



Denver Teacher Residency

Department of Educational Research Practice &
Policy

Resident Handbook

2014 – 2015



UNIVERSITY of
DENVER

MORGRIDGE COLLEGE OF EDUCATION

The Educational Research Practice & Policy *Student Handbook* provides admitted students 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 Studies Policy Manual*. 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.

TABLE OF CONTENTS

PART I: OVERVIEW.....	5
PROGRAM CONTACT INFORMATION	5
UNIVERSITY RESOURCES.....	5
ACCREDITATION.....	6
DENVER TEACHER RESIDENCY MISSION.....	6
PROGRAM VISION.....	6
PROGRAM MODEL.....	6
<i>Year One: Residency</i>	6
<i>Year Two-Five: DPS Teacher of Record</i>	6
<i>Program Supports</i>	6
<i>Program Rewards</i>	7
PART II: PROGRAM REQUIREMENTS AND POLICIES.....	7
RESIDENT ROLES AND RESPONSIBILITIES	7
<i>Professional Conduct</i>	7
<i>Attendance</i>	8
<i>Teaching and Learning</i>	9
MA DEGREE: CORE CURRICULUM AND SPECIALIZATIONS	10
<i>Coursework Overview: Elementary and Special Education</i>	10
<i>Coursework Overview: Secondary Mathematics</i>	11
<i>Coursework Overview: Secondary Science</i>	12
TEACHING ELIGIBILITY	13
GRADE REQUIREMENTS.....	13
TIME LIMIT FOR DEGREE COMPLETION	13
COURSEWORK PLAN.....	13
INCOMPLETE GRADE POLICY.....	14
RESIDENT EVALUATION	14
GRADUATION	14
PROCEDURE FOR ACADEMIC GRIEVANCES FOR GRADUATE STUDENTS.....	14
PART III: PERFORMANCE EXPECTATION.....	15
HONOR CODE	15
DISABILITY ACCOMMODATIONS.....	15
RESIDENT PERFORMANCE EXPECTATIONS	15
UNDER PERFORMING STUDENT PROTOCOL	16
<i>Indicators of Under Performance</i>	16
<i>Informal Determination of Under Performing Status</i>	17
<i>Formal Determination of Under Performing Resident</i>	17
<i>Plan of Support</i>	17
SUSPENSION OF FIELD PLACEMENT	18
PROGRAM TERMINATION	18
RESIGNATION PROTOCOL	19
<i>Withdrawing in Good Standing</i>	19
<i>Reapplying to the Denver Teacher Residency Program</i>	19
<i>Resignation Protocol</i>	19
PART IV: STUDENT ASSOCIATIONS.....	20
<i>Graduate Student Association Council (GSAC)</i>	20
<i>College of Education Student Association (COESA)</i>	20
PART V: MORGRIDGE COLLEGE OF EDUCATION ACADEMIC POLICIES.....	21
UNIVERSITY OF DENVER HONOR CODE (MCE ADOPTION)	21
DEGREE PLANNING.....	21

<i>Course Descriptions</i>	22
<i>The Coursework Plan</i>	22
ENROLLMENT REQUIREMENTS	24
PROFESSIONALISM IN THE MCE.....	25
<i>Video- and Audio-Taping Policy</i>	27
VI. MORGRIDGE COLLEGE OF EDUCATION OPERATIONAL PROCEDURES.....	28
ROOM SCHEDULING GUIDELINES	28
BOOKABLE SPACES IN KATHERINE A. RUFFATTO HALL	29
TECHNOLOGY SUPPORT.....	29
APPENDIX A: DTR COURSE WORK PLANS	30
APPENDIX B: DTR PARTICIPANT AGREEMENT.....	34

PART I: OVERVIEW

Program Contact Information

Denver Teacher Residency

900 Grant St., Suite 400
Denver, CO 80203

Morgridge College of Education

1999 E. Evans Ave.
Denver, CO 80208

Denver Teacher Residency Staff

Shannon Hagerman

Director
Denver Teacher Residency
720-423-3213, shannon_hagerman@dpsk12.org

Erik Smith

Field Manager
Denver Teacher Residency
erik_smith@dpsk12.org

Julie Rottier-Lukens

Program and Curriculum Manager
Denver Teacher Residency
720-423-3146, julie_rottier-lukens@dpsk12.org

Madda Evenson

Human Resources Coordinator
Denver Teacher Residency
720-423-2015, madda_evenson@dpsk12.org

Bryan Bohanan

Field Manager
Denver Teacher Residency
bryan_bohanan@dpsk12.org

Amanda Ludwig

Talent Management Specialist
Denver Teacher Residency
720-423-1239, amanda_ludwig@dpsk12.org

Jouanna Crossland-Wells

Field Manager
Denver Teacher Residency
jouanna_wells@dpsk12.org

Mayumi Kawafune

Teacher Education Coordinator
Denver Teacher Residency
University of Denver
303-871-2314, mayumi.kawafune@du.edu

Melissa Hughes

Field Manager
Denver Teacher Residency
melissa_hughes@dpsk12.org

University Resources

Bursar's Office

303-871-4944, bursar@du.edu

Office of Graduate Studies

303-871-2706, gradservices@du.edu

Morgridge Office of Admissions

303-871-2509, edinfo@du.edu

Office of the Registrar

303-871-4095, registrar@du.edu

Office of Financial Aid

303-871-4020, finaid@du.edu

Accreditation

All degrees at the University of Denver are accredited through the North Central Association of Colleges and Schools.

Denver Teacher Residency Mission

Select and prepare aspiring teachers to effectively meet the diverse needs of Denver Public Schools students, increase academic achievement and serve as leaders in our schools, district and community.

Program Vision

Every student in DPS has an exceptional teacher.

Program Model

The Denver Teacher Residency is an innovative, hands-on teacher preparation program designed to cultivate and support exceptional teachers in high-needs subject areas and schools within DPS. This program is a critical step toward the district's commitment to attract, retain and reward outstanding teachers.

Year One: Residency

- Placement in a DPS high-needs elementary or secondary school with 2-8 fellow Residents
- Learn and teach with a DPS Mentor Teacher who demonstrates excellence in the classroom and serves as a coach and advisor to the Resident
- Participate in a professional learning community focused on improving student learning, understanding and applying instructional theory; and promoting professional growth
- Participate in weekly seminars of M.A. coursework designed and taught through the University of Denver's Morgridge College of Education and the Denver Teacher Residency program
- DPS Alternative Teaching license waiver awarded to teacher candidates*

Year Two-Five: DPS Teacher of Record

- Hired as a full-time teacher* within a DPS high-needs school, with a competitive salary and the opportunity to positively influence the lives of DPS students
- Supplemental trainings and support offered throughout first year in classroom
- Ongoing exchange of ideas and practice with cohort from DTR
- Ongoing access to extensive professional development and all supports provided to DPS teachers
- Tuition reimbursement: Approximately one-fourth of the cost of the M.A. is reimbursed each year in years 2-5

Program Supports

- \$10,000 or \$20,000 stipend during residency year and access to health care benefits through the University of Denver, Morgridge College of Education
- Access to financial aid advice through the University of Denver, Morgridge College of Education

- Full tuition reimbursement upon fulfillment of 5-year commitment to Denver Teacher Residency program and DPS (includes residency year)
- Considered a high-priority candidate when applying for teaching positions in DPS*
- Supportive, constructive environment created by residency cohort model
- Extensive resources to develop and improve teaching skills

Program Rewards

- Opportunity to help high-risk students achieve their full potential
- Education and experience needed to effect change within the classroom, the school, and the district
- Ability to determine effectiveness of learning and application by examining student work
- Satisfaction of making a difference in the education and lives of DPS students

**Upon successful completion of residency in year one of program and ongoing demonstration of competency*

Part II: PROGRAM REQUIREMENTS and POLICIES

The following provides information on the policies and procedures that specifically affect Residents; however, this is not an exhaustive list. The University of Denver's [Graduate Policy Manual](#) is the first layer of academic policy under which all college and program policies are administered. Residents should check with their Academic Advisor or the Curriculum Studies and Teaching handbook regarding all MCE policies and procedures.

Resident Roles and Responsibilities

In addition to following the University of Denver Honor Code and behaving according to the professional standards of our field, Residents are expected to take responsibility for their success in the program. The DTR Staff, Mentor Teacher, and Site Coordinator are responsible for supporting all Residents' efforts in achieving success; but, ultimately, success is the Resident's responsibility. Residents are responsible for keeping all official University records up to date, meeting deadlines for filing any document needing faculty, program, or University approval, being prepared for evaluation meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with fellow Residents, faculty, staff, and professionals in the field. If circumstances create a situation which may make it difficult for a Resident to meet program obligations, including class work, the Resident must let the instructor and/or appropriate staff member know within a reasonable time frame, not to exceed five days of the issue or concern. Residents will participate in a rigorous and rewarding experience teaching and learning alongside a Mentor Teacher focused on accelerating student achievement. Residents will adhere to the guidelines established by DTR, MCE, and within the Program Participant Agreement.

