

Curriculum and Instruction Student Handbook

PhD Program

2015-2016



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

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

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

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

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

WELCOME TO CURRICULUM & INSTRUCTION

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

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

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Vision Statement

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

Curriculum and Instruction (C&I) Program Overview

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

Morgridge College of Education Policies and Procedures

Graduate students are responsible for adhering to the Office of Graduate Studies [Policies and Procedures](#). For MCE Academic Policies & Procedures, please refer to the 2015-16 Academic Policies: [\(insert link here\)](#)

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DOCTOR OF PHILOSOPHY DEGREE REQUIREMENTS

The 90 credit Doctor of Philosophy (PhD) degree program is designed for students who want to further their knowledge of teaching, learning, schools, and communities from academically grounded frameworks. All PhD students take a wide range of courses in the areas of Curriculum, Instruction, Foundations, Diversity, and Research. Dissertation topics cover a broad assortment of theoretical and practical topics in domestic, as well as international, contexts. Many graduates enjoy highly successful careers in the public school environment designing, implementing, and evaluating curriculum.

Coursework Requirements

The specialization category of the degree offers the student an opportunity to focus on a specialized field of interest.

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

PhD Cognate

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

Doctor of Philosophy with a Concentration in Mathematics Education

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

Program Dissertation Preparation Courses

The Curriculum and Instruction Research Seminar (CUI 4050-3 Credits) is the first of two research courses required for PhD doctoral students in Curriculum and Instruction. It is designed to facilitate the understanding of the practical, intellectual, and organizational

demands of doctoral work. Specifically, the course is intended to initiate and socialize doctoral students into the world of research in education including scholarly norms, forms of research, rigor, and the norms and standards of academic writing. It will assist PhD students in thinking about and organizing a proposal and dissertation. In addition, students will learn about current research being conducted by seasoned researchers as well as by fellow C&I students. By understanding their work, students will deepen their knowledge of the research process and standards. This course is typically offered yearly. Students are advised to complete this course no later than the fall of their second year in the doctoral program.

Dissertation Organization and Research is the second of the two research courses required for PhD doctoral students. It is designed to help facilitate the successful completion of the Comprehensive Paper, development and writing of the dissertation proposal, and the initiation of field work towards the completion of the PhD dissertation. This course is offered every other year and it is envisaged that students will take this course in the spring quarter of their third year. In this course students receive individualized guidance in areas such as: (a) dissertation topic, issue, or problem to be studied; (b) focused guidance in proposal and oral exam preparation; (c) support related to making submissions to the Institution Review Board (IRB) and (d) directions related to dissertation chapter organization, writing and completion.

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

A. Curriculum.....	9
B. Instruction.....	9
C. Diversity	6
D. Foundations	6
E. Research.....	19-33
F. Cognate/Concentration	18
G. Electives	2-16
G. Doctoral Research Courses	10
Minimum Total Hours.....	90

Please refer to the [Graduate Bulletin](#) for course options.

Doctoral Applied Experiences

Rationale

The University of Denver is a great private University committed to the public good. Manifestations of this role are seen across departments, divisions, graduate and undergraduate programs, directly in courses and in community service efforts. The Morgridge College of Education is committed to actions related to public good through a focus on “in-context learning”. This concept goes beyond course readings, assignments and activities, and considers the application of skills learned to the professional context. Leadership becomes a key role,

whether in a preschool classroom, as a building level principal or district superintendent, developer of curriculum for a museum or the chair of an international effort of an NGO, among many others. Professionals are trained in preparation for a multitude of roles, including the role of the Academy. Doctoral level preparation includes rigorous coursework related to content areas, research methodologies and applied practica or internships. In considering preparation for leading within the Academy, additional opportunities are offered with advisor guidance to allow direct experience to build competencies in the doctoral candidate. Direct experience opportunities are provided in graduate level teaching, research (beyond that of the dissertation), community leadership, presentations and/or publications, grant writing, coaching and/or field work supervision and technology as tool for improvement of learning. These seven distinct areas are relevant to leadership, growth and positive impact, directly upon graduation and over time. These areas may often interact or combine through an integrated experience. The intent is to benefit the doctoral candidate as he or she advances into a role with associated expectations.

Doctoral Professional Applied Experience Areas

- Graduate Level Teaching
- Research
- Presentation/Publication
- Community Leadership in Curriculum and Instruction
- Grant Writing
- Coaching/Field Work Supervision
- Technology as Tool for Improved Learning

These areas are documented through completion of the Doctoral Applied Experience Evaluation Log, which is part of the student's file. The student submits evidence of successful experience that the advisor recognizes through approval on this evaluation log. The documentation can then become part of the student's professional portfolio and curriculum vitae. A minimum of two of the identified areas are necessary, with the optional inclusion of many or all. The recommended minimum areas are graduate level teaching and presentation/publication. Experiences may be related (a local presentation on the content taught in the graduate course) or integrated (research conducted on a community leadership project, then submitted for presentation at a national conference). Evidence is documented for each area, whether singularly and discrete or in combination.

