

# **Curriculum & Instruction Student Handbook**

## **Master's Program**

**2015-2016**



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

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

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

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

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

## WELCOME TO CURRICULUM & INSTRUCTION

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

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

This handbook provides detailed information about our programs in C&I. Please review all the information contained here. The department's Academic Services Associate and the Office of Graduate Studies staff will use the course requirements outlined for your specific program in this Handbook to confirm that you have completed all of the requirements needed to graduate. Therefore, you will want to work closely with your program advisor to ensure that you meet all your program's requirements. It is important for you to be aware, though, that you are ultimately responsible for the contents of this Handbook, as well as the policies outlined in the [Graduate Bulletin](#).

Please know that all of us in C&I are here to make your academic experiences at DU worthwhile and professionally gratifying. Speaking on behalf of the entire faculty, we look forward to working with you!

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## **Vision Statement**

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

## **Curriculum and Instruction (C&I) Program Overview**

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

## **Morgridge College of Education Policies and Procedures**

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

## Curriculum & Instruction Faculty and Staff

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## MASTER OF ARTS DEGREE REQUIREMENTS

The 45 credit-hour master's program in C&I is planned cooperatively with each student to meet his/her professional and personal goals. Most students prepare for traditional and non-traditional positions in education that require planning, consulting, research, curriculum development, evaluation, and policy-making. The MA program is appropriate for classroom teachers who want to improve their curriculum development and pedagogy for the purpose of making their classrooms effective learning spaces for all students. Courses will introduce MA students to matters including: Inclusive Excellence, Evidence Based Reflective Practice, 21<sup>st</sup> Century Teaching, 21<sup>st</sup> Century Learning, and Transformational Leadership. Students must maintain a grade-point average of 3.0 or better. Grades below "C" will not be counted toward the degree.

### *Curriculum Studies Emphasis*

Master's students following this option will take courses in Curriculum, Instruction, Diversity, Foundations, and Research. Graduate-level classes for the cognate are chosen in consultation with an academic advisor. The minimum credit requirement for the degree is 45 quarter hours.

Students select a 9 credit hour cognate that is intended to add to their breadth and depth of knowledge in education. A well-designed cognate is organized around the student's professional interests and will add a unique academic and professional quality to the student's Curriculum and Instruction degree. Students can develop a cognate around more traditional themes in curriculum and instruction, such as, but not limited to: diversity, teacher education, aesthetics, innovation and imagination, technology, urban education, and gifted education. Students are also encouraged to consider less traditional themes in curriculum and instruction, such as, but not limited to: family studies, social work, library and information services, business, zoo/museum education, and international education. Other students may prefer to take courses in an eclectic or liberal studies manner.

### *Gifted Education Concentration*

Students who complete the 24 quarter-hour concentration in gifted education (within the 45-quarter hour MA) will participate in courses and practicum experiences aimed at developing professionals who are well-equipped to meet the needs of gifted students in a variety of educational environments. Completion of the concentration will be noted on students' transcripts. In addition, students who successfully complete the concentration will be recommended for the Gifted Education Specialist endorsement offered through the Colorado Department of Education (CDE). Please note many of these courses are offered less frequently, so close consultation with your advisor is necessary if this concentration is of interest of you.

Master's Students will take a minimum of 24 quarter hours in gifted education coursework, plus 21 quarter hours in Curriculum, Instruction, Diversity, Foundations, and Research. The minimum requirement for the degree is 45 quarter hours.

### *Mathematics Education Concentration*

Students who complete the 33 quarter-hour concentration in mathematics education will participate in courses aimed at developing positive change agents in mathematics education for all students in general, and for underrepresented minority groups in mathematics in particular. Successful candidates will be prepared to work in diverse educational settings with a strong background in mathematical content, pedagogy, and assessment. Completion of the concentration will be noted on students' transcripts. Please note many of these courses are offered in different years. Close consultation with your advisor is necessary if this concentration is of interest of you.

Master's students will take a minimum of 33 quarter hours in mathematics education coursework. The minimum requirement for the degree is 45 credit hours.

### *Curriculum & Instruction Courses*

Any C&I courses may be taken in order to fulfill the categories listed on the coursework plan form. Other courses (with the exception of University College and Colorado Women's College courses) may be substituted with advisor permission.

### **Course Offerings**

Please see a listing of C&I courses and descriptions in the [Graduate Bulletin](#). Note these courses are not offered every quarter; students should consult their advisors to work on a coursework plan for their degree.

### **MA Final Comprehensive Paper**

During the last quarter of the student's period of enrollment, the student will turn in to his or her advisor a five page paper that addresses the following question:

Synthesize and analyze what you have learned thus far in this program. How do the ideas, theories, research methods and critical (and/or transformational experiences) you encountered contribute (or not contribute) to your professional and intellectual life?

The paper must be turned in by the fifth week of the quarter. An assessment of pass/fail will be ascertained. If the evaluation is a 'fail,' the student will be given the paper during the seventh week of the quarter and it must be returned to the advisor by the last day of final's week. Failure to turn in this paper as prescribed could result in a delay of graduation.

Students will be evaluated on the following:

- Ability to identify and integrate concepts from research, theory, and practice
- Ability to write with coherence and clarity
- Ability to support judgments by citing appropriate references to literature, authorities

- in the field, and critical experiences
- Ability to include only relevant data in the answer.

### *Thesis Option*

A master's student may present a thesis in lieu of a comprehensive paper. Students should work closely with their academic advisor on timing, process, and committee composition. This option may require students to take research courses recommended by his or her advisor. Two faculty are required for the committee and need to be present at the proposal oral; a third person as outside chair is required to be present at the time of the thesis oral.