Professional Conduct

Resident will:

- Follow the Resident Gradual Release Calendar
- Check email daily and respond within 24 hours
- Ensure all conversations about students are objective, respectful, confidential, and advocate for student success

- Build and maintain professional and courteous relationships with cohort members, Mentor Teacher, and members of school community
- Resolve any issues that may arise by speaking directly to the person involved, Faculty, Mentor Teacher, Site Coordinator or Field Manager
- Meet all deadlines established by the Mentor Teacher, Host School Site Principal, Site Coordinator, DTR Staff and DU Faculty
- Act, speak and dress professionally at all times, including maintaining an orderly work space and refraining from consuming food or beverages and using cell phones or email when students are present
- Follow all rules and guidelines established by Host School Site and DPS
- Participate at the Host School Site by taking on the same or similar responsibilities as the Mentor Teacher
- Use Host School Site resources (paper, computers, professional books, copy machines) for the purpose of student achievement. Using Host School Site resources for coursework requires the approval of the Mentor Teacher

Attendance

Resident will:

- Adhere to the DPS academic calendar unless specified by DTR and follow the Host School Site daily schedule for teachers. It will be necessary to work beyond the school day to complete tasks and fulfill responsibilities
- Sign in and out each day at the Host School Site and complete monthly timesheets. These are to be submitted to Field Manager
- Serve as a substitute teacher (without compensation) while Mentor Teacher attends all DTR related meetings
- Arrive at the Host School Site and graduate class location on-time and prepared to teach and learn
- Attend all course sessions
 - A Resident may not have more than ten absences total (eight sick days and two personal days) combined from the Host School Site and the coursework or the Resident may be dismissed from the program. Use of personal days (including observance of religious holidays) requires a Request for Leave form, which can be found online and must be submitted to the Field Manager for approval at least one week in advance of a planned absence. Family emergencies or other extenuating circumstances will be considered on a case-by-case basis
 - In the event of an unplanned school site absence the Mentor Teacher and Site Coordinator must be contacted prior to 6:30 AM
 - Instructors have the right and responsibility to establish attendance policies for their courses. Students are responsible for informing the Instructor and Program Manager about their absence from class and for completing assignments given during their absence.
 - If absence occurs during the Resident Lead Teaching window, Residents are responsible for all planning of delivery of lesson plans to Mentor Teacher no later than 6:30 AM on the days of absence.

Teaching and Learning

Resident will:

- Use the LEAP Framework to guide practice
- Share coursework and Gradual Release Calendar with the Mentor Teacher in order to create a plan that maximizes the Resident's learning opportunities
- Collaborate with the Mentor Teacher to improve student growth, setting standards-aligned, measurable, ambitious and feasible big goals for students
- Collaborate with the Mentor Teacher to create or obtain diagnostics and daily, periodic, and annual assessments to determine student progress toward big goals
- Collaborate with the Mentor Teacher to backwards-plan, breaking down big goals into groups of objectives and mapping them across the school year
- During lead teaching experiences, create rigorous, differentiated, objective-driven lesson plans and clearly present material with opportunities for student participation and checks for understanding
- Submit lesson plans 24 hours in advance and reflections at least once per week
- Consistently communicate high expectations for behavior and learning
- Seek additional opportunities for professional growth through Host School Site and District professional development and other teachers
- Debrief with the Mentor Teacher daily to analyze lessons, student and Resident learning, and reflections.
- Participate in all required meetings, including the Resident and Lead Teacher Weekly Meeting, Site Coordinator and Resident Weekly Meeting, and any evaluation meetings
- Participate in any required school events such as Back-to-School Night and Parent/Teacher Conferences alongside the Mentor Teacher to build community with students and the school
- Use discussion and reflection protocols, tools and resources provided by the school, DTR program and MCE as well as observation and student data (video, assessments, student work, and other sources) to measure progress toward big goals and improve practice and student achievement

Failure to meet the expectations, as outlined in the DTR Handbook, including excessive absences, may disqualify a Resident from meeting the requirements of the program, and will therefore prevent the Resident from qualifying for licensure. Residents may request special consideration for extenuating circumstances or emergencies from the DTR Director and appropriate DU Faculty.

MA Degree: Core Curriculum and Specializations

Coursework Overview: Elementary and Special Education

DTR Course Work Plan 2014-2015 Degree Plan: Master's Degree in Curriculum and Instruction to begin June, 2014 Eligible for Elementary and Special Education Certificate Endorsements in Culturally & Linguistically Diverse Education and Special Education				
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education II: School, Student, Family, Community Influences on Student Learning	Summer	3
CUI	4450	Education and Psychology of Exceptional Children	Summer	3
CUI	4031	Teaching and Learning	Summer	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer	3
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
CUI	4500	Elementary Literacy: Theory and Practice I	Fall	3
CUI	4504	Elementary math, science, and social studies methods for CLD learners	Fall	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Fall	3
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
CUI	4501	Elementary Literacy: Theory and Practice II	Winter	3
CUI	4532	Culturally Responsive Pedagogy	Winter	3
CUI	4455	Assessment of Students with Special Needs	Winter	3
CUI	4542	Curriculum, Instruction, and Assessment: Theory and Practice III	Spring	2
CUI	4527	Supporting English Language Learners and Students with Special Needs Across the Content Areas	Spring	3
CUI	4538	Language, Literacy and Culture	Spring	3
CUI	4459	Curriculum, Collaboration and Transitions in K12 schools	Spring	3
				Total Credit Hours: 52

Coursework Overview: Secondary Mathematics

DTR Course Work Plan 2014-2015 Degree Plan: Master's Degree in Curriculum and Instruction to begin June, 2014 Eligible for Secondary Mathematics Certificate Endorsements in Culturally & Linguistically Diverse Education and Special Education				
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education II: School, Student, Family, Community Influences on Student Learning	Summer	3
CUI	4450	Education and Psychology of Exceptional Children	Summer	3
CUI	4031	Teaching and Learning Environments	Summer	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer	3
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
CUI	4511	Secondary Literacy: Read/Write Content Areas	Fall	3
TEP	4600	Introduction to Secondary Methods	Fall	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Fall	3
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
TEP	4640	Math in Secondary School	Winter	3
CUI	4532	Culturally Responsive Pedagogy	Winter	3
CUI	4455	Assessment of Students with Special Needs	Winter	3
CUI	4542	Curriculum, Instruction, and Assessment: Theory and Practice III	Spring	2
CUI	4527	Supporting English Language Learners and Students with Special Needs Across the Content Areas	Spring	3
CUI	4538	Language, Literacy and Culture	Spring	3
CUI	4459	Curriculum, Collaboration and Transitions in K12 schools	Spring	3
				Total Credit Hours: 52

Coursework Overview: Secondary Science

DTR Course Work Plan 2014-2015				
Degree Plan: Master's Degree in Curriculum and Instruction to begin June, 2014				
Eligible for Secondary Science Certificate				
Endorsements in Culturally & Linguistically Diverse Education and Special Education				
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education II: School, Student, Family, Community Influences on Student Learning	Summer	3
CUI	4450	Education and Psychology of Exceptional Children	Summer	3
CUI	4031	Teaching and Learning Environments	Summer	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer	3
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
CUI	4511	Secondary Literacy: Read/Write Content Areas	Fall	3
TEP	4600	Introduction to Secondary Methods	Fall	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Fall	3
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
TEP	4630	Science in Secondary School	Winter	3
CUI	4532	Culturally Responsive Pedagogy	Winter	3
CUI	4455	Assessment of Students with Special Needs	Winter	3
CUI	4542	Curriculum, Instruction, and Assessment: Theory and Practice III	Spring	2
CUI	4527	Supporting English Language Learners and Students with Special Needs Across the Content Areas	Spring	3
CUI	4538	Language, Literacy and Culture	Spring	3
CUI	4459	Curriculum, Collaboration and Transitions in K12 schools	Spring	3
				Total Credit Hours: 52

Teaching Eligibility

During the Residency Year, all Residents will:

- Apply to the Colorado Department of Education for an Alternative Teaching License Waiver
- Complete DPS Background check
- Complete Denver Public Schools Applicant Statement and pre-screening interview

Once the requirements for the Residency Year and the MA in Curriculum and Instruction from the University of Denver are completed, Resident will:

- Comply with all DPS policies and procedures for hiring
- Apply to the Colorado Department of Education for an Initial Teaching License

Grade Requirements

Resident will:

- At all times remain in good standing with the University, and comply with Curriculum and Instruction Master's Program eligibility requirements
- Complete all coursework with a minimum 3.0 cumulative GPA. The average is determined on the basis of the University's grading system
 - Any student whose overall grade point average falls below a 3.0 will be warned, put on probation, suspended, and/or terminated from the program.
 - Credits carrying below a "C" will not be accepted by the DTR program as meeting degree requirements.
 - Any course work that receives a grade of "C-" or below must be retaken.
 - The student must receive a "C" or better in the course being retaken in order for it to count toward the degree.
- Be responsible for all tuition and related cost which will be paid directly on a quarterly basis to the University of Denver.
- Pay all associated costs, including but not limited to books, application fee, graduate student fee, and graduation fee, directly to the University of Denver.