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.

Presentation/Publication

Student will submit for presentation and/or publication a minimum of two professional pieces to local, state, national and/or international organizations for juried review and potential acceptance. Emphasis is on submission rather than acceptance. These submissions must be single author, not collaborative with faculty. Examples include: Presentation at AATC, article submitted to NCTM publication, proposal submitted to AERA, etc.

Research

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

Grant Writing

Student participates in writing and submitting grants to external or University funding sources. A minimum of two small projects or one large project shall be documented. Examples include: drafting a proposal for a PROF grant, drafting a literature review for documentation, developing a timeline with measurable outcomes, etc.

Technology

Student will demonstrate use of technology to promote deeper learning. This expectation is directly applicable to teaching and research, however not limited. Quality Matters Program "QM" standards are utilized as guidelines. Examples include: effective use of new technology tools, development of a program to analyze data, converting a face-to-face course to hybrid or online, etc.

Community Leadership: Service and Engagement

Student will provide evidence of community engaged learning or service learning or community impact work related to Curriculum and Instruction and/or within a specific field of study. Examples include: curriculum development at a museum, staff development work in a local public school, program evaluation, etc.

Coaching/Field Work Supervision

Student will work directly with faculty mentor for coaching and/or field work supervision training. Experience is determined by mentor as appropriate to need. Examples include: supervising student teachers in field placements, coaching practice teachers in parent communication skills, supervising training at a museum, etc. Example details:

TEP Supervision:

TEP Supervision would involve one to three students and observation and evaluation of each student at least twice per quarter. It also includes training and meetings with TEP faculty and informal advising for supervisees.

Required experience: coaching and/or teacher evaluation experience required.

TEP Coach:

This would be coaching an identified TEP student, in consultation with the student's supervisor and/or advisor. Time commitment: 2-3 observations per quarter for one student (could take on more than one student if interested). Debrief with student and update supervisor.

Required experience: 3 or more years teaching experience.

Doctoral Professional Applied Experience Evaluation

As part of the pre-graduation coursework audit, a completed Doctoral Applied Experience Log, signed by the advisor, for relevant areas must be submitted. Actual work documentation can be kept by the student in his/her portfolio.

Doctoral Applied Experiences: Evaluation Log

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

PhD Qualifying Portfolio

Portfolios have been adopted as formative and summative assessments for K-12 classrooms, academic and professional programs, and even state licensure programs. Curriculum and Instruction faculty have chosen to implement portfolios as an occasion to assess student progress (not just knowledge) and to assess program and career goals. The portfolio is typically completed half-way through the program which is generally around the end of the second year of course work.

Begin your portfolio early, so you do not have to submit a document that is rushed or incomplete. Your portfolio should represent your best professional effort. We encourage you to work with peers in composing all portions of the portfolio. You might find it especially helpful to work with others on your statement of purpose. Also, you should consult your advisor about any questions you have about the process or about which papers to submit. You should not expect professors to proofread your papers before you submit them.

The portfolio is as much a process as it is a product. We hope that you find it a valuable process that will help you summarize your experiences and will provide direction as you move toward your doctoral research.

Portfolio Submission Process

In consultation with an advisor, begin compiling your portfolio as soon as possible. The portfolio is submitted following your second academic year in the program. Some exceptions are allowed; please consult with your advisor. The portfolio is due one week in advance of your portfolio defense. You are responsible for scheduling your oral and for reserving a room. Oftentimes, a defense is conducted in a professor's office.

Portfolio Contents

Use the [Portfolio Cover Sheet](#) and [Academic Paper Caption](#) forms, and follow the correct format. Your portfolio will consist of your curriculum vitae, a statement of purpose, and two academic papers.

Curriculum Vitae:

A curriculum vitae (CV) is like a fully-elaborated resume. It lists all the relevant professional activities in which you have engaged. As with a resume, it is up to you to choose a format that best represents your experiences. Some samples of section headings include: Research Interests, Program Development, Administration, Teaching, Grants, Publications, Presentations, and Honors/Awards. See your program advisor for help or examples.

Statement of Purpose:

In five pages or less (double-spaced, 12-point font), write a statement of purpose that includes your philosophy of education and your research interests. Your research interests should relate to your philosophy of education, and should take into account your

current educational concerns, your cognate, and what you have learned in your C&I courses that has shaped your thinking about the topic. The statement of purpose may also include your most current thinking about your dissertation.