## **COURSEWORK PLANS**

(listed on following pages)

## Curriculum and Instruction, MA Coursework Plan 2015-2016

NAME \_\_\_\_\_ STUDENT # \_\_\_\_\_

*Please discuss with your advisor the course plan most appropriate for your schedule. Students must maintain a grade-point average of 3.0 or better. Grades below "C" will not be counted toward the degree.*

	Course Number	Credit Hours	Expected Term of Completion
<b>A. CURRICULUM</b> (minimum 12 credits)			
Introduction to Curriculum	CUI 4020	3	
Models of Curriculum	CUI 4021	3	
<b>B. INSTRUCTION</b> (minimum 12 credits)			
<b>C. DIVERSITY</b> (minimum 3 credits)			
<b>D. FOUNDATIONS</b> (minimum 3 credits)			

<b>F. RESEARCH</b> (minimum 6 credits)			
Education Research & Measurement	RMS 4900	4	
<b>G. COGNATE/CONCENTRATION</b> (minimum 9 credits)			

<b>SUMMARY</b>	<b>CREDITS</b>	<b>COMPLETED</b>
A. Curriculum	12	
B. Instruction	12	
C. Diversity	3	
D. Foundations	3	
E. Research	6	
F. Cognate/Concentration	9	
<b>MINIMUM TOTAL CREDITS</b>	<b>45</b>	

*In addition, a final comprehensive paper is to be submitted to the advisor (and passed) during the last quarter of study.*

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Cognate Advisor's Signature (if applicable) \_\_\_\_\_ Date \_\_\_\_\_

## Curriculum and Instruction, MA with Gifted Education Concentration

### Coursework Plan 2015-2016

NAME \_\_\_\_\_ STUDENT # \_\_\_\_\_

*Please discuss with your advisor the course plan most appropriate for your schedule. Students must maintain a grade-point average of 3.0 or better. Grades below "C" will not be counted toward the degree.*

	Course Number	Credit Hours	Expected Term of Completion
<b>A. GIFTED EDUCATION</b> (minimum 24 credits)			
The Nature & Needs of Gifted Learners	CUI 4400	3	
Psychological Aspects of Giftedness	CUI 4401	3	
Curriculum for Gifted Learners	CUI 4402	3	
Instructional Strategies for Gifted Learners	CUI 4403	3	
Twice-Exceptional Students	CUI 4404	3	
Practicum in Gifted Education ( <i>credit hours are dependent upon experience and set by your advisor</i> )	CUI 4405	1-3	
Current Issues in Gifted Education: Identification	CUI 4407	3	
Creativity: Theory and Practice	CUI 4408	3	
Program Development, Leadership and Communications in Gifted Education	CUI 4410	3	
<b>B. CURRICULUM &amp; INSTRUCTION</b> (minimum 9 credits)			
<b>C. DIVERSITY</b> (minimum 3 credits)			

	Course Number	Credit Hours	Expected Term of Completion
<b>D. FOUNDATIONS</b> (minimum 3 credits)			
<b>E. RESEARCH AND INQUIRY</b> (minimum 6 credits)			
Education Research & Measurement	RMS 4900	4	

SUMMARY	CREDITS	COMPLETED
A. Gifted Education	24	
B. Curriculum & Instruction	9	
C. Diversity	3	
D. Foundations	3	
E. Research	6	
<b>MINIMUM TOTAL CREDITS</b>	<b>45</b>	

*In addition, a final comprehensive paper is to be submitted to the advisor (and passed) during the last quarter of study.*

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Cognate Advisor's Signature (if applicable) \_\_\_\_\_ Date \_\_\_\_\_

## Curriculum and Instruction, MA with Mathematics Concentration

### Coursework Plan 2015-2016

NAME \_\_\_\_\_ STUDENT # \_\_\_\_\_

*Please discuss with your advisor the course plan most appropriate for your schedule. Students must maintain a grade-point average of 3.0 or better. Grades below "C" will not be counted toward the degree.*

	Course Number	Credit Hours	Expected Term of Completion
<b>MATHEMATICS EDUCATION</b> (33 credits)			
History and Philosophy in Mathematics Education	CUI 4600	3	
Learning and Teaching of Mathematics	CUI 4610	3	
Learning Mathematics: Early Childhood	CUI 4630	3	
Improving Elementary Math Instruction	CUI 4640	3	
Discourse in the Mathematics Classroom	CUI 4720	3	
Mathematics and Instructional Technology	CUI 4730	3	
Research on Diversity, Equity, and Social Justice in Mathematics Education	CUI 4620	3	
Seminar on Race in Mathematics Education	CUI 4790	3	
Foundations of Education: Cognitive Theory I	CUI 4700	3	
Foundations of Education: Cognitive Theory II	CUI 4710	3	
Policy and Mathematics Education	CUI 4740	3	
<b>CURRICULUM</b> (6 credits)			
Introduction to Curriculum	CUI 4020	3	
Models of Curriculum	CUI 4021	3	
<b>RESEARCH AND INQUIRY</b> (6 credits)			
Education Research & Measurement	RMS 4900	6	
<b>TOTAL CREDITS</b>		45	

<b>SUMMARY</b>	<b>CREDITS</b>	<b>COMPLETED</b>
Mathematics Education	33	
Curriculum	6	
Research and Inquiry	6	
<b>MINIMUM TOTAL CREDITS</b>	<b>45</b>	

*In addition, a final comprehensive paper is to be submitted to the advisor (and passed) during the last quarter of study.*

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Cognate Advisor's Signature (if applicable) \_\_\_\_\_ Date \_\_\_\_\_