Time Limit for Degree Completion

All Residents must complete the MA in alignment to the course plan. Any exceptions to this policy must be requested in writing and approved by both DTR Director and the Department Chair of the Educational Research Practice and Policy Department at the Morgridge College of Education, University of Denver.

Coursework Plan

The Coursework Plan provides the Resident with an outline of their course of study to meet the degree requirements. The coursework plan becomes part of the Resident's official file. It may not be amended or changed and must be signed by the Resident, DTR Designee and Advisor, and filed with the MCE Office of Academic Services before the end of the first quarter of enrollment.

**For course descriptions please see Appendix A, for coursework plans please see Appendix B.*

Incomplete Grade Policy

An incomplete “I” is a temporary grade which may be given at the instructor’s discretion to a Resident when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. Residents have until the end of the following academic quarter to complete all incomplete grade requirements.

Incomplete grades may be given only in the following circumstances:

- The student's work to date is passing;
- Attendance has been satisfactory through at least 60% of the term; and
- An illness or other extenuating circumstance legitimately prevents completion of required work by the due date;
- Required work may reasonably be completed in an agreed-upon time frame;
- The incomplete is not given as a substitute for a failing grade;
- The incomplete is not based solely on a student's failure to complete work or as a means of raising his or her grade by doing additional work after the grade report time;
- The student initiates the request for an incomplete grade before the end of the academic term;
- The instructor and student complete the “Application for Incomplete Grade” form before the end of the academic term.

Resident Evaluation

Residents will participate in monthly evaluation meetings (“status updates”) at their Host School Sites (“Practicum”) with their Mentor Teacher and Site Coordinator. Resident progress in the Practicum will be assessed using DTR Program rubrics and the Denver Public Schools LEAP Framework for Educator Effectiveness.

In addition to these regular opportunities to monitor their progress, Residents will receive formal evaluative feedback two to three times per year in alignment with Resident Lead Teaching windows.

Graduation

Residents are responsible for ensuring that all coursework and paperwork are complete prior to registering for graduation. Official deadlines and forms are available online at, <http://www.du.edu/registrar/graduation/>. The application for graduation **must** be received by the Office of Graduate Studies by the posted deadline.

Procedure for Academic Grievances for Graduate Students

Students may seek resolution of complaints or grievances through the Academic Grievance Procedure during their enrollment at the University of Denver. Please refer to the [Graduate Policy Manual](#) for further information.

PART III: PERFORMANCE EXPECTATION

Honor Code

The University Honor Code governs all students and faculty at the University of Denver. In addition, Denver Teacher Residents will adhere to the terms and conditions outlined in the DTR Program Participant Agreement. Failure to comply the University Honor Code and/or the Program Participant Agreement may result in dismissal from the program. Denver Teacher Residents are required to adhere to all DPS policies and procedures, as well as the [DU Honor Code](#).

Disability Accommodations

Graduate students who need accommodations for a disability in order to fully participate in University classes and programs should call the Disability Services Program (DSP). DSP will work collaboratively with students, graduate department faculty and other University personnel to facilitate appropriate, individualized accommodations. Documentation of disability is required.

Examples of documentation may include, but are not limited to, medical reports, psycho-educational reports (for students with learning disabilities) and/or verification of psychological disabilities. Documentation is used to assist with the determination of appropriate accommodations and is kept confidential. The Handbook for Students with Disabilities (policies and procedures) can be accessed at, www.du.edu/disability/dsp.

Resident Performance Expectations

The Denver Teacher Residency Program at the University of Denver's Morgridge College of Education is structured to provide on-going feedback and support to Residents. There are three areas of Resident work evaluated every quarter. One is the academic body of evidence of growth and learning. The second is the practical field experience performed at the host school site. The third area is the overall professional performance of the Resident throughout the course of the Residency year. With on-going dialogue between the Mentor Teacher, Site Coordinator, Field Manager and Resident during the Residency year, the formative assessments made will provide the Resident with an accurate indicator of the Resident's progress toward standard. Likewise, regular communication between Residents and their instructors will provide accurate indicators of final grades.

It is the purpose of the Denver Teacher Residency Program to foster and support the growth and development of Residents during the Residency year, both academically and professionally. The program structure creates a learning context within which the Resident can feel safe enough to identify, to examine, and to improve upon all aspects of his or her professional and academic performance using personal reflection and program generated performance data. Residents are encouraged to ask for regular feedback and Mentor Teachers, Site Coordinators, Field Managers and instructors, are encouraged to give feedback on a continuous basis.

All program faculty and staff are responsible for monitoring the progress of the Resident through the program's curriculum and field experiences. Additionally, all Residents will receive regular formal assessments of their teaching performance. Particular attention should be placed on reviewing student progress during the first two quarters of the Resident's program. There are two broad categories

governing student performance, the first is academic and the second is professional as outlined in the DPS LEAP Framework.

The University of Denver's academic standards are principally defined in the [Graduate Policy Manual](#). Grading standards of the Denver Teacher Residency are consistent with and sometimes higher than University standards. Credits carrying below a C will not be accepted by the DTR program as meeting degree requirements. Any student that receives a grade below a C and/or whose overall grade point average falls below a 3.0 will be warned, put on probation, suspended, or terminated from the program.

Professionalism standards cover a wide range of student attributes including but not limited to student/program faculty and staff interactions, student/district faculty and staff interactions, student dispositions toward public school students, attire, language, and commitment to the tasks associated with learning the program curriculum.

Under Performing Student Protocol

Indicators of Under Performance

Residents may be considered under-performing when their academic performance, behavior, attitude, and/or characteristics are disruptive of the quality of student learning; relationships with peers, mentor teachers, or other staff; or the ability to comply with appropriate standards of professional behavior. Examples of areas indicating the need to intervene in the professional development of a Resident in the Denver Teacher Residency include:

1. Failure to pass all background screening requirements performed by both the Colorado Department of Education and Denver Public Schools
2. Failure to demonstrate appropriate academic development consistent with a master's degree, such as low GPA or academic dishonesty
3. Repeated non-adherence to, or violation of the professional norms of the Denver Teacher Residency Program, the District, or the school regarding dress, behavior, or dispositions
4. Repeated under-performance towards meeting program expectations and standards, such as timeliness of assignments, class absences, or missed meetings

Under-performance may be defined as any action or behavior listed below which compromises a Resident's ability to master the knowledge, skills, and dispositions associated with highly effective K-12 teachers:

1. An inability and/or unwillingness to acquire and integrate professional /academic standards into one's repertoire of professional behavior
2. An inability to acquire professional/academic skills in order to reach an acceptable level of competency as defined by the DPS LEAP Framework
3. An inability to adequately control personal stress or contain emotional feelings which are interfering with a Resident's professional or academic development toward mastery of teaching

A Resident's actions may be identified as obstacles to success when they include one or more of the following characteristics:

1. The Resident does not acknowledge, understand, or address the area of concern when it is identified
2. The challenge significantly reduces the student learning outcomes, quality of a Resident's academic performance or professional behavior
3. The area of concern is not restricted to one area of professional or academic functioning
4. Program personnel are directing a disproportionate amount of attention and energy toward addressing the area of academic or professional struggle
5. The Resident's behavior remains resistant to change following feedback, remediation, effort, and/or time

Informal Determination of Under Performing Status

At the first sign of a potential academic or professional trouble for a Resident, the supervising Mentor Teacher, Site Coordinator, Field Manager or Instructor should provide the Resident with direct feedback and offer support and guidance. Early indicators could include incomplete assignments, frequent absences, conflict with other Residents or the Mentor Teacher, or poor performance during the residency. Whenever the potential problem area continues despite a reasonable amount of support and intervention, it should be called to the attention of the DTR Program Manager and/or Director. The Program Manager and/or Director will gather information from all supervising Mentor Teachers, Site Coordinators, Field Managers and/or Instructors regarding the Resident's trouble including, if appropriate, an initial discussion with the Resident. Formative assessment data, observation reports, academic work, and written communications may be included during this "informal" stage of a resident's review.

