



Morgridge College
of Education

CURRICULUM AND INSTRUCTION

DOCTOR OF PHILOSOPHY

Student Handbook

2008-2009

The University of Denver Curriculum and Instruction (C&I) Student Handbook provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of the degree programs in Curriculum and Instruction.

In addition to this handbook, the student should also refer to the *Morgridge College of Education (MCE) Bulletin* available on the handbook CD or on the MCE website. In some cases, its policies take precedence over the regulations of the C&I Student Handbook. Other institutional policies and procedures are also available on the University of Denver Graduate Studies website (www.du.edu/grad).

It is the student's responsibility to read and understand College and Program norms relating to the degree program, and to complete program requirements in a timely fashion.

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WELCOME

Welcome to graduate studies in Curriculum and Instruction (C&I) at the Morgridge College of Education (MCE). As a program, we strive to provide you with the best possible faculty, courses, instructional strategies, and field experiences to realize your dream of becoming a highly effective scholar and educator. Throughout your career as a student in C&I, 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 settings.

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MORGRIDGE COLLEGE OF EDUCATION MISSION STATEMENT

The Morgridge College of Education's mission is to be a force for positive change in the lives of individuals, organizations and communities through unleashing the power of learning.

We accomplish our mission in four ways: through preparing highly competent, socially responsible, ethical and caring professionals to promote learning in diverse settings; through actively reaching out beyond our college to engage in learning partnerships with others; through contributing high-quality research to our respective fields, and through modeling excellence in all of our own educational programs.

MORGRIDGE COLLEGE OF EDUCATION VISION

The Morgridge College of Education at the University of Denver 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.

MORGRIDGE COLLEGE OF EDUCATION AFFILIATED PROGRAMS

The Aesthetic Education Institute of Colorado (AEIC)

Co-sponsored by Think 360 Arts Complete Education, Inc. and the Morgridge College of Education, this Institute is an intensive, hands-on workshop with interactive lectures led by professional artists and educators. During the institute, works of visual and performing art become the "text" for the exploration of dance, music, creative writing, theater, and the visual arts presented within a unifying theme. Contact Dr. Bruce Uhrmacher at 303.871.2483 or at buhrmach@du.edu for more information.

The Colorado Community-Based Research Network (CCBRN)

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

CURRICULUM AND INSTRUCTION OVERVIEW

In Curriculum and Instruction (C&I), we are 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, C&I can help you develop into a bold leader and innovator equipped with cutting-edge research skills, creative educational visions based on established academic disciplines, moral imagination, and social responsibility. C&I students come to the program from a diverse array of professional backgrounds including: public educators, independent consultants, librarians, lawyers, independent film makers, technology specialists, adult educators, and food service. 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.

A Curriculum and Instruction doctoral (PhD) degree is individually planned around the student's professional background and career goals. Many C&I students prepare for positions that require planning, consulting, research, materials development, policy-making, and teacher education and supervision. The program is also designed for classroom teachers and curriculum specialists who want to improve their knowledge and skills in making sound and justifiable instructional decisions for all students. Small seminars, group projects, discussions, independent projects, and practicums offer additional opportunities for an individualized and well-rounded program. Additionally, we encourage C&I students to consider enrolling in courses in other academic units in the Morgridge College of Education and across the wider university.

Dispositions

In the C&I programs, we value dispositions that sustain a rigorous, challenging, and collegial learning environment and we do not support dispositions that are mean spirited, derisive, or undemocratic. Examples of dispositions we hold in the program include: hard working, determined, reflective practice, sense of purpose, life-long learning, community, serving the public good, intellectual and personal flexibility, caring, creative, open minded, sense of humor, willing to receive and give reasoned criticism, and a willingness to push oneself intellectually. These norms of behavior support the wider set of dispositions set out in the University Honor Code and help to maintain a learning environment of "mutual respect," "personal safety," and "individual rights." A fuller description of the University Honor Code can be found in the MCE Bulletin.

Doctor of Philosophy

The 90 quarter-hour doctoral program in C&I is designed for students who want to further their knowledge of teaching, learning, schools, and communities from academically grounded frameworks, and are interested in the themes of urban, aesthetic, cross-cultural, national and cross national perspectives, gifted, technology, and teacher education. A doctoral program in Research is also available for students who wish to pursue advanced work in evaluation, research design, qualitative research, and statistics. 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 of our PhD students take faculty positions in upper level research institutions, while other graduates enjoy highly successful careers in the public school environment designing, implementing, and evaluating curriculum. We are proud of all of our graduates and welcome the opportunity to help all C&I students achieve their personal and professional goals.

Cognate

All PhD students select a cognate that is intended to add to their breadth and depth of knowledge in education. A well-designed cognate is organized around a student's professional interests and will add a unique academic and professional quality to the student's Curriculum and Instruction degree. Graduate-level classes chosen in consultation with an academic advisor can be taken from (1) Curriculum and Instruction; (2) other divisions within the Morgridge College of Education; or (3) other departments/programs at the University of Denver. 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 limited to: family studies, social work, library and information services, business, zoo/museum education, spirituality in education, and international education. Other students may prefer to take courses in an eclectic or liberal studies manner. The PhD cognate is 18 credit hours.

All students are required to complete a course work plan with their program advisor before the completion of the first quarter of study. Doctoral students will take courses in Curriculum, Instruction, Diversity, Foundations, Research, and Dissertation. Students are also required to take courses in related studies or a cognate field. The minimum credit requirement for the program is 90 quarter hours.

Courses marked with an asterisk (*) are required unless previously taken. Students may request the transfer of a maximum of 15 quarter hours (10 semester hours) above the master's degree if the courses have been at a graduate level, have been taken within 5 years, have a grade of "B" or better from an accredited institution, and have been approved by program faculty. **Transfers must be requested, approved and paperwork completed in your first quarter of enrollment.** All waived courses must be approved by your program advisor, and no reduction of hours results from waived, required courses. Substitutions are permitted with the consent of your program advisor.

A. Curriculum (minimum 9 credits required)	Qtr. Hrs.
*CUI 4020 Introduction to Curriculum.....	3
*CUI 4021 Models of Curriculum	3
CUI 3995 Urban Education.....	5
CUI 4022 Curriculum Theory into Practice.....	3
CUI 4027 Implementing Curriculum: A Practicum.....	3
CUI 4034 Curriculum and Cultural Context.....	3
<i>(CUI 4034 may be taken to fulfill "Curriculum" <u>or</u> "Diversity")</i>	
CUI 4161 Ethnicity, Gender, and Diversity in the Curriculum	3
<i>(CUI 4161 may be taken to fulfill "Curriculum" <u>or</u> "Diversity")</i>	
CUI 4170 The Arts in Education.....	3
<i>(CUI 4170 may be taken to fulfill "Curriculum" <u>or</u> "Instruction")</i>	
CUI 4171 The Arts in Education: Stage II.....	3
<i>(CUI 4171 may be taken to fulfill "Curriculum" <u>or</u> "Instruction")</i>	
B. Instruction (minimum 9 credits required)	
CUI 3995 Urban Education.....	5
<i>(CUI 3995 may be taken to fulfill "Curriculum" <u>or</u> "Instruction")</i>	
CUI 4028 Literacy Instruction & Assessment	3
CUI 4029 Issues in Literacy.....	3
CUI 4031 Teaching and Learning Environments	3
CUI 4032 Analysis of Teaching.....	3
CUI 4033 The Practice of Teaching.....	3
CUI 4035 Urban Education: Problems and Perspectives.....	3
CUI 4038 Urban Youth Development	3

