

# **Curriculum & Instruction Student Handbook**

## **Master's Program**

**2016-2017**



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

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## Welcome to Morgridge College of Education

This Student Handbook provides students in the program with policies and procedures to assist them as they progress through the requirements of the Morgridge College of Education (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.

Please take some time to review this material to become familiar with the details of the program. *You are responsible for familiarizing yourself with the contents of this Handbook, as well as the policies outlined in the [Graduate Policies and Procedures Bulletin](#).*

Please also check the MCE website for the most updated Policies and Procedures information specific to the MCE: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

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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.

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## **About the Curriculum & Instruction Program**

### ***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.

### ***Distributed Email List and Communication***

All students are automatically assigned a University e-mail address upon entry into the program which must then be forwarded to a preferred email account. This e-mail address is entered in the MCE list and lists related to your program, and will be used to send Program-specific and MCE communications. Students are responsible for checking email regularly for critical information on scheduling, deadlines, conferences, field placements, and job opportunities, etc. Students are responsible for notifying the Department Chair of any changes in mailing address or other contact information within the first week of classes each quarter.

## **Master of Arts Degree Requirements**

The 45 credit-hour Master of Arts (MA) 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 cumulative grade-point average of 3.0 or better. Grades below "C" will not be counted toward the degree.

Students must also complete a final comprehensive paper or thesis option for the degree, which will be discussed in detail in a later section.

### ***Course Offerings***

Please see a listing of C&I courses and descriptions in the *Graduate Bulletin*:

<http://bulletin.du.edu/graduate/schoolcollegesanddivisions/morgridgecollegeofeducation/teachingandlearningsciences/#courseinventory> .

Note these courses are not offered every quarter; students should consult their advisors to work on a coursework plan for their degree.

### ***MA Specializations***

As part of the total 45 credit hours required for the MA in C&I degree, students must complete a minimum of 12 credit hours in a specialization. Three specializations are currently offered: Curriculum Studies, Gifted Education, and Mathematics Education. Each specialization is described in more detail below. It is important that students meet early and regularly with their advisor to determine availability of courses necessary to complete the specialization requirements.

#### Curriculum Studies Specialization

Students complete courses intended to add to their breadth and depth of knowledge in education. Students can choose courses around more traditional themes in curriculum and instruction, such as, but not limited to: diversity, teacher education, aesthetics, innovation and imagination, technology, and urban 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 science, business, zoo/museum education, and international education. Other students may prefer to take courses in an eclectic or liberal studies manner.

#### Gifted Education Specialization

Students complete 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.

#### Mathematics Education Specialization

Students 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. Candidates will be prepared to work in diverse educational settings with a strong background in mathematical content, pedagogy, and assessment.

### ***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. Students must receive an evaluation of 'pass' in order to graduate. Once the paper is

complete, students need to submit a [Capstone Approval Form](#) to the Academic Services Associate.

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 defense.

## **Probation and Termination Protocol**

For general information on the policies and procedures related to probation and termination in the Curriculum and Instruction Program in the Morgridge College of Education (MCE), please see the *MCE Policies and Procedures* page, section "MCE General Academic Probation Protocol and Dismissal Protocol" at:

<http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/#mce-general-academic-probation-protocol-and-dismissal-protocol>

Students should also access the *DU Graduate Bulletin*, section "Academic Standards" for a comprehensive description of situations that warrant probation, dismissal, and termination. This information can be found at:

<http://bulletin.du.edu/graduate/academicpoliciesandprocedures/academicstandards/>

## Curriculum and Instruction MA Coursework Plan 2016-2017

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

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

	Course Number	Credit Hours	Expected Term of Completion
<b>A. REQUIRED COURSES</b>			
Introduction to Curriculum	CUI 4020	3	
Transformational Teaching & Learning	CUI 4039	3	
Race, Class and Gender in Education	CUI 4160	3	
Teacher as Researcher	CUI 4058	3	
Critical Perspectives: Democracy, Power, & Privilege	CUI 4035	3	
Curriculum Theory into Practice	CUI 4022	3	
<b>Minimum Total Credit Hours Required</b>		<b>18</b>	
<b>B. FOUNDATIONS</b>			
<i>Select two of the following courses:</i>			
History of Education in the United States	CUI 4180	3	
Philosophy of Education	CUI 4130	3	
Special Topics: Spirituality in Education	CUI 4155	3	
<b>Minimum Total Credit Hours Required</b>		<b>6</b>	
<b>C. SPECIALIZATION</b>			
<b>Minimum Total Credit Hours Required</b>		<b>12</b>	

	Course Number	Credit Hours	Expected Term of Completion
<b>D. RESEARCH</b>			
Empirical Research Methods	RMS 4930	3	
Structural Foundations of Research in Social Sciences	RMS 4940	3	
<i>Choose one of the following courses:</i>			
Education Research & Measurement	RMS 4900	4	
Educational Measurement	RMS 4920	3	
Introductory Statistics	RMS 4910	5	
<b>Minimum Total Credit Hours Required</b>		<b>9</b>	

SUMMARY OF COURSEWORK COMPLETED	CREDITS REQUIRED	CREDITS COMPLETED
A. Required Coursework	18	
B. Foundations	6	
C. Specialization	12	
D. Research	9	
<b>MINIMUM TOTAL CREDITS FOR DEGREE</b>	<b>45</b>	

***In addition to the coursework requirements above, 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 \_\_\_\_\_