Formal Determination of Under Performing Resident

If warranted, the DTR Program Manager and/or Director will request a review by the team which may include a thorough review of the Resident's work, performance, communications and any mitigating circumstances that might contribute to the Resident's performance. If it is determined that the Resident is under performing, one of three actions will most likely result: (1) the Resident is placed on a plan of support that is developed in conjunction with the Resident, Mentor Teacher, Site Coordinator and Field Manager which if not successfully completed could be grounds for dismissal; (2) probation and suspension of field placement activities; or (3) initiate the exit and dismissal protocol.

Plan of Support

When the team decides to develop a plan of support to address the areas of academic or professional under performance demonstrated by a Resident, the following items may be considered in the creation of that plan:

1. Specific areas in which the Resident will focus, aligned to the DPS LEAP Framework
2. Roles and responsibilities for both the Resident and Mentor Teacher aligned to the area of concern
3. Specific timeline for review of Resident progress, including review of any deliverables or evidence of progress
4. Directing the Resident to academic support from appropriate university, district or school departments

5. Alerting the Resident to the types of counseling support offered by university, district or school departments
6. Establishing a structure of directed academic or professional coaching by program personnel tied to specific learning outcomes
7. Reducing the Resident's contact time in his/her field placement
8. Changing the Resident's field placement
9. Adjusting the Resident's gradual release calendar

A meeting will be scheduled with the Resident to alert him/her of the potential for dismissal from the program should the Resident's performance continue to lag behind the program, university, school, or district standards. The team and the Resident will review the plan designed to support the Resident and outline clear expectations for change. This plan will also specify the time frame for the corrective action and the procedure for determining that improvement has been adequately achieved. If improvement is lacking at the specified re-evaluation time, either a revised plan of support will be constructed, or action will be taken to dismiss the Resident.

Suspension of Field Placement

A Resident exhibiting unprofessional behavior may be temporarily or permanently suspended by the DTR Program Manager, DTR Director and/or School Administration from participating in further field activities or placement. A plan of support may also be specified along with formal evaluation criteria to determine if the unprofessional conduct has been remedied. Following remediation, the Denver Teacher Residency Program will determine if the suspension should be lifted, continued or if the Resident should be dismissed from the program.

Program Termination

Grounds for termination (per DTR Program Participant agreement Section 7) may include but are not limited to:

- i. Failure to pass all background screening requirements performed by both the Colorado Department of Education and Denver Public Schools
- ii. Academic underperformance
- iii. Unprofessional conduct
- iv. Failure to meet program expectations

Program termination may occur, at a minimum, for any of the following reasons as outlined in section II or as stipulated in section 7 of the Denver Teacher Residency Program Participant Agreement.

The Department Chair of Educational Research Practice and Policy and the Program Coordinator of Curriculum Studies and Teaching for the Morgridge College of Education should be alerted to the likelihood of a Resident being dismissed from the program. The decision to dismiss will be made by the DTR Director or designee and a letter of dismissal drafted. A draft of the letter must be presented to the Department Chair of Educational Research Policy and Practice and the Program Coordinator of Curriculum Studies and Teaching for the Morgridge College of Education before it is sent to the Resident. A meeting will be scheduled with the Resident and the Denver Teacher Residency Program

for the purpose of delivering a letter of dismissal and to outline for the Resident the following considerations:

1. The last day to visit his/her field placement for the purpose of saying goodbye to his/her students,
2. The last day the Resident is expected to attend academic classes or program functions,
3. Procedures for withdrawal and termination from the Denver Teacher Residency at the University of Denver,
4. Financial obligations, if any, associated with dismissal from the program,
5. If appropriate, the policies and procedures for re-applying to the Denver Teacher Residency Program at a later date or any other academic program at DU.

A copy of the letter will be placed in the Resident's academic file. The Resident will be terminated from enrollment in the Denver Teacher Residency Program and must withdraw from the University of Denver. Participation in any future classes at the University of Denver must be approved via a new application to another academic program for admission prior to enrollment.

Resignation Protocol

Withdrawing in Good Standing

On rare occasions, Residents opt to resign from the Denver Teacher Residency Program as a result of personal, health, financial, or career reasons. Residents who are in good academic standing in all of their past and current DTR coursework and field experiences may be eligible to withdraw in good standing. If the Resident resigns from the DTR program during his or her Residency year and is unable to complete all program requirements the Resident will be asked to withdraw from the University of Denver and will be officially terminated from the DTR program. However, the Resident will not be automatically terminated from the University of Denver, Morgridge College of Education (MCE). The candidate may work with MCE to determine if another MCE program offering would be suitable. The candidate may have the ability to transfer applicable credits, should they be accepted into an alternative MCE program.

Reapplying to the Denver Teacher Residency Program

Residents who withdraw in good standing may wish to complete the program at a later time. Residents who withdraw must reapply to the University of Denver and the Denver Teacher Residency Program. Residents may be required to repeat coursework that has been revised since their last enrollment in the program and/or to take additional courses or tests that have been added since their last enrollment in the program. Residents should also be aware that initial Host School Site and Mentor Teacher placements are not guaranteed. Readmission into the program is subject to an admissions decision.

Resignation Protocol

Residents considering resignation from the program should contact a DTR staff member prior to submitting a letter of resignation, leaving his/her field placement, or withdrawing from coursework.

When the Resident had made the decision to resign from the program, DTR will request that the

Resident submit a formal letter of resignation. The Department Chair of Educational Research Policy and Practice and the Program Coordinator of Curriculum, Instruction and Teaching for the Morgridge College of Education will be alerted to the Resident resigning from the program. A letter acknowledging the Resident's resignation will be drafted by the Director of DTR.

A meeting will be scheduled with the Resident and the Denver Teacher Residency Program for the purpose of delivering the letter of acknowledgement, answer any remaining questions and to conduct an exit interview. The following items may be discussed in the meeting:

1. The last day to visit his/her field placement for the purpose of saying goodbye to his/her students,
2. The last day the Resident is expected to attend academic classes or program functions,
3. Procedures for completing any remaining coursework and/or contacting course instructors,
4. Procedures for returning any equipment or materials belonging to the Denver Teacher Residency program and or host school site,
5. Procedures for withdrawal and termination from the Denver Teacher Residency at the University of Denver
6. Financial obligations, if any, associated with dismissal from the program,
7. If appropriate, the policies and procedures for re-applying to the Denver Teacher Residency Program at a later date or any other academic program at DU.

A copy of the letter will be placed in the Resident's academic file. The Resident will be terminated from enrollment in the Denver Teacher Residency Program and must withdraw from the University of Denver. Participation in any future classes at the University of Denver must be approved via a new application to another academic program for admission prior to enrollment.

PART IV: STUDENT ASSOCIATIONS

Graduate Student Association Council (GSAC)

The mission of this organization is to represent and to serve all graduate students at the University of Denver. This is accomplished by soliciting the views of graduate students and by representing those views in University-wide committees and Board of Trustees meetings. GSAC will strive toward creating a stimulating and nourishing environment for graduate students at the academic, social and philanthropic levels.

College of Education Student Association (COESA)

The College of Education Student Association (COESA) encourages unity of program support in the college and supports personal and professional development for graduate students. COESA represents students in all policy-making activities affecting student interests and provides students the opportunity to engage in collegial and social relationships with faculty, peers and experts in the field.

PART V: MORGRIDGE COLLEGE OF EDUCATION ACADEMIC POLICIES

All college and program policies which are considered the minimum requirements for all members of the university community are administered under the University of Denver's [Graduate Policy Manual](#). The University of Denver reserves the right to make changes in the regulations, rules, fees or other aspects of the policy manual without advance notice. The following sections provide additional policy and procedure information specifically affecting Morgridge College of Education (MCE) students and may be more stringent than the policies outlined in the Graduate Policy Manual. Please note that if DTR policies are more stringent, they will prevail.

University of Denver Honor Code (MCE Adoption)

All members of the university community are expected to assume 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. This *Honor Code* is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of the Honor Code is to foster and advance 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 a higher standard of academic excellence. No member of the University community, including students, faculty, staff, and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

All students have the right to continue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever measures it deems necessary in order to protect the safety, security, and/or integrity of a complainant, the University, and/or any member(s) of its community. Such measures include, but are not limited to, involuntary removal from a course, program, activity, or the campus pending a hearing, modifications to living arrangements, and/or reporting incidents to law enforcement or other non-University agencies. The Director of the Student Conduct, in consultation with the appropriate faculty and/or administrators, shall be empowered to impose any interim restriction.