CUI 4040 Teaching with Technology: Introduction to Theory and Practice.....	3
CUI 4042 Instructional Design & Web Development for Educators.....	3
CUI 4055 Human Rights and Education.....	3
<i>(CUI 4055 may be taken to fulfill “Instruction” or “Diversity”)</i>	
CUI xxxx Special Topics: Spirituality in Education and Psychology	3
<i>(This course may be taken to fulfill “Instruction” or “Foundations”)</i>	
CUI 4159 Educating Multiethnic Populations in the 21st Century.....	3
<i>(CUI 4159 may be taken to fulfill “Instruction” or “Diversity”)</i>	
CUI 4162 Teaching in an Era of Terrorism	3
CUI 4170 The Arts in Education.....	3
<i>(CUI 4170 may be taken to fulfill “Curriculum” or “Instruction”)</i>	
CUI 4171 The Arts in Education: Stage II.....	3
<i>(CUI 4171 may be taken to fulfill “Curriculum” or “Instruction”)</i>	
CUI 4403 Instructional Strategies for Gifted Learners	3
CUI 4532 Culturally Responsive Pedagogy.....	3
<i>(CUI 4532 may be taken to fulfill “Diversity” or “Instruction”)</i>	
CUI 4870 Education in International Settings	3

C. Diversity (minimum 6 credits required)

CUI 4034 Curriculum and Cultural Context.....	3
<i>(CUI 4034 may be taken to fulfill “Curriculum” or “Diversity”)</i>	
CUI 4055 Human Rights and Education.....	3
<i>(CUI 4055 may be taken to fulfill “Instruction” or “Diversity”)</i>	
CUI 4159 Educating Multiethnic Populations in the 21st Century.....	3
<i>(CUI 4159 may be taken to fulfill “Instruction” or “Diversity”)</i>	
CUI 4160 Ethnicity, Class & Gender in Education	3
CUI 4161 Ethnicity, Gender, and Diversity in the Curriculum	3
<i>(CUI 4161 may be taken to fulfill “Curriculum” or “Diversity”)</i>	
CUI 4532 Culturally Responsive Pedagogy.....	3
<i>(CUI 4532 may be taken to fulfill “Diversity” or “Instruction”)</i>	

D. Foundations (minimum 6 credits required)

CUI 4100 Sociocultural Foundations of Education	3
CUI 4130 Philosophy of Education	3
CUI 4150 Sociology of Education	3
CUI xxxx Special Topics: Spirituality in Education and Psychology	3
<i>(This course may be taken to fulfill “Instruction” or “Foundations”)</i>	
CUI 4172 Aesthetic Foundations of Education.....	3
CUI 4180 History of Education in the United States	3

E. Research (16-30 credits required)

Introductory Level

*QRM 4903 Empirical Research Methods.....	3
*QRM 4920 Structural Foundations of Research in the Social Sciences.....	3
*QRM 4930 Introductory Statistics.....	5
*CUI 4951 Introduction to Qualitative Research	3
<i>*May be waived or tested out—must be approved by QRM Program Chair.</i>	
TOTAL REQUIRED	0-14

Intermediate Level – Select from these courses:

CUI 4036 Community Based Research in Urban Settings	3
CUI 4057 Educational Criticism and Connoisseurship	3
CUI 4059 Ethnographic Research	3
QRM 4905 Psychometric Theory	3
QRM 4907 Meta Analysis	2
QRM 4908 Topics in Research Design	3
QRM 4921 Survey Design and Analysis	3
QRM 4952 Correlation and Regression (or PSYC 4300 – 5 hrs).....	4
QRM 4960 Analysis of Variance (ANOVA) or (PSYC 4330 – 5 hrs).....	5
SOWK 5402 Qualitative Research Methods	4
SOWK 5405 Qualitative Data Analysis	4
STAT 4680 Sampling Theory and Applications	4
STAT 4810 Nonparametric Statistics	4
TOTAL REQUIRED	8-9

Advanced Level – Select from these courses:

QRM 4906 Topics in Psychometrics	3
QRM 4925 Structural Equation Modeling.....	5
QRM 4950 Multivariate Analysis.....	5
QRM 4955 Topics in Statistics I.....	3
QRM 4956 Hierarchical Linear Modeling.....	3
TOTAL REQUIRED	3-5

Program Requirement – Select from these courses or other research courses approved by program advisor:

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

G. Cognate (minimum 18 credits)

A cognate in Curriculum and Instruction should add to your breadth and depth of knowledge in education. A well designed cognate is organized around a student’s professional interests and will add a unique academic and professional quality to your Curriculum and Instruction degree. See page 7 of this handbook for more information.

H. Dissertation Credits (minimum of 10 credits required)

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

CUI 5995 Dissertation Research.....	10
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Students must be registered for at least 1 dissertation credit per quarter (fall, winter, and spring) until graduation. May exceed the minimum requirement of 10 credits. (See MCE Continuous Enrollment policy).

SUMMARY OF CREDITS

A. Curriculum	9
B. Instruction	9
C. Diversity.....	6
D. Foundations.....	6
E. Research.....	16-30
F. Cognate	18
G. Dissertation	(min) 10
H. Electives.....	2-16
Minimum Total Hours.....	90

COURSE DESCRIPTIONS

The following are descriptions of Curriculum and Instruction, and other Morgridge College of Education, courses you might take as part of your degree program. Some of the classes are offered only certain quarters and/or years. Check the DU website under *course schedules* to find current offerings.

- CUI 3995 Urban Education** 5 qtr. hrs.
Historical, political and sociological influences that shape and socially construct urban schools. Characteristics, opportunities, and needs of students in urban schools and examples of current effective practice. *Generally offered every other year in spring quarter.*
- CUI 4020 Introduction to Curriculum** 3 qtr. hrs.
Introduces curriculum theory and curriculum as a field of study; includes study of issues such as standards, cognition, diversity, ecology, and social justice, among others. *Generally offered in fall quarter.*
- CUI 4021 Models of Curriculum** 3 qtr. hrs.
Reflects on ways various curriculum orientations may resolve modern issues or problems, with students' independent pursuit of one or two orientations in depth; orientations examined include cognitive pluralism, developmentalism, multiculturalism, and reconceptualism, among others. Recommended prerequisite: CUI 4020. *Generally offered in winter quarter.*
- CUI 4022 Curriculum Theory into Practice** 3 qtr. hrs.
Helps students move from theoretical concepts and decisions involved in curriculum development to actual construction of curricula; survey of potential components encompassed in a variety of curricula followed by participation in designing a curriculum as a member of a student team; final facet requires students to develop a curriculum. Prerequisites: CUI 4020 and 4021 or instructor's permission. *Generally offered in spring quarter.*
- CUI 4027 Implementing Curriculum: A Practicum** 3 qtr. hrs.
Opportunity to experience authentic role of curriculum on site; work at the Denver Zoo, the Denver Museum of Nature and Science, other museums and school sites to develop and implement curriculum. *Generally offered every other year in spring quarter.*
- CUI 4028 Literacy Instruction and Assessment** 3 qtr. hrs.
Organized around a developmental continuum for literacy acquisition. Addresses best research-based practices that allow teachers to assess students' abilities and to select appropriate instructional strategies leading to communicative competence for all children. *Generally offered in summer quarter.*