Academic Papers:

You will submit two of your strongest papers for review. Papers should be chosen from courses you have taken, but should be revised/revisited with a different audience in mind. Paper length is not important. You should choose those which demonstrate your grasp of curricular and instructional issues and which reflect your ability to conceptualize, analyze, and synthesize well. Each paper must be accompanied by a Caption Form. In discussing your reasons for submitting the paper, highlight strengths the paper reveals, as well as its relevance to your intellectual interests and your program progress.

Doctoral Competencies:

A summary of your progress to date on meeting at least two doctoral competencies required by the program. Include as much detail as possible on your stages and steps toward completing the doctoral competencies, as well as any help or support you need to reach your professional goals.

Portfolio Evaluation Process

Portfolio contents will be reviewed by two C&I professors and feedback will be provided at the portfolio defense. Overall progress will be summarized as: Excellent, Very Good, Adequate, or Unsatisfactory. Students who receive a recommendation of Unsatisfactory will either construct a plan leading to adequate performance, or be counseled out of the program. Graded Portfolio Cover Sheets must be submitted to the Academic Services Associate.

Doctoral Comprehensive Paper

The Comprehensive Paper provides students an opportunity to analyze and synthesize learning gained from multiple years of coursework and to communicate professional reflections clearly and with substantiated citations. While the Comprehensive Paper and Doctoral Proposal are separate documents, the Paper provides the means for students to initiate the process of writing their Proposal. For the Comprehensive Paper, students submit a paper that includes the following: (a) an introduction to the research study the student is interested in pursuing for their doctoral dissertation study; (b) a literature review that is pertinent to the research questions outlined in the introduction; and (c) a brief discussion of research methods selected to address these research questions and a theoretical discussion of why these methods were selected. A student should plan to complete the Comprehensive Paper no later than the 6th week of the quarter prior to the quarter when the student plans to defend the Doctoral Proposal. Students are strongly encouraged to enroll in CUI 4051 at least one quarter prior to completing the Comprehensive Paper. Comprehensive Papers are reviewed by two C&I faculty members and scored as pass with distinction, pass, pass with required modifications, or fail.

Dissertation

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

An oral examination is required to defend the dissertation proposal and final dissertation defense. The doctoral proposal is generally the first three chapters or an alternative worked out with your advisor. Dissertation proposal defense should consist of three MCE faculty; typically the three faculty involved in your final dissertation defense. The student is responsible for scheduling the proposal defense and all documents should be sent to committee members two weeks prior to the defense.

The dissertation committee consists of no fewer than three members chosen from the faculty of the Morgridge College of Education (MCE). In addition, the Oral Defense Committee Chair, who serves in addition to the faculty members, is a tenured, full-time faculty member outside the MCE.

The examination is concerned primarily with the dissertation or research project but may include other information in the major field as is pertinent. Arrangements for appointing the examining committee and for the date and time of the oral examination must be made by the student with the MCE. Copies of the Proposal/Final Thesis must be provided to the committee at least four weeks prior to the scheduled defense.

A dissertation defense may not be scheduled during the same term as the comprehensive examination. An oral examination may also be attended by interested students and faculty members from the MCE and academic program in which it is conducted, faculty members from other programs within the University and by graduate students currently enrolled in graduate studies. Students must check notices of doctoral defense dates.

Curriculum and Instruction PhD Coursework Plan 2015-2016

NAME _____ ID # _____

Please discuss with your advisor the course plan most appropriate for your schedule. Students must maintain a grade-point average of 3.0 or better; and must receive a "C" or better in each course.

	Course Number	Credit Hours	Expected Term of Completion
A. CURRICULUM (9 credits)			
Introduction to Curriculum	CUI 4020	3	
Models of Curriculum	CUI 4021	3	
B. INSTRUCTION (9 credits)			
C. DIVERSITY (minimum 6 credits)			
D. FOUNDATIONS (6 credits)			

E. RESEARCH – INTRODUCTORY (3-14 credits) <i>** may test out</i>			
Introductory Statistics**	RMS 4910	5	
Empirical Research Methods**	RMS 4930	3	
Structural Foundations of Research in Social Sciences	RMS 4940	3	
Introduction to Qualitative Research**	RMS 4941	4	
RESEARCH – INTERMEDIATE (8-9 credits)			
RESEARCH – ADVANCED (3-5 credits)			
F. PROGRAM REQUIREMENT (5 credits)			
Curriculum & Instruction Research Seminar	CUI 4050	3	
Seminar in Dissertation Organization & Design	CUI 4051	2-5	
G. COGNATE/CONCENTRATION (18 credits)			
H. ELECTIVES (2-16 credits)			

I. DISSERTATION (10 credits)			
Dissertation Research	CUI 5995		

SUMMARY of CREDIT HOURS

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

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

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

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