The University also recognizes its obligation to students who have been charged with but not found responsible for misconduct. Therefore, no interim action shall unduly interfere with a respondent's academic progress short of that deemed necessary to protect the University, any member(s) of its community, and/or its mission. See the full text of the [Honor Code](#) as it relates to students.

Degree Planning

Orientation

Students are strongly encouraged to attend the MCE orientation at the beginning of their first quarter. At this event students will have an opportunity to meet program faculty and staff, as well as members of other MCE programs. The event is designed to provide an opportunity to learn about a variety of college and university support systems, the overview of the student's specific program content and requirements.

Advising

Students are assigned advisors upon enrollment in the program. Students are instructed to contact faculty advisors directly to schedule appointments and create coursework plans. Academic advisors will provide clarification of the policies and procedures that are college-wide in their applicability.

Course Descriptions

The [DU Course Catalog](#) contains the official, current course descriptions. Select a term, and then select your program.

The Coursework Plan

During the first quarter of study students will develop, with the assistance of the advisor, a plan of study consistent with program requirements to ensure the student understands the sequence of required courses. The signed coursework plan of study and any transfer or waiver request forms will be submitted to the department academic service associate for processing. It is recommended that a copy be retained by both the student and advisor.

Certificate students will submit the initial completed and signed coursework plan no later than the end of the first quarter of enrollment; degree seeking students will submit the course plan within the first 15 credits of enrollment. Sample course work plans appear in the appendices of this handbook.

Although the initial quarters of enrollment may consist of required courses, students will also confer with the advisor to select electives when appropriate. Course work plans can be amended when deemed necessary by the student and advisor. To ensure that approved changes are honored at the time of degree evaluation, a revised, fully signed and dated coursework plan must be submitted to the department Academic service associate. This document will replace the original plan.

Transfer of Credit

Degree seeking MCE students may request to transfer a limited number of credits that have not already been counted toward a previous or concurrent degree. Transfer credit toward a 45 credit hour Master's degree is generally limited to 10 quarter hours. Transfer credit toward a 90 credit Doctoral degree is limited to 15 quarter hours. Refer to specific criteria in the [Graduate Policy Manual](#), section 4.3.i.

Transfer credit requests must be approved during the first quarter of attendance as a degree-seeking student. The student, with the support of the advisor, will initiate a request to transfer-in credits by completing the [Transfer of Credit Request](#) including obtaining the signatures of both the faculty advisor and the department chair.

Waiver or Substitution of Courses

If the advisor and student determine that the student has previously completed course work required for the degree, the student may request a waiver or substitution by completing the [Graduate Course Substitution or Waiver Approval form](#). Under no circumstance will the waiver or substitution of a course(s) reduce the number of credits required for the degree. Substitutions must be clearly indicated on the signed course work plan.

Non-MCE Courses

Degree-seeking students in the MCE are sometimes advised to take classes in other units on campus to complement the course work completed within the college. Please note that courses taken at University

College will not be counted as part of the degree unless the course approved by the advisor has been certified to be one level above the student's degree, and has been approved in writing by the MCE Dean. Written approval, signed by both the advisor and the Dean must be obtained prior to taking the course, and submitted with a revised coursework plan to the department Academic service associate.

MCE Grading Scale (Approved February 2013)

Grades submitted by instructors at the end of the term are final and are not subject to change by reason of revision of judgment on the part of the instructor. Grades cannot be changed on the basis of second trial, such as a new examination or additional work undertaken or completed after the original grade has been submitted.

Any student whose overall grade point average falls below a 3.0 will be placed on probation. Upon program notification, the student must meet with the advisor to develop a plan of improvement. After three (3) consecutive quarters of deficit, the student may be recommended for termination from the program.

A	4.0 = 93-100
A-	3.7 = 90-92
B+	3.3 = 87-89
B	3.0 = 83-86
B-	2.7 = 80-82
C+	2.3 = 77-79
C	2.0 = 73-76
C-	1.7 = 70-72
D+	1.3 = 67-69
D	1.0 = 63-66
D-	0.7 = 60-62
F	0.0 = 59 & below

Time to Degree

The MCE faculty is committed to working closely with students to facilitate their academic progress. As part of this process, advisors regularly review all students' work to assess their progress toward the degree. Assessment is based on a review of coursework, independent work, and other relevant criteria such as demonstrated competence in writing and critical thinking. In addition, in order for students' knowledge to be current, and to pursue research on timely problems that will advance the field, it is expected that all students will make steady progress toward completion of degree requirements.

MCE students are expected to complete degree requirements within the following number of years of beginning their programs, as measured by the matriculation into the degree program:

- Certificate students – three years
- Master's candidates – five years
- Doctoral candidates – seven years

Failure to complete the degree within the established time limits will result in termination unless the student successfully petitions for an extension to the Associate Provost for Graduate Studies. The student initiates the petition via webCentral and must be supported by the advisor in order to be considered. If the petition is not approved, the student will be terminated from the program. Students

may petition for an extension of time for a minimum of one quarter and up to a maximum of one year per request. Petition procedures and instructions are detailed in the [Graduate Policy Manual](#).

Graduation

Completing a degree in the Morgridge College of Education (MCE) deserves celebration; the university and the MCE applaud your hard work and great accomplishment. In order for the degree to be conferred (appear on the transcript), students must apply to graduate. The [application](#) must be submitted at least two quarters prior to the intended date of graduation. Failure to file the application on time will automatically delay the date of graduation to a subsequent quarter.

Enrollment Requirements

Degree-seeking students must be in active status and enrolled for consecutive terms, fall through spring. Enrollment may consist of registration for courses, thesis credits, or dissertation credits.

Student Status

Unless a student is on an official leave of absence, a student's status is rendered inactive after one quarter of non-enrollment. Inactive students will not be able to register for courses and will need to contact the Office of Graduate Studies (gststu@du.edu) to request a reactivation form. The inactive student is responsible for any continuous enrollment fees owed for previous quarters. Complete information regarding leaves of absence is found in the [Graduate Policy Manual](#). The [Application for Personal Leave form for Graduate Students](#) must be completed each quarter (except summer) that the student plans to remain unregistered.

Provisional Admission Status

Students who are admitted with some deficiency in undergraduate training, incomplete credentials, or low GPA are admitted with provisions. The student status of individuals admitted with provisions will be changed to regular status as soon as the conditions governing this type of admission have been met. In general, provision related to incomplete credentials must be satisfied no later than the sixth week of the first quarter of enrollment. Provisions related to deficiencies in undergraduate training or low GPA must be met within the first quarter of enrollment. Students will refer to the letter giving the offer of admission for specific provisions and the completion timeframe set by the MCE. Unmet admission provisions will result in a registration hold.

Doctoral Research (Dissertation) Registration Requirement

MCE doctoral students who have finished all required course work and passed the comprehensive examination will register for a minimum of one dissertation (PhD) or doctoral research (EdD) credit for consecutive terms fall through spring, until the minimum number of research credits has been completed or until the student graduates. PhD programs in the MCE require a minimum of ten (10) dissertation credits, but student progress toward the degree may require students to register for additional credits to maintain degree candidacy.

With advisor approval, doctoral students may register for up to 50% of the minimum number of dissertation credits required by his/her program prior to the completion of all coursework and comprehensive exams. Dissertation credit, as with any credits, will not be refunded if the student does not successfully complete his/her dissertation, other required courses, or qualifying or comprehensive exams.

Continuous Enrollment (CE)

The University of Denver continuous enrollment process enables students who have passed the comprehensive exam and are required to register for fewer than four research credits each quarter to continue to qualify for Federal Financial Aid, among other benefits.

Registration for continuous enrollment credit may accompany registration for doctoral research credit, but under no circumstances does it replace the requirement for quarterly registration in dissertation or doctoral research credit. Students who do not comply with this policy will be required to pay any tuition and fees related to research credit missed in previous quarters. The department reserves the right to require that additional conditions be met before granting approval of this request if the student is not demonstrating progress towards the degree.

Complete DU CE guidelines and procedure are found in the [Graduate Policy Manual](#).