- CUI 4029** **Issues in Literacy** 3 qtr. hrs.
Prepares educators to participate thoughtfully and critically in often-contentious discourse about literacy. Examines the research base that supports sound policy and practice regarding literacy instruction. *Generally offered in summer quarter.*
- CUI 4031** **Teaching and Learning Environments** 3 qtr. hrs.
Takes a disciplinary approach (e.g. sociological, historical, philosophical, anthropological) to the analysis of teaching and learning environments in response to broad questions such as: What are effective teaching and learning environments? For whom and under what circumstances? How can we create such environments? *Generally offered selected years in spring quarter.*
- CUI 4032** **Analysis of Teaching** 3 qtr. hrs.
Provides a systematic introduction to the research base that characterizes effective practice and to the array of research methods that can be employed to study teaching and teacher development. *Generally offered selected years in spring quarter.*
- CUI 4033** **The Practice of Teaching** 3 qtr. hrs.
Course explores personal, conceptual, and empirical understanding of “teaching practice.” Topics addressed have included: metaphors for teaching practice, best practices for equity and social justice, and professional development practices. *Generally offered selected years in spring quarter.*
- CUI 4034** **Curriculum and Cultural Context** 3 qtr. hrs.
Influence of cultural, political, sociological, and economic factors on curriculum at instructional, institutional, societal, and ideological levels. *Generally offered in summer quarter.*
- CUI 4035** **Urban Education: Problems and Perspectives** 3 qtr. hrs.
Focuses on the complex problems and unique possibilities that face teachers in culturally diverse urban schools. Students will consider both theoretical perspectives and practical, applied approaches as they explore the family, community and school environments, as well as their relationships to the academic success of children and youth in urban schools. *Generally offered in summer quarter.*
- CUI 4036** **Community Based Research in an Urban Setting** 3 qtr. hrs.
This class will introduce you to the emerging philosophical and methodological issues that arise when university faculty students collaborate on research with community-based organizations. We will discuss different research traditions, master relevant skills, and access resources to prepare you to conduct your own inquiries and to understand and solve problems. *Generally offered every other year in winter quarter.*

- CUI 4037 Community Based Research Practicum** 1-5 qtr. hrs.
Students provide community-based research assistance to an underserved community partner (non-profit, school, community based organization, etc.). Student researchers are supervised by DU faculty. This course is an excellent opportunity to match the student's research expertise with the real needs of underserved groups. Prerequisite: CUI 4036.
- CUI 4038 Urban Youth Development** 3 qtr. hrs.
This course examines urban youth development from several perspectives, including the social-psychological, the cognitive/creative, the physical and health-related, and the philosophical. We will explore the emerging field of youth development in an urban context, integrate theory and practice, and analyze youth policies and their implications. *Generally offered every other year in spring quarter.*
- CUI 4040 Teaching with Technology: Intro to Theories and Practices** 4 qtr. hrs.
This course will provide resources, practice, and guidance to teachers who wish to improve their ability to use technology effectively. The objective is to give the students experience with hardware, software, teaching techniques, and technology management strategies. *Generally offered in summer quarter.*
- CUI 4041 School and Curricular Reform** 3 qtr. hrs.
A look into school reform movements, why most fail and only a few succeed.
- CUI 4042 Instructional Design & Web Development for Educators** 3 qtr. hrs.
Introduces presentation software, basic HTML, and web page development software. Focuses on various Learning, Instructional Design, and Learning Style Theories and how they relate to the development of technology supported pedagogy. Students will create individualized instructional web pages for use in practice.
- CUI 4043 Development of Technology Enhanced Educational Environments**
3 qtr. hrs
Utilizing emerging Learning Theories and complex Instructional Design Theories, students will move into advanced educational web page development including designing with style sheets and layers. Several customized technology mediated lessons or professional projects will be created for use in practice. Various tools, designed to enhance learning environments, will be explored.
- CUI 4044 Technology in Assessment** 3 qtr. hrs.
Applies a variety of evaluation criteria to technology mediated assessments created by students. Students will reflect on and appraise the use of electronic portfolios in education. They will design professional electronic portfolios of their work.

- CUI 4045 Teaching with Technology: Practicum** 2 qtr. hrs.
Under the supervision of the professor, students will generate technological applications relevant to their own work settings using ideas and concepts learned in CUI 4040. *Generally offered in summer quarter.*
- CUI 4046 Technology Leadership** 3 qtr. hrs.
Explores the role of ethics, values, social, legal, and power issues associated with technology in education. Analyzes how technology is transforming learning, equitable distribution of information, and the implications for providing optimal education to diverse learning populations.
- CUI 4050 Curriculum & Instruction Research Seminar** 0-3 qtr. hrs.
Students write proposals and learn about current relevant research in curriculum. Students learn about the proposal and dissertation process as well as current research in curriculum. *Generally offered in winter quarters.*
- CUI 4054 Teaching About the Holocaust: K-12** 3 qtr. hrs.
An introductory course for K-12 teachers who want to learn about and teach aspects of the Holocaust. This course will examine the Holocaust from the standpoint of each of the players involved: perpetrators, victims, bystanders, resisters, survivors, rescuers, liberators, revisionists, and deniers. *Generally offered only in selected years. Consult your advisor for availability.*
- CUI 4055 Human Rights and Education** 3 qtr. hrs.
Emphasis on human rights, both domestic and international, for the field of education; study of writings and research of leading educators encompassing concepts of human rights, focus on educational issues involving human rights, the Rights of the Child, work of UNICEF, and implications of human rights for educational practice.
- CUI 4057 Educational Criticism** 3 qtr. hrs.
Based on a conceptual framework derived from the arts, education criticism helps students describe, interpret and appreciate essential qualities of classroom life. *Generally offered every other year in spring quarter.*
- CUI 4058 Teacher as Researcher** 3 qtr. hrs.
Emerging philosophical and methodological issues that arise when school practitioners undertake research within their own sites; range of research traditions including quantitative, statistical research and qualitative methodologies; master relevant skills and access resources for students to be better prepared to conduct their own inquiries and understand and solve problems. *Generally offered in winter quarter.*
- CUI 4059 Ethnographic Research** 3 qtr. hrs.
Explores ways in which ethnographers describe and explain experience of people in educational settings. Introduction to exemplary ethnographic studies and

consideration of implications for education; consideration of types of questions asked by ethnographers and methods they use, particularly observation and interviewing; undertaking of a mini-ethnography to consider theory, techniques and practice of ethnographic inquiry. *Generally offered every other year in spring quarter.*

- CUI 4062** **Collective & Individual Memory** 3 qtr. hrs.
This course will examine issues related to collective and individual memory. We will discuss psychological neuroscientific, as well as sociological and historical ways to looking at memory. Through this course we will come to understand the array of research literature on the topic.
- CUI 4100** **Sociocultural Foundation of Education** 3 qtr. hrs.
Examination of the expanded conceptions of diversity to include differences based on ethnicity, biethnicity, and multiethnic identity; social class, differently-abled, age, gender, and sexual orientation; implications of terrorism on America for ethnically diverse populations in our schools and on educational establishments around the world; attention to the interactions of ethnicity with social class and gender identifications in the school setting; implications of the learning of another language as well as the impact of language diversity in our schools; consideration of new conceptual frameworks for multicultural and diversity education for educators for the 21st century.
- CUI 4130** **Philosophy of Education** 3 qtr. hrs.
Focuses on 3-4 philosophers and examines the contributions their philosophical ideas have on education. Philosophers studied have included John Dewey, Cornel West, Nel Noddings, and Maxine Greene. *Generally offered every other year in spring quarter.*
- CUI 4150** **Sociology of Education** 3 qtr. hrs.
Emphasizes the importance of the process of socialization on education, the interactions of ethnicity, gender, and social class in education, the formal roles and statuses within the bureaucracy of the school, the informal or “hidden” curriculum, the system of higher education and comparative views of educational systems around the world, and the impact on teaching and schools in an era of terrorism. Objectives of this course: to apply major concepts and theories in sociology to the institution of education; to interpret the applications of sociological theory to the school and the broader educational enterprise; and for personal expansion of philosophy and worldview through humanistic and social science perspectives.
- CUI 4153** **Practicum in Curriculum and Instruction** 2-5 qtr. hrs.
Designed to fit the educational needs of the individual student who may choose from a wide variety of practicum (internship) experiences, including teaching, curriculum development, museum internships or research projects in curriculum and instruction.

