching and Learning	CUI 4529	4	
Literacy, Language, and Cultural Development for Multilingual Learners	CUI 4531	4	
Literacy, Language, and Culturally Relevant Strategies for Multilingual Learners	CUI 4538	4	
Literacy, Language, and Culture in Assessment Practices for Multilingual Learners	CUI 4536	4	
Total		24	

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

Student's Signature_____ Date _____

Advisor's Signature_____ Date _____

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