- CE requires annual approval by the student's faculty advisor, the Dean and/or the Associate Provost. Students are responsible for registering themselves in CE each quarter by the appropriate registration deadlines. Interested students must request approval each fall by submitting the [Continuous Enrollment Approval form](#) to the advisor.
- CE is designed primarily for students who are working on a thesis, dissertation, or research paper/capstone, and for doctoral students who are preparing for the comprehensive exam.
- Students enrolled in the dual undergraduate-graduate program who have earned the baccalaureate degree and have completed all required graduate coursework and are working on a thesis are eligible for graduate CE.
- CE is not to be used for students who are only engaged in required internships and practicums. Students should register for internship and practicum courses through their department.
- Students should be enrolled in CE by the end of the 100% reimbursement/drop-add period to be eligible for the university health insurance and health fee, plus loan deferment. Students who do not enroll prior to the first day of classes of a given quarter will be charged late registration fees as determined by the Registrar.
- CE enables students to maintain active status with the University and access to university resources including library, email, lab access, participation in the University of Denver Student Health Insurance Plan and Health & Counseling fee services, and part-time student rates at the Coors Fitness Center. Students who are appointed University of Denver employees must pay the Coors Fitness Center faculty/staff rate.
- CE is not to be used for enrollment purposes while making up an incomplete grade. An exception is if all other coursework is completed and the student is working on the thesis, dissertation or research paper/capstone while completing the work required for the incomplete grade. It is the responsibility of the student and graduate college, school, or department to make this determination prior to approving eligibility for CE credit.

Professionalism in the MCE

The MCE prepares students for professions which require a deep knowledge of content and pedagogy, as well as a commitment to mutual wellbeing. Therefore, the Morgridge College of Education expects all students, staff and faculty members to act in a professional manner in all interactions and communications (email, phone, and face-to-face) throughout the program and in every program related setting: classes, schools sites, community settings, in-services, and program meetings. The following behaviors will never be tolerated in any of these settings and any evidence of the display of such may lead to probation or immediate dismissal from the program:

1. Verbal or personal attacks including: bullying, belittling, mocking, or ridicule.

2. Discriminatory, derogatory, or inflammatory language intended to demean and dehumanize.
3. Disrespect of any student, teacher, faculty member, administrator, parent, or other person at the partnership sites.

Student Responsibilities

In addition to following the University of Denver Honor Code and maintaining the professional ethical standards of our field, students are expected to take responsibility for their success in the program. The faculty is responsible for supporting all students' efforts in achieving success, but, ultimately, success is the student's responsibility. Students are responsible for keeping all official university records up to date, meeting deadlines for filing any document needing faculty, program, college, or university approval, being prepared for advising meetings and classes, fulfilling the obligations of all coursework, and behaving responsibly and courteously in interactions with fellow students, faculty, staff, and professionals in the field. If circumstances create a situation which may make it difficult for a student to meet program obligations, including class work, the student must let the instructor and/or advisor know of these difficulties as soon as possible.

Reasons for Probation and Dismissal

Students who do not adhere to University/MCE/program policies may be placed on probation and may be dismissed from the program. While such instances are rare, should they occur, students will be contacted by their advisor and informed *specifically and in writing* of issues and concerns with regard to academic progress or attendance, interpersonal or practice effectiveness, safety concerns, and/or ethical violations. *Students will be asked to respond to these concerns personally and in writing.* Decisions regarding probation or dismissal will be made by the program coordinator and the appropriate faculty in consultation with the MCE Dean. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

Violation of the DU Honor Code: All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity.

Cheating: Most students understand that copying another student's answers on a test, copying another student's paper, stealing copies of a test, using forbidden material on a closed book test, etc., are included in the typical definition of academic cheating. Again, as students you should know such behavior is unacceptable and, according to the DU Honor Code, are grounds for placing a student on probation or dismissing them from the University. In a number of program courses we promote an atmosphere of student cooperation and collaboration. As a result, students are often encouraged to work together on projects or to prepare for tests. Students are expected to be the sole author of their work (unless otherwise indicated by an instructor per assignment expectations). In addition, any work being submitted must be new and specific to that assignment; that is, a student may not turn in an assignment that was previously turned in for another class. A student wishing to draw on previous work or integrate outside work of their own must obtain instructor permission; failure to do so shall be considered a violation of the University Honor Code.

Plagiarism: It is unacceptable in academic settings to use other people's ideas or data without giving them credit. This is called plagiarism and is considered unethical according to the APA (2000) Code of Ethics. As a result, the Program faculty wants to clarify that it is similarly unacceptable in our Program to "borrow" another student, author, or publisher's work without giving him or her credit. Using papers

written by others, or parts of papers, materials, and handing it in as your own work is clearly unethical. Students should not copy something written or published by others.

Lack of Academic Progress: It is expected that students make reasonable and consistent progress toward their degree. Students who are not making reasonable and consistent progress toward their degree may be put on probation and/or dismissed from the program.

Video- and Audio-Taping Policy

The MCE partners with many K-12 schools to support students in the completion of internship and/or practicum requirements. While in these schools, it is not uncommon for MCE students to record their interactions with students and use the recordings as a tool for improving their teaching practice.

Before conducting any recording, students will consult with the host school administration regarding the school/district regulations.

Students are also required to adhere to the MCE Video- and Audio-Taping Policy when conducting any recording activities. The document supporting this policy (Procedures/Checklist for Recording Video and Audio in Classrooms) is found at <http://www.du.edu/education/resources/current-students/index.html>

APA Requirement

The MCE requires that students use the *American Psychological Association* (currently in its 6th edition) guidelines when writing research papers. The APA guidelines set forth rules that ensure clear and consistent presentation of written material. Editorial style concerns uniform use of such elements as:

- punctuation and abbreviations
- construction of tables
- selection of headings
- citation of references
- presentation of statistics
- many other elements that are a part of every manuscript.

Note: Students conducting arts-based research who want to diverge from the APA style guide should speak with their advisors.

It is highly recommended that all students purchase *The Publication Manual of the American Psychological Association* to ensure that papers submitted conform to APA guidelines. The [DU bookstore](#) carries the APA Manual, and additional information is available online. <http://www.apastyle.org/pubmanual.html>

Writing Center

The Writing Center supports and promotes effective student writing across the University of Denver campus. The Writing Center helps DU students with writing projects including: class assignments, personal writing, professional writing, and multimedia projects. For more information please visit the Writing Center's website at, <http://www.du.edu/writing/wrc.htm>.

VI. MORGRIDGE COLLEGE OF EDUCATION OPERATIONAL PROCEDURES

Room Scheduling Guidelines

Occasionally, students may need to reserve a room for a study group, or to make a special presentation. Students may reserve meeting spaces in Katherine A. Ruffatto Hall for no longer than four (4) hours at a time. If your reservation concerns a meeting space, please select a room that is appropriate to the size of your headcount (i.e. if you request a classroom that holds 30 people, but only need space for 3 people, your request for this space will be denied and you will be reassigned to a room appropriate to your headcount).

Room Reservation TIPS:

- Log on to the 25Live system through webcentral. Under the Resources tab, use the Campus Space and Event Requests link, on the lower left hand side, to access the 25Live system. For best results, review the instructions first.
- Plan ahead: requests are not processed immediately. In addition, reservation requests will not be confirmed more than four weeks in advance (i.e. requests made in December to reserve a space in February will not be granted). Please do not submit a request for the following quarter more than a month in advance of the start of the desired quarter. The latest a request can be made is three days (72 hours) prior to the desired date and time.
- Classes have first priority: no reservations will be processed until all MCE classes have been scheduled.
- Larger rooms are used heavily by faculty for classes, faculty meetings, and dissertation/thesis defenses and are rarely available for student scheduling.
- Plans change. If you have to cancel a reservation you will need to work directly with MCE Technology Support, 303-871-3222, as the cancellation cannot be completed online.
- All classrooms have layout diagrams posted within the room. Please keep in mind that if you use a room it is your responsibility to place it in its original configuration before you leave. This will ensure that the next user will have the same experience that you had.

Reserving your space:

- Once in 25Live, you will need to log on a second time using your 87# and webcentral password. The logon button will be in the lower left hand corner.
- Select Create an Event.
- Fill out all required fields.
 - You can also request a specific space. Depending on your event details, the system will tell you what rooms are available for your event.
 - Be sure to fill out the event type.
- Once you have requested a room, you will receive an email stating the request has been processed - **this is NOT the confirmation**. The confirmation will come in a separate email message.
- Only the Morgridge College of Education faculty, staff, and students can request spaces using this method. Anyone outside of the Morgridge College of Education must go through Conference and Event Services (CES) to reserve a space (Events@du.edu or x14333).
- If you need to **cancel a reservation** you must work with Julie and Tamera directly as the cancellation **cannot be done online**.

- Tech Support for your event - ALL Audio Visual equipment/tech needs must be confirmed with an email to MCE.Support@du.edu or call to 303-871-3222 a **MINIMUM of 7 business days in advance** of your event or you may be charged a late request fee.