- CUI 4155** **Special Topics** 1-10 qtr. hrs.
Special topics in the field of education.
- CUI 4159** **Educating Multiethnic Populations for the 21st Century** 3 qtr. hrs.
Emphasizing a worldwide view in considering how education should be delivered children and youth for life in the 21st century, especially since the World Trade Center Disaster of September, 2001. It is incumbent on those in teaching to find creative policies for working together with those in government and business, strategies that acknowledge our human diversity within and overall context of equality and peacefulness. This begins with raising social justice issues in the classroom in ways that encourage students to openly examine difficult and personally challenging materials, facilitating communication and understanding between members of diverse and unequal social groups.
- CUI 4160** **Ethnicity, Class & Gender in Education** 3 qtr. hrs.
Applies the concepts and theories of social science disciplines--sociology, social psychology, anthropology, historical perspectives and philosophical orientations--to the inclusive examination of the issues of racism, classism, and sexism, homophobia, in education. This course seeks to conceptualize ethnicity, gender and social class as interactive systems, not as separate and independent variables, that impact on students, teachers, school systems and the educational enterprise. We examine educational systems and practices that historically have disadvantaged women and peoples of color and discuss strategies and techniques for empowerment of the members of these groups. Examples of educational experiences and programs in cross-cultural and intercultural perspectives will be presented to enrich and extend the meanings of ethnicity, gender and social class affiliations in the educational setting, particularly after 9/11/01 and teaching in an era of terrorism. Cross listed with Women's Studies.
- CUI 4161** **Ethnicity, Gender & Diversity in the Curriculum** 3 qtr. hrs.
The focus of this course is to examine and explore the complexities of teaching in contemporary educational settings in which the forces of sexism, racism and classism are found. In our society where wide diversity characterizes our student population it has become an imperative to recognize difference and relate effective teaching and learning to these conditions. Major trends or influences are impacting the school curriculum in recent years. Among these are: education for diverse populations: including bi-ethnic/multi-ethnic children and families; gay and lesbian children and families; implications of the testing mania and "high-stakes" assessment of schools and students on the curriculum; the impact of cross-cultural trends on the curriculum; awareness of sexuality and GLB youth; concerns for gender equity in the curriculum; globalization and the aftermath of terrorism on the curriculum
- CUI 4162** **Teaching in an Era of Terrorism** 3 qtr. hrs.
Emphasizes a worldview for educating children growing up in the climate of worldwide terrorism and uncertainty. Creative strategies that acknowledge our

human diversity within an overall context of equality and peacefulness can be the basis for the educational enterprise to combat the stresses that global terrorism poses. Guiding this course are three over-arching positions: a worldwide view of children, families, and education; a socio-cultural perspective; and qualitative approaches to research designs and methods used to support the social scientific rationale advocated. Bullying and homophobia are forms of terrorism, too. We will examine examples, accounts and vignettes about children's lives in communities all over the world, not just in the United States, to underscore that the presence of terrorism exists all over the globe. September 11, 2001 and the terrorist strikes have changed how Americans live. Now there is a surging need to examine, discuss, and include methods and strategies for teaching in an era of terrorism. This course takes up that challenge.

- CUI 4170** **The Arts in Education** 3-5 qtr. hrs.
This seven day institute is designed to engage participants in a challenging exploration of the creative process through workshops with professional artists in the disciplines of dance, visual arts, creative writing, music, and theatre, and to provide a greater understanding of the theory and practical applications of school reform. *Generally offered in summer quarter.*
- CUI 4171** **The Arts in Education: Stage II** 3-5 qtr. hrs.
Stage II is designed to further participant's exploration in the arts. Prerequisite: CUI 4170. *Generally offered in summer quarter.*
- CUI 4172** **Aesthetic Foundations of Education** 3 qtr. hrs.
Educational enterprise from aesthetic viewpoints; examination of a number of aesthetic theories and exploration of implications for curriculum, teaching, and evaluation. *Generally offered in summer quarter.*
- CUI 4173** **Playback Theater for Educators** 1 qtr hr.
Three major forms of community building drama based on real-life experience – playback theatre, forum theatre, and play building – are explored in this intense, fun, interactive day-long experiential workshop. Absolutely no acting experience required. Students interested in community education & research, social justice, character education and classroom teachers looking to expand their instructional repertoire will find these dramatic theories and practices exciting and useful. Students are encouraged to contact the instructor with questions about the course.
- CUI 4174** **Drama of Education: Thinking and Doing** 1 qtr. hr.
The thinking: Drama education is not about teaching the art of theatre. Drama education is using drama processes to teach anything and everything, and this curricular field is growing internationally. In this course, we will learn drama education theory and drama curriculum models from the major players on the international stages of drama education, focusing on drama as a way of knowing, drama and learning for social/cultural change, process drama, and the theatre in education movement. *The doing:* We practice in a lively, safe 'theatre lab' style

diverse drama curriculum models to expand possibilities for curriculum, increase instructional repertoires and learn how to see education through drama's illuminating eye. Absolutely no acting experience required. Students in educational psychology, social work and service/community learning will also find this course relevant, useful, and inspiring. Students are encouraged to contact the instructor with questions.

CUI 4175 Drama Education Practicum 3 qtr. hrs.

This course is modeled on play development and the rehearsal process. Students will create original drama-based educational classroom or community experiences for their education/community settings. Just as playwrights use acting ensembles to develop plays, students' drama-education 'scripts' will be tried out and developed in a safe, caring atmosphere with informed peers. Students will implement all or part of their drama-based educational project in their educational/community setting. Students will also apply the drama concepts of 'voice' and 'presence' to their professional development. The class will include an overview of drama curriculum models and models of assessment for drama-based learning and teaching. The Practicum should also be of interest to students in educational psychology and community/service learning.

CUI 4180 History of Education in the United States 3 qtr. hrs.

Traces historical context and development of K-12 schools in the United States from initial discovery of North and South America by Europeans to the present; understanding through examination of central issues that strongly influenced our current educational systems – evolution of schools, religion, social and political reform, women's issues, nationalism and ethnicity, and industrialization of the nation and world. *Generally offered every other year in fall quarter.*

CUI 4181 Reggio Emilia: Philosophy/Approach and Applications 3 qtr. hrs.

The concept of One Hundred Languages of Children provides the philosophical basis for the Early Childhood approach of Reggio Emilia. Grounded in the belief of valuing the child, this distinctive, innovative approach fosters children's intellectual development through a systematic focus on symbolic representation. Young children are encouraged to explore their environment and express themselves through many "languages", or modes of expression including words, movement, drawing, painting, sculpture, shadow play, collage, and music. This course will examine the philosophical underpinnings of the approach then support student application of concepts in classrooms for young children through field experience and projects. *Generally offered only in selected years. Consult your advisor for availability.*

CUI 4182 Reggio Emilia: Documentation & Projects 3 qtr. hrs.