Bookable Spaces in Katherine A. Ruffatto Hall

Classrooms (capacity)	Meeting Spaces (capacity)	Event Spaces (capacity)
122-(25)	105-(40)*	105-(40)*
134-(15)	121-(8)	106-(100)*
202-(40)	124-(8)	124-(8)
204-(40)	134-(15)	134-(15)
302-(35)	203-(8)	342-(6)
304-(25)	206-(14)	401-(20)*
305-(37)	234-(12)	
306-(35)	245-(8)	
408-(32)	334-(11)	
409-(32)	342-(6)	
435-(16)**	345-(8)	
Outdoor Classroom-(20-100)	401-(20)*	
	435-(16)**	

* Notes spaces that cannot be used for a class

** Room is only available after 4 pm on weekdays.

Technology Support

The technology team’s mission is to support Morgridge College of Education students, faculty, and staff with university-related technical services listed here.

Computer Lab Support

- Printing and scanning assistance, including trouble-shooting
- Student ID cards are loaded with a \$50 printing allowance each quarter. DUNet printers available for use are located in the computer lab and in the turret room behind the student locker bank (room 206).
- The technology team will be responsible for replacing paper, toner cartridges, paper jams, staples and minor hardware/software questions.
- Problematic print jobs should be presented to the technology team for coordination with UTS.

Lab Hours and Assistance Available

- Lab hours are posted on the door of the 210 computer lab.
- Lab Monitors are available in the 210 computer lab during most evening hours and on Saturdays to help with minor printing and software issues
- For all other issues, please contact a member of the Technology Team at 303-871-3222 or in KRH 212.

Student Technology Support

All student computer technical support issues are currently handled by UTS and questions should be directed to 303-871-4700 or by visiting the UTS help desk. Services include: DU wireless configurations for all students’ personal laptops should be done with the assistance of UTS. UTS

can be reached at 303-871-4700 or by visiting the UTS helpdesk in the [Anderson Academic Commons](#).

Equipment Checkout

MCE offers an equipment check-out and usage training program designed for students to use in order to complete equipment requirements for various courses. Please check with the Tech Team in the computer lab regarding availability. In order to gain access to this equipment, student DU identification number, student program name, phone number and an expected return date for all items will be required.

Available equipment includes laptops, MAC adaptors, video cameras, digital audio recorders, and transcription machines, along with many other miscellaneous devices. The resources are housed in the MCE computer lab room #210 and can be checked out from the technology team. Technology team members are available to help train students to use the equipment and make suggestions on which equipment best suits the student's need.

Please note: equipment can only be checked out to the same patron 4 times in a row, for a total of 12 days. After 12 days, the equipment must be returned for at least 1 week to perform updates and maintenance.

Computer and Software Purchases

Academic discounts are available for all DU students when purchasing a new computer from select retailers. Visit the [Purchasing your Laptop site](#) for more information. DU Students may also purchase computer software at a discounted rate from the DU bookstore. Please visit the [DU Bookstore's website](#) or visit the DU Bookstore in the Driscoll Center for information about software titles and pricing.

APPENDIX A: DTR COURSE WORK PLANS

The [DU Course Catalog](#) contains the official, current course descriptions. Select the term you are currently in and then select your program, Curriculum and Instruction.

Course plans follow.

**Coursework Plan: Master's Degree in Curriculum and Instruction to begin June, 2014
Eligible for Elementary Certificate and Special Education Certificate
Endorsements in Culturally & Linguistically Diverse Education and Special Education**

NOTE: The DU Course Catalog contains the official, current course descriptions. Select the term you are currently in and then select your program, Curriculum and Instruction.

NAME _____		STUDENT NUMBER _____		
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education II: School, Student, Family, Community Influences on Student Learning	Summer	3
CUI	4450	Education and Psychology of Exceptional Children	Summer	3
CUI	4031	Teaching and Learning Environments	Summer	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer	3
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
CUI	4500	Elementary Literacy: Theory and Practice I	Fall	3
CUI	4504	Elementary math, science, and social studies methods for CLD learners	Fall	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Fall	3
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
CUI	4501	Elementary Literacy: Theory and Practice II	Winter	3
CUI	4532	Culturally Responsive Pedagogy	Winter	3
CUI	4455	Assessment of Students with Special Needs	Winter	3
CUI	4542	Curriculum, Instruction, and Assessment: Theory and Practice III	Spring	2
CUI	4527	Supporting English Language Learners and Students with Special Needs Across the Content Areas	Spring	3
CUI	4459	Curriculum, Collaboration and Transitions in K12 schools	Spring	3
CUI	4538	Language, Literacy and Culture	Spring	3
Total Credit Hours: 52				
<u>Student Signature</u> _____		<u>Date</u> _____	<u>Advisor Signature</u> _____	
_____		_____	_____	
			<u>DTR Designee Signature</u> _____	<u>Date</u> _____
			_____	_____

Degree Plan: Master's Degree in Curriculum and Instruction to begin June, 2014

Eligible for Secondary Mathematics Certificate

Endorsements in Culturally & Linguistically Diverse Education and Special Education

NOTE: The DU Course Catalog contains the official, current course descriptions. Select the term you are currently in and then select your program, Curriculum and Instruction.

NAME _____		STUDENT NUMBER _____		
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education II: School, Student, Family, Community Influences on Student Learning	Summer	3
CUI	4450	Education and Psychology of Exceptional Children	Summer	3
CUI	4031	Teaching and Learning Environments	Summer	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer	3
<hr/>				
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
CUI	4511	Secondary Literacy: Read/Write Content Areas	Fall	3
TEP	4600	Introduction to Secondary Methods	Fall	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Fall	3
<hr/>				
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
TEP	4640	Math in Secondary School	Winter	3
CUI	4532	Culturally Responsive Pedagogy	Winter	3
CUI	4455	Assessment of Students with Special Needs	Winter	3
<hr/>				
CUI	4542	Curriculum, Instruction, and Assessment: Theory and Practice III	Spring	2
CUI	4527	Supporting English Language Learners and Students with Special Needs Across the Content Areas	Spring	3
CUI	4538	Language, Literacy and Culture	Spring	3
CUI	4459	Curriculum, Collaboration and Transitions in K12 schools	Spring	3
Total Credit Hours: 52				
<u>Student Signature</u> _____		<u>Date</u> _____	<u>Advisor Signature</u> _____	<u>Date</u> _____
			<u>DTR Designee Signature</u> _____	<u>Date</u> _____

Degree Plan: Master's Degree in Curriculum and Instruction to begin June, 2014

Eligible for Secondary Science Certificate

Endorsements in Culturally & Linguistically Diverse Education and Special Education

NOTE: The DU Course Catalog contains the official, current course descriptions. Select the term you are currently in and then select your program, Curriculum and Instruction.

NAME _____		STUDENT NUMBER _____		
Dept.	Crs #	Course Title	Term / Yr	Qtr Hrs
CUI	4521	Urban Education II: School, Student, Family, Community Influences on Student Learning	Summer	3
CUI	4450	Education and Psychology of Exceptional Children	Summer	3
CUI	4031	Teaching and Learning Environments	Summer	3
CUI	4529	Foundations of Education for Linguistically Diverse Learners	Summer	3
CUI	4536	Linguistic & Cultural Issues in Linking Assessment and Instruction	Summer	3
CUI	4540	Curriculum, Instruction, and Assessment: Theory and Practice I	Fall	3
CUI	4457	Behavior Intervention	Fall	3
CUI	4511	Secondary Literacy: Read/Write Content Areas	Fall	3
TEP	4600	Introduction to Secondary Methods	Fall	3
CUI	4530	Second Language Acquisition (SLA) + Lab	Fall	3
CUI	4541	Curriculum, Instruction, and Assessment: Theory and Practice II	Winter	2
TEP	4630	Science in Secondary School	Winter	3
CUI	4532	Culturally Responsive Pedagogy	Winter	3
CUI	4455	Assessment of Students with Special Needs	Winter	3
CUI	4542	Curriculum, Instruction, and Assessment: Theory and Practice III	Spring	2
CUI	4527	Supporting English Language Learners and Students with Special Needs Across the Content Areas	Spring	3
CUI	4538	Language, Literacy and Culture	Spring	3
CUI	4459	Curriculum, Collaboration and Transitions in K12 schools	Spring	3
Total Credit Hours: 52				
<u>Student Signature</u>		<u>Date</u>	<u>Advisor Signature</u>	<u>Date</u>
<u>DTR Designee Signature</u>			<u>Date</u>	

APPENDIX B: DTR PARTICIPANT AGREEMENT



2014 Denver Teacher Residency Participant Agreement

THIS AGREEMENT between **Resident's Name** (hereinafter "Program Participant") and Denver Public Schools' Denver Teacher Residency Program (DTR). Program eligibility is contingent on successfully meeting the terms of the Denver Public Schools background check requirements.