The Reggio Emilia philosophy and practice provides a foundation for children's development, which emphasizes the whole child. Documentation is a process which enables teachers and children to reflect upon their experiences and to communicate to others what they have been engaged in learning. In emergent or

negotiated learning, the project, which incorporates symbolic languages, promotes intellectual and social development through the co-construction of knowledge. This course will examine the theoretical structures of these two aspects of the Reggio approach and promote student application of concepts through field experiences and a workshop approach. *Generally offered only in selected years. Consult your advisor for availability.*

CUI 4183 Reggio Emilia: Observation and the Environment: Preparing for Possibilities 3 qtr. hrs.

Explore the role of the environment and the power of observation in an intensive workshop format. Discover how the environment can become not just a beautiful backdrop, but also an active component of the learning triad. The design and use of space encourages encounters, communication, and relationships. Each bit of space has both an identity and purpose and creates the potential for meaningful learning experiences. Develop skills in the art of observation as you examine the play of children. These observations enable educators to guide children to new discoveries and the formation of theories. This course will focus on the ideas of the schools of Reggio Emilia while examining applications in a variety of settings. *Generally offered only in selected years. Consult your advisor for availability.*

CUI 4184 Reggio Emilia: Special Topics 3 qtr. hrs.

In-depth analysis and discussion of special topics in the philosophies and practices of Reggio Emilia. *Generally offered only in selected years. Consult your advisor for availability.*

CUI 4185 Reggio Emilia: Action Research 3 qtr. hrs.

For this course students will explore how on-going teacher led research influences the teaching and learning in the schools of Reggio Emilia, Italy. Students will experience how Action Research questions can lead to more effective teaching. Students will also explore how teachers in Reggio Emilia connect their on-going research to documentation and communication of student learning. *Generally offered only in selected years. Consult your advisor for availability.*

CUI 4400 The Nature and Needs of Gifted Learners 3 qtr. hrs.

Provides the foundational background necessary for understanding and working effectively with gifted and talented learners, including the nature and definition of giftedness; types of giftedness; the relationship of giftedness to intelligence and creativity; the relationship between giftedness and child, adolescent, and adult development; and the special educational needs of gifted learners.

CUI 4401 Psychological Aspects of Giftedness 3 qtr. hrs.

The psychological development of gifted children is examined through a study of current theories, models, research, and case histories. Understanding of psychological development creates a foundation for applications and practices that nurture the psycho-social-emotional development of gifted individuals.

Specific topics include the psychological nature and needs of the gifted; perfectionism, stress, and underachievement; special issues for gifted boys and gifted girls; highly gifted; and pertinent theories of psychological development. Emphasis is placed on synthesis of theories and application to specific situations.

- CUI 4402 Curriculum for Gifted Learners** 3 qtr. hrs.
Emphasizes both the conceptual foundations and field practice in the design and development of curriculum especially for gifted and talented students. Includes theories, models, and processes for curriculum modification and curriculum design; strategies for adapting educational content, process, product, and learning environment based on the educational characteristics and needs of gifted learners; curriculum design and development approaches that are especially effective with gifted learners, including curriculum compacting, integrated curriculum, independent study, and project- and problem-based learning and assessment. Prerequisite: CUI 4400 and CUI 4401 or instructor's permission.
- CUI 4403 Instructional Strategies for Gifted Learners** 3 qtr. hrs.
Provides a basic understanding of how to adapt curriculum and instruction for gifted learners through various instructional strategies. Strategies include: acceleration, enrichment, differentiation, compacting, grouping, independent study, and advanced thinking skills. By selecting instructional strategies based on assessed learner needs, educators can reach many types of gifted learners in their classrooms including gifted students of poverty, and gifted students of cultural and ethnic diversity. The themes of the class are that participants: will define instructional strategies that meet assessed academic and affective needs of gifted learners and will be able to adapt curriculum and instruction for gifted learners using learned strategies. Prerequisite: CUI 4400 and CUI 4401 or instructor's permission.
- CUI 4404 Twice-Exceptional Students** 3 qtr. hrs.
Provides foundational concepts and practical strategies for identifying and serving gifted students with learning challenges. Emphasis is placed on understanding and addressing the special academic and socio-emotional needs of these students. Specific topics include the visual/spatial learner, gifted students with ADD/ADHD, profoundly underachieving gifted students, gifted students with learning disabilities, Aspergers Syndrome, and gifted students with physical or sensory disabilities. Prerequisite: CUI 4400 and CUI 4401 or instructor's permission.
- CUI 4405 Practicum in Gifted Education** 1-3 qtr. hrs.
Each participant will complete a personal contract or plan for a course of practical experience in the education of gifted and talented learners. At least 3 areas of expertise development must be included from the following; teaching, assessment, administration, research, or policy. Prerequisite: CUI 4400 and CUI 4401 or instructor's permission.

- CUI 4406 *The Young Gifted Child* 3 qtr. hrs.**
Emphasis on the developmental and early education of gifted children under age 8. Specific topics include differences in the cognitive, social, and emotional development of young gifted children compared to their age peers; issues related to uneven development; socialization of young gifted children; maintenance of fluid abilities through educational program design; and parenting young gifted children. Prerequisite: CUI 4400 and CUI 4401 or instructor's permission.
- CUI 4407 *Current Issues in Gifted Education* 3 qtr. hrs.**
Survey and critical analysis of current issues in gifted education, including such topics as effective vs. efficient identification processes, research-based decision making in gifted education programming, assessment of gifted students in a variety of educational environments, school accountability for gifted students academic growth, and others. Prerequisite: CUI 4400 and CUI 4401 or instructor's permission.
- CUI 4408 *Creativity: Theory and Practice* 3 qtr. hrs.**
Examines and explores definitions and theoretical foundations of human creativity, including the creative process, the creative individual, and creative production and performance. Includes special emphasis on the nature, generation, and expression of creative giftedness. Prerequisite: CUI 4400 and CUI 4401 or instructor's permission.
- CUI 4410 *Program Development, Leadership, and Communication in Gifted Education* 3 qtr. hrs.**
This course emphasizes the concepts and practices involved in development and management of school- and district-based programs for the special education of gifted and talented children and youth. The course will lead to in-depth understanding of program components and systems, program planning and evaluation, program leadership, advocacy in gifted education, and communications. In addition, emphasis will be placed on planning and development of staff development in relation to gifted education. This course will include extensive in-class discussion and field applications.
- CUI 4411 *Workshop: Gifted and Talented Education* 1-2 qtr. hrs.**
Designed to provide an overview of the education of gifted and talented students, including definitions of gifted and talented students, characteristics and educational needs, common identification methods, and concepts and common practices in curriculum and instructional differentiation.
- CUI 4417 *Independent Study: Gifted Education* 1-3 qtr. hrs.**
Prerequisite: Instructor's permission

- CUI 4532 Culturally Responsive Pedagogy** 3 qtr. hrs.
This course will examine the intricate web of variables that interact in the effort to create culturally responsive pedagogy. It will examine the need and establish a definition for culturally responsive pedagogy; and will include an examination of one's conception of self and "others", conception of social relations, and conception of knowledge teaching and learning in a culturally diverse context. Furthermore, it will cultivate the practice of culturally responsive teaching as well as explore the reality of implementing cultural responsive pedagogy in an era of standardization. In sum, this course will help practicing teachers acquire the dispositions, cultural knowledge, and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice.
- CUI 4870 Education in International Settings** 3 qtr. hrs.
Professor Elise Boulding predicts that in the 21st Century pluralism and diversity in the arena of international politics will increase as states adapt to a variety of constitutional arrangements, offering greater participation to diverse identity groups in global networks pursuing an unimaginable variety of peaceable human adventures. It is evident that everywhere in our modern world, social forces are propelling the individual into a global society and the effects of these movements are crucial to professionals in education and the helping professions. This course offering presents issues and theories underscored by examples, case studies, research findings, curriculum materials and resources to encourage students to bring cross-cultural perspectives, world awareness, and commitment to human diversity into the educational setting and into one's own personal philosophy.
- QRM 4900 Educational Measurement** 3 qtr. hrs.
This course examines the meaning, characteristics, and processes of educational measurement and evaluation. Development and interpretation of both standardized and informal tests are considered.
- QRM 4903 Empirical Research Methods** 3 qtr. hrs.
This course provides in depth study of empirical research requirements involved in experimental, quasi-experimental, correlational, and single-subject designs.
- QRM 4920 Structural Foundations of Research in the Social Sciences** 3 qtr. hrs.
Identification and development of problems for research; introduction to basic methods of conducting research in educational and human services settings, including experimental, survey, case study, correlational, historical ethnographic, and criticism methods. Doctoral students only.
- QRM 4921 Survey Design and Analysis** 3 qtr. hrs.
This course examines survey techniques, needs assessments, item construction, sampling, maximizing response rates, and data analysis for large-scale research surveys. Actual construction and data analysis of a survey is required of all students.

- QRM 4930** **Introductory Statistics** 5 qtr. hrs
 This is the beginning statistics course and examines use and interpretation of statistics in educational and human services research, including descriptive and inferential techniques.
- QRM 4950** **Multivariate Analysis** 5 qtr. hrs.
 This course emphasizes a conceptual understanding of common multivariate statistical techniques as applied to research in education and the social sciences. Assumptions and limitations of techniques and interpretation of findings is also stressed.
- CUI 4951** **Introduction to Qualitative Research** 3 qtr. hrs.
 This course has been designed to provide graduate students with further and more in depth understandings of naturalistic, qualitative research methods. It is assumed that students enrolling in this seminar have already completed an introductory research methods course in either education or another discipline than education. Purposes and Overall Questions Posed in this Course:
 Why should a researcher choose to conduct a qualitative study?
 What type of research questions does the researcher pose?
 What is the role of the literature review in a qualitative research design?
 How are data collection strategies carried out in a qualitative research design?
 What are some of the ethical concerns that impact qualitative research?
- QRM 4955** **Topics in Statistics** 3 qtr. hrs.
 Topics vary by quarter, but may include log-linear analysis, factor analysis, or meta analysis.
- QRM 4960** **Analysis of Variance** 5 qtr. hrs.
 This course examines one-way analysis of variance through factorial nested designs, and multivariate analysis of variance.
- CUI 5991** **Independent Study** Arr
 Special projects in the field of education for the PhD students. Prerequisite: permission of instructor and program advisor.
- CUI 5994** **Seminar in Dissertation Organization and Design** 2-5 qtr. hrs.
 Individualized assistance in developing the dissertation topic, issue, problem; guidance in preparation for proposal orals and application to the Institution Review Board (IRB), direction for dissertation chapter organization, writing and completion. This seminar is targeted for the student who needs support in completing the dissertation.
- CUI 5995** **Dissertation Research** Arr
 A minimum of 10 hours are required, depending on the length of time it takes the student to complete his/her dissertation.

PROGRAM ADVISOR

When a student is admitted to the program, a faculty advisor is assigned. Students should consult with their advisor to determine which courses and options are most appropriate for the student's interest and future career goals. *It is the responsibility of the student to make appointments to see his or her advisor at least once per academic year.*

Generally, faculty professional responsibilities include teaching, research, and service. Most faculty are on a nine-month contract during the regular academic year. They may be available to work with students during the summer at their discretion, but this time period is normally reserved for their own research and related activities.

ORIENTATION

Before the beginning of the fall quarter, students are **strongly** encouraged to attend the Morgridge College of Education and the C&I orientation. These sessions provide vital information regarding policies and procedures in relation to your program and your responsibilities as a University of Denver graduate student. It also gives you an opportunity to meet other students, faculty and staff members.

COURSE WORK PLAN

Completing a graduate degree requires a plan of study that enables one to achieve success in a timely fashion. The student is responsible for working with a program advisor to develop a course work plan to complete the student's specific program. The deadline for completion of the doctoral degree is seven years.

The Course Work Plan provides students with an opportunity to design their course of study to meet the degree requirements of the C&I doctoral program. This plan enables the student to develop a schedule for taking courses and practicum experiences. By looking at the annual University of Denver class schedule on-line through the Registrar's website (www.du.edu/registrar), each student should be able to work with his/her program advisor to devise a course plan to complete the degree requirements.

It is the student's responsibility to meet with a program advisor during the student's first quarter of study to ensure that the student understands the degree requirements and secures the program advisor's signature on the form. It is strongly recommended that the student meet with his/her advisor at least once during the academic year. The original course work plan will remain in the student's file in Curriculum and Instruction. The student's program advisor must approve changes to the course work plan. The course work plan must be completed, approved, and on file in Curriculum and Instruction by the end of the second quarter of enrollment. **However, the request to transfer credits must be approved in the student's first quarter of enrollment.**



UNIVERSITY OF
DENVER

Morgridge College
of Education

CURRICULUM AND INSTRUCTION
DOCTOR OF PHILOSOPHY
COURSE WORK PLAN
(for students entering 2008-2009)

NAME _____ STUDENT # _____

ADDRESS _____

PHONE _____ EMAIL _____ DATE _____

Please discuss with your advisor the course plan most appropriate for your schedule.

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

	Course Number	Credit Hours	Expected Term of Completion
D. FOUNDATIONS (6 credits)			
F. RESEARCH (16-30 credits)			
Empirical Research Methods*	QRM 4903	3	
Structural Foundations of Research in the Social Sciences*	QRM 4920	3	
Introductory Statistics*	QRM 4930	5	
Introduction to Qualitative Research*	CUI 4951	3	
<i>*May be waived or tested out</i>			
G. COGNATE (18 credits)			

H. DISSERTATION (10 credits)			
Dissertation Research	CUI 5995		
I. ELECTIVE (2-16 credits)			

SUMMARY

**Credit
Hours**

A. CURRICULUM	(9)	
B. INSTRUCTION	(9)	
C. DIVERSITY	(6)	
D. FOUNDATIONS	(6)	
E. RESEARCH	(16-30)	
F. COGNATE	(18)	
G. DISSERTATION	(min 10)	
H. ELECTIVE	(2-16)	
TOTAL	(90)*	

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

As noted in the C&I handbook, students must also pass other components as part of their degree requirements.

Student's Signature _____

Advisor's Signature _____

Cognate Advisor's Signature (if applicable) _____

DOCTORAL QUALIFYING PORTFOLIO

Portfolios have been adopted as formative and summative assessments for K-12 classrooms, academic and professional programs, and even state licensure programs. Curriculum and Instruction faculty have chosen to implement portfolios as an occasion to assess student progress (not just knowledge) and to assess program and career goals. The portfolio is discussed with your program faculty at an oral presentation and takes the place of the qualifying exam.