NOW THEREFORE, in consideration of the mutual covenants contained in this Agreement, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Term

The Denver Teacher Residency (DTR) is a five-year program, beginning 2014 and terminating 2019.

2. Commitment

a. Program Participant agrees as follows:

- i. To train and teach in a Denver Public Schools' (DPS) Title 1 designated host school, which is defined as having a student population of whom 65% or above are enrolled in the Federal Free/Reduced Lunch Program.
- ii. To be placed at the discretion of the DTR Administration in a designated host school during the first year of the Program ("Residency Term").
- iii. With the permission of DTR, seek teaching positions (for the post-Residency term) in accordance with DPS's hiring process.
- iv. If a Program Participant is unable to secure a position in an approved school, DTR reserves the right to temporarily place a Program Participant in a Denver Public School position.

b. DTR agrees as follows:

- i. During the Residency Term, DTR will award to each Program Participant a stipend of \$10,000 or \$20,000 paid in ten monthly installments beginning in August, 2014.
 1. In the event that a Program Participant leaves during the Residency Term, either voluntarily or involuntarily, the Participant will receive the scheduled monthly payment of the stipend, but no further stipend payments thereafter.

2. In the event that a Program Participant requests a change in content area assignment, the DTR Director or program designee will verify that all program requirements are met and that a suitable mentor is available. If approved, the Program Participant's stipend may be adjusted accordingly based on the amount paid for the new content area.

3. Participation in the University of Denver's Morgridge College of Education Master of Arts Degree Program

a. Program Participant agrees as follows:

- i. Will at all times remain in good standing with the University of Denver, and comply with the Morgridge College of Education's program eligibility requirements.
- ii. Will remain in good academic standing throughout the course of the master's degree program and complete all coursework within the grading standards set by the program. Grading standards of the Denver Teacher Residency are consistent with and sometimes higher than University standards.
 1. Credits carrying below a C will not be accepted by the DTR program as meeting degree requirements.
 2. Any student that receives a grade below a C and/or whose overall grade point average falls below a 3.0 will be warned, put on probation, suspended, or terminated from the program.
- iii. Is solely responsible for all tuition and related costs which will be paid directly on a quarterly basis to the University of Denver.
- iv. Will pay all associated costs, including but not limited to books, application fee, late fees and graduate student fees to the University of Denver.

v. Tuition Reimbursement

a. Program Participant will:

- i. Receive tuition reimbursement from the DTR for the amount of tuition paid less any student loan reimbursement, loan forgiveness, or tuition reimbursement for which the Program or Program Participant is eligible.

1. Program Participant shall cooperate and follow the financial guidelines facilitating tuition reimbursement as established or subsequently amended by DTR.
 2. The tuition amount will be reimbursed pro-rata with each successful completion of the second, third, fourth, and fifth year of the Program.
 - ii. Apply to State, Federal, Private or other available programs providing tuition or student loan relief as requested by DTR such as the AmeriCorps and TEACH Grant programs. Program Participants will comply with all requirements as stipulated by the various programs.
 - iii. Apply for financial aid and student loans in order to receive any available Federal or ProComp financial aid and incentives.
 - iv. Cooperate and follow the financial guidelines facilitating tuition reimbursement as established or subsequently amended by DTR.
- b. In the event Program Participant is terminated or resigns from the Program, he or she will be solely responsible for any outstanding tuition owed to the University and be ineligible for any further tuition reimbursement or loan forgiveness from DPS/DTR.
 - c. In the event the Program Participant is terminated, non-renewed, resigns or takes a leave of absence from Denver Public Schools at any time, he or she will be solely responsible for all or part of any remaining tuition and/or related costs.
 - d. When a Program Participant takes a leave of absence from his/her assigned Cohort as referenced in paragraph 4(c) above, before completing the reimbursement Cohort Schedule, and thereafter seeks and is granted reinstatement, then all future reimbursement payments will be in accordance with his/her original Cohort Schedule; however, any payment issued during his/her leave of absence will be permanently forfeited.
 - e. In the event that a Program Participant accepts a position in the district that is less than full time, his/her reimbursement payments will be reduced proportionally to match the work status of the position provided that Program Participant continues to teach in an identified content area of need and in a Title 1 school throughout the term of this contract. If the Program Participant returns to a full-time position, they may resume full reimbursement payments that are aligned to his or her original cohort schedule.

- f. In the event that circumstances exist for which relief from any tuition or related cost is sought, Program Participant shall petition the Denver Teacher Residency Director or designee for said relief. The Denver Teacher Residency has the sole and final authority to grant the Program Participant's request.

vi.Reimbursement Waiver

- a. Program Participant may elect to waive tuition reimbursement requirements and accept full responsibility for tuition and related costs.

vii.Program Participant's Responsibilities

- a. Program Participant will:
 - i. Once permitted by the DTR, and at his or her own cost and expense, complete all necessary fingerprinting and background checks required of the Colorado Department of Education and Denver Public Schools and apply to the Colorado Department of Education for an Alternative Teaching License Waiver.
 - ii. Comply with all DPS policies and procedures during the term of the Residency year and once formally hired by Denver Public Schools.

viii.Termination

- a. Grounds for program termination during the 2014-2015 residency year may include but are not limited to:
 - i. Failure to pass all background screening requirements performed by both the Colorado Department of Education and Denver Public Schools
 - ii. Academic underperformance
 - iii. Unprofessional conduct
 - iv. Failure to meet program expectations
- b. In the event that the Program Participant is terminated from the DTR while enrolled at the University of Denver, the Program Participant must withdraw from the University and will be officially terminated from the program and University.
- c. If a DPS administrator recommends dismissal for any reason the Program Participant may be subject to immediate termination from the DTR.
- d. If the Program Participant violates any DU or DPS policy or procedure he or she may be subject to immediate dismissal from the DTR.

- e. In the event that the Program Participant is terminated, asked to resign or is non-renewed while employed by Denver Public Schools, the Program Participant may be subject to immediate termination from the DTR.

ix. Resignation

- a. If Program Participant resigns from the DTR program during his or her Residency year and is unable to complete all program requirements for the 2014-2015 academic year, the Program Participant will be asked to withdraw from the University of Denver and will be officially terminated from the DTR program. However, the Program Participant will not be automatically terminated from the University of Denver, Morgridge College of Education (MCE). The candidate may work with MCE to determine if another MCE program offering would be suitable. The candidate may have the ability to transfer applicable credits into an alternative MCE program, should he\she be accepted.
- b. If Program Participant resigns from his or her position in Denver Public Schools in years two, three, four, or five of the Program Participant agreement, he or she may petition the Denver Teacher Residency for reinstatement in order to continue receiving reimbursement payments. All future reimbursement payments will be aligned to the schedule for the Program Participant's original Cohort. The Denver Teacher Residency Director or designee has the sole and final authority to reinstate the Program Participant.

x. Confidentiality

- a. Program Participant agrees that he or she will not, during the duration of this Agreement, disclose any confidential information to any person, organization or third party, nor shall he or she use same for his or her own benefit, except as required in the normal course of engagement with the DTR program, nor disclose or make use of confidential information for any reason without the written consent of DTR, DPS and DU.

xi. Indemnity

- a. The Program Participant hereby indemnifies and saves harmless DU, DPS and DTR from and against any and all suits, claims, actions, damages and other losses which DPS suffers or incurs as a result of any governmental taxing authority assessing the reimbursement of the tuition payments hereunder as a benefit to the Program Participant.

xii. Agreement Modification

- a. Any modification or additional obligation in connection with this Agreement shall be binding only if evidenced in writing signed by Program Participant and an authorized DTR representative.

xiii. Required Participation

- a. Program Participant understands that successful completion of the DTR program means fulfilling the terms of this Agreement, as well as satisfactory performance of all DTR activities, regular daily attendance and compliance with the reasonable directives of DTR, DU and DPS personnel working with the DTR program.

By signing below, the parties herein acknowledge that each has read and understands the Terms and Conditions of the Agreement, agree to abide by the terms and conditions; and the signatories warrant that they have the authority to acknowledge and agree.

If any provision, or any portion of this, Agreement is determined to be unconstitutional, invalid, or unenforceable, the remainder of this Agreement, or portion thereof, shall not be affected, and shall remain valid.

Denver Teacher Residency

Name: Shannon Hagerman, Ph.D.

Signature and Date

Program Participant

Name: _____
(Print)

Signature and Date