Your portfolio should represent your best professional effort. Begin early, and feel free to work with peers in composing all portions. Also, consult with your advisor with questions about the process or content of your portfolio.

Portfolio Process

- Your portfolio is due after your first calendar year in the program, which ought to have included at least one course from each of the following four categories: Curriculum, Instruction, Foundations, and Research for a minimum of 15 quarter hours. But the portfolio should be scheduled before the completion of 30 quarter hours.
- Register to submit your doctoral qualifying portfolio one quarter in advance. There is a portfolio registration fee. The Qualifying Portfolio Cover Sheet and Academic Paper Caption Forms are necessary for your portfolio presentation. They are available from the MCE Office of Admissions and Enrollment Services.
- Begin compiling your portfolio as soon as possible, in consultation with an advisor. Your portfolio is due one week in advance of your oral.
- Your portfolio contents will be reviewed by C&I professors, and feedback will be provided at the oral. Your overall progress will be summarized as: Excellent, Very Good, Adequate, or Unsatisfactory. If you receive an Unsatisfactory recommendation, you will either construct a plan leading to Adequate performance, or be counseled out of the program. After grading, return the Qualifying Portfolio Cover Sheet to the Office of Admissions and Enrollment Services.
- You are responsible for scheduling your oral and for reserving a room. Oftentimes, an oral is conducted in a professor's office.

DOCTORAL QUALIFYING PORTFOLIO (CONT.)

Portfolio Contents

Use the Qualifying 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 (available in the MCE Office of Admissions & Enrollment Services). 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.

Further Advice

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

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

DOCTORAL COMPREHENSIVE EXAMINATION

Purpose

The purpose of the Doctoral Comprehensive Examination is to allow students to demonstrate ability to integrate the information and knowledge of curriculum theory and practice (including research design and methods) acquired during the degree program. The exam occurs near or at the end of the course work.

Comprehensive exams for C&I students are offered in the fall, spring and summer quarters. Each student must register in advance for the comprehensive exam according to University deadlines with the MCE Office of Admissions and Enrollment Services. There will be a registration fee.

Format

The test will be taken over a two-day time period with a different set of essay style questions for each day. You are expected to organize your writing to give equal time to each question and to include time to proof your answers. Some questions will be required and there will be some choice among others. Generally, you will answer three essay questions each day.

Criteria

- *Accuracy in addressing the questions* without omitting parts of the question and without answering questions that were not asked.
- *Skill in defining issues* presented in the questions that will relate to a particular problem area in higher education. In order to give focus to your response, you must be able to identify the particular issue or issues you are addressing. (Caution: a topic such as finance is not an issue; however, certain propositions or statements about methods of financing institutions and about which differences of opinion are expressed may constitute issues. Issues are embodied in statements about which persons are prepared to take different positions).
- *Clarity in stating your position* beyond simply yes and no. As an administrator or teacher involved in policy-making, you are often required to take what seems to be the best and/or most responsible position in terms of the evidence you have available at that time. In writing your responses in this examination, ask yourself if a reader is able to identify clearly and directly the point of view you are developing.
- *Competence in applying information* to a position on an issue beyond just restating your own biases. You need to provide evidence in the form of bibliographic references, specific data, and quotations (direct or indirect) from authorities to substantiate the points you make. As a scholar in the field, you are expected to be able to demonstrate that your opinions are well-informed.

DOCTORAL COMPREHENSIVE EXAMINATION (CONT.)

- *Clarity in writing* that is appropriate to your level of study in clear and direct prose. Are you developing your responses logically and coherently? Poorly stated and illogically presented responses obscure rather than illuminate. Can a reader follow the structure of your argument? Do you use correct grammar construction and form?
- *Overall adequacy* in addressing the issues, revealing insight into problems, and documenting your position adequately.

Examples of Comprehensive Exam Essay Questions for Doctoral Students

- Discuss what American educators mean when they call for equal educational opportunity. In your opinion, is it possible or desirable for our society to provide equal educational opportunities to all students?
- Describe the procedures you would follow if you were responsible for planning and implementing a change in the curriculum. You may select the grade level(s) and subject field(s).
- Many professional educators hold that public education is a reactive institution. What is your position on this issue? Give curricular examples to support your view.
- Synthesize and analyze what you have learned thus far in graduate studies. How do the ideas and theories and research methods that you have learned contribute (or not contribute) to your professional and intellectual life?
- Why do you think some works of curriculum theory are generally regarded as more important than others? Is it because of the intrinsic qualities of the works, does it reflect the fit between the works and our shared values, or is there some other reason?

DISSERTATION GUIDELINES

An oral examination is required in defense of the dissertation. The dissertation committee consists of no fewer than three members chosen from the faculty of the Morgridge College of Education (MCE). In addition, the outside chair of the examination, 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. The student must work with his/her advisor closely to follow the MCE Dissertation Guidelines.

The Office of Graduate Admissions and Records must be notified at least five weeks before the date of the examination. Committee members may not send written comments in lieu of attending the oral examination. The oral examination must be held at least two weeks before the end of the term in which the degree is to be awarded. See schedule of deadlines.

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. (See MCE Bulletin for additional details and information on writing your dissertation).

CONTINUOUS ENROLLMENT POLICY (Updated 5/4/08)

Please note there are two (2) Continuous Enrollment Policies: one for the Morgridge College of Education and one for DU Graduate Studies. Students MUST adhere to the MCE Continuous Enrollment Policy at all times AND, under certain circumstances described below, should follow the DU Graduate Studies Continuous Enrollment Policy as well.

Morgridge College of Education Continuous Enrollment Policy

Once the student has completed successfully all required courses and the required comprehensive exam, a student must register for dissertation credits. The faculty support students in the dissertation process by providing advising during this phase of the Ph.D. It is the expectation of the faculty that each student will successfully complete the required dissertation with quality work. In order to encourage the completion of the dissertation, the policy requiring continuous enrollment is as follows:

A student is required to remain continuously registered for dissertation credit at the minimum rate of one credit per quarter (Academic Year of Fall, Winter, and Spring quarters), until the student has completed the minimum necessary number of dissertation hours required by the student's program AND until a successful dissertation defense has occurred. Therefore, depending on the time a student takes to successfully complete the dissertation, registration for additional dissertation credits may be necessary beyond the required minimum.

DU Graduate Studies Continuous Enrollment Policy

All graduate degree-seeking students must be in active status and continuously enrolled. Enrollment may consist of registration for courses, thesis or dissertation credits, or Continuous Enrollment registration. The Graduate Studies Continuous Enrollment Policy is ideal for students who need to defer loan repayment while completing the dissertation though you must consult with the appropriate DU Financial Aid Office for more specific information.

Keep in mind you must also register for one credit hour of dissertation research (CUI 5995) each quarter until you graduate per MCE Policy (noted above). If a student is on a full-time, year-long internship required by your program, this generally applies to Counseling Psychology and Child, Family, and School Psychology students only, the Graduate Studies Continuous Enrollment Policy should be utilized so that you are in active status and are continuously enrolled which is the university policy.

If a student is registering for CUI 5995 for less than four (4) credits in a given quarter AND you are attempting to defer student loan repayments, the DU Graduate Studies Continuous Enrollment Policy should be utilized in addition to the MCE Continuous Enrollment Policy. You are advised to always contact the DU Office of Financial Aid to clarify any financial aid requirements. The MCE does not provide financial aid policy interpretation so please consult the appropriate office for support on any financial aid policy.

To register for DU Graduate Studies Continuous Enrollment, a form must be completed and approved by the Morgridge College of Education, who will submit it to the Vice Provost for Graduate Studies for final approval.

For the complete DU Graduate Studies Continuous Enrollment Policy and form, please go to: <http://www.du.edu/grad/current-students/forms.html>

Some examples of how to use these two policies:

1. If you are not concerned about loan repayment issues or not currently receiving some forms of financial aid, you may only need to register for the MCE Continuous Enrollment Policy. Please consult the DU Office of Financial Aid for specific requirements.
2. If you are receiving some forms of financial aid and/or you need to defer loan repayment while you are working on your dissertation, the DU Graduate Studies Continuous Enrollment Policy would be necessary in addition to the MCE Continuous Enrollment Policy. Please consult the DU Office of Financial Aid for specific requirements.

GRADUATION

Completing a doctoral degree in the Morgridge College of Education (MCE) deserves celebration. The University of Denver and the Morgridge College of Education applaud your hard work and great accomplishment. Please follow the appropriate guidelines so that you are able to graduate when you intend to do so. Students should check with the MCE Office of Admissions and Enrollment Services to verify that all paperwork is complete.

An application for graduation must be turned into the Office of Graduate Studies **one quarter prior to the quarter you plan to graduate**. Failure to file this application will automatically delay the date of graduation to a subsequent quarter. Official deadlines are on-line at www.du.edu/grad/deadlines.html

The application and other important graduation information is available on the Office of Graduate Studies website at <http://www.du.edu/grad/gradinfo/graduation.html>

UNIVERSITY OF DENVER AND MORGRIDGE COLLEGE OF EDUCATION POLICIES AND PROCEDURES

Students should refer to the Morgridge College of Education (MCE) Bulletin for specific policies and procedures on academic matters such as transferring credit, time limits, incomplete grade policies, registration, academic appeals procedures, continuous enrollment, and other information. The Bulletin is available on the handbook CD, in the MCE Office of Admission and Enrollment Services, and online at www.du.edu/education.

PROFESSIONALISM IN C&I

Examples of the kinds of professional principles we hold in Curriculum and Instruction include: hard working, determined, sense of purpose, life-long learning, community, serving the public good, intellectual and personal flexibility, caring, creative, open minded, willing to receive and give reasoned criticism, and a willingness to push oneself intellectually.

These norms of behavior support the wider set of dispositions set out in the University Honor Code stated below and help to maintain a learning environment of “mutual respect,” “personal safety,” and “individual rights.” The C&I program supports professional ethical standards and behavior. If necessary, students may be dismissed for not adhering to the accepted professional codes of conduct/behavior.

UNIVERSITY HONOR CODE

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

The Honor Code fosters and advances an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth the highest standard of academic excellence. Members of the University community, including students, faculty, staff, administrators and trustees, must not commit any intentional misrepresentation or deception in academic or professional matters.

(See http://www.du.edu/facsen/honor_code.html for complete statement).

STUDENT SUPPORT AND DISMISSAL PROTOCOL

Curriculum and Instruction faculty have the responsibility to monitor the academic and professional development of students they advise as well as the students in their classes. If a student appears to be performing substantially below academic and professional expectations, the faculty member should consider one of the following steps.

1. Arrange a one-on-one meeting with the student to discuss the faculty member's concerns and to seek the student's input on how to address the concern. The goal of this meeting is to work toward an agreement that will allow the student to remain in the program and come up to speed on program academic or professional expectations;
2. Meet with the C&I Program Chair for coaching on how to most effectively address the faculty member's concerns; or
3. Consult with units across campus regarding support resources such as writing, peer counseling, or academic counseling. A list of services is available in the MCE Bulletin under the section titled: "Personal Support."

If the issues persist, the program director, faculty member, and student will meet to review the case. The program chair, in consultation with other C&I faculty, will determine whether or not to develop a formal remediation plan or dismiss the student from the program. Dismissal protocol and appeals process is outlined in the MCE Bulletin under the section titled: "Disruptive Classroom Behavior Policy".

Curriculum and Instruction students may be dismissed from the program when their academic or professional performance falls below accepted standards for a graduate student. Academic standards are principally defined in the Morgridge College of Education Bulletin which states that any student with a GPA lower than 3.0 can be "...warned, put on probation, suspended, or dismissed" from a program. If a student's GPA stays lower than 3.0 for three consecutive quarters the student will be dismissed from the program. Where appropriate, C&I faculty should direct students to University resources designed to provide students with academic support, such as the writing center, academic counseling, or disability services.

Professionalism standards cover a wide range of student attributes including but not limited to student/faculty interactions, student/student interactions, student dispositions toward public school students or teacher, and learning the program curriculum. In cases involving student/faculty conflicts, the program chair should follow the procedures outlined in the Morgridge College of Education Bulletin. Typically this entails conversations with the student, which may or may not include a student advocate, regarding his/her behavior. Issues of professionalism around dispositions, attire, or language should also be initially handled with one-on-one communication with the student.

UNIVERSITY OF DENVER (DU) EMAIL

The University has adopted a policy that all official University correspondence will be sent to DU email address **only**. Your DU email address is the venue with which the faculty, staff, and University communicate with you. Important information on policies, emergency notices, meeting and even notifications, course syllabi and requirements, room changes, financial aid, correspondence between faculty and staff with students, etc. will all come to you through your DU email. Students are responsible for all information sent to them via their University assigned email account. If you prefer an alternative address, please make sure that you set up your DU email to be forwarded to your email of choice. This can be accomplished through “myWeb” on webCentral. See the University’s email policy at <http://www.du.edu/uts/policies/1email.html>.

C&I PORTFOLIO COMMUNITY

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

STUDENT MAILBOXES

Each C&I student has a student mailbox (hanging folder) located in the file cabinet on the second floor of Wesley Hall. This cabinet is inter-department mail only and is often where faculty members will return papers or projects. It is the student’s responsibility to check his/her mailbox on a regular basis. Space is limited.

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OFFICE OF ADMISSIONS & ENROLLMENT SERVICES

Beginning with initial program inquiry and thereafter, the Office of Admissions & Enrollment Services (OAES) assists prospective, special, and admitted students in understanding the procedures and obtaining the necessary forms to secure financial aid, arrange examinations, and complete your degree program. The Curriculum and Instruction staff work in partnership with OAES to provide services for our C&I students. Should you have any procedural questions, please contact a staff member in either office. Regarding more academic matters, you should consult with your program advisor.

CURRICULUM & INSTRUCTION STUDENT ASSOCIATION

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

PROFESSIONAL ORGANIZATIONS

- General organizations
 - American Educational Research Association (AERA): also join divisions and SIGs (Special Interest Groups) www.era.net
 - American Association for Teaching and Curriculum (AATC) <http://www.aatc.org/>
 - Association for Supervision and Curriculum Development (ASCD) www.ascd.org
- Interest based organizations
 - National Association of Multicultural Education (NAME) www.name.org
 - National Art Education Association (NAEA) <http://www.naea-reston.org/>
 - National Council on Family Relations (NCFR) <http://www.ncfr.org/>
 - National Association for Bilingual Education (NABE) <http://www.nabe.org/>

JOURNALS

- Usually each of the major professional organizations publishes its own journals
 - AERA: American Educational Research Journal, Educational Researcher
 - AATC: Curriculum and Teaching Dialogue
- Chronicle of Higher Education