

Curriculum & Instruction Student Handbook

Master's Program

2018-2019



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

Table of Contents

Table of Contents	2
Welcome to Morgridge College of Education	3
TLS Faculty and Staff	4
About the Curriculum & Instruction Program	6
<i>Vision Statement</i>	6
<i>Curriculum and Instruction (C&I) Program Overview</i>	6
<i>Distributed Email List and Communication</i>	6
Master of Arts Degree Requirements	6
Course Offerings	7
MA Specializations	7
Gifted Education Specialization	7
Mathematics Education Specialization	7
Special Education Specialization	7
MA Final Comprehensive Portfolio	7
Portfolio Evidence of Competencies and Required Artifacts	7
Portfolio Evaluation.....	8
Probation and Termination Protocol	9
Grades	9
Adequate Progress	9
Appendix A: Curriculum and Instruction MA Coursework Plan	10
Appendix B: Possible Course Sequence Plan (2 year general plan)	12
Appendix C: Portfolio Evaluation Rubric	13
Special Education Generalist (Ages 5-21) Certificate	14

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 Graduate Bulletin and the [MCE Policies and Procedures](#). Although every effort has been made to ensure agreement between these three 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 Bulletin](#), especially Policies and Procedures.*

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 e-mail account. This e-mail address is entered in the MCE and C&I listservs, and will be used to send Program-specific and MCE communications. Students are responsible for checking e-mail regularly for critical information on scheduling, deadlines, conferences, field placements, and job opportunities, etc. Students are responsible for updating changes in mailing addresses or other contact information in Pioneer Web within the first week of classes each quarter.

Canvas Assignments

You will be added to a Canvas site called Curriculum and Instruction MA. The purpose of this site is to assist you in progressing through the program. Requirements for MA completion, outside of coursework, are assignments in this Canvas site. You are responsible for contacting your advisor if you have questions or concerns regarding the required information. Failure to complete the items in Canvas may result in delayed graduation.

Master of Arts Degree Requirements

The 45 credit-hour Master of Arts (MA) Program in C&I is planned cooperatively with students to meet their 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, 21st Century Teaching, 21st Century Learning, and

Transformational Leadership.

Course Offerings

Please see a listing of C&I courses and descriptions in the [Graduate Bulletin](#). Note these courses are not offered every quarter; therefore, students should consult their advisors to work on a coursework plan in [Appendix A](#) for their degree. A sample course sequence is also provided for assistance with course planning in [Appendix B](#). On the [C&I Portfolio](#) site is a multi-year course offering schedule; although subject to change, this also can assist with planning.

MA Specializations

As part of the total 45 credit hours required for the C&I Master's degree, students must complete a minimum of 24 credit hours in a specialization. Three specializations are offered: Gifted Education, Mathematics Education, and Special Education. The Gifted Education and Special Education Specializations can lead to CDE endorsement. Each specialization is described in more detail below.

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 education 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.

Special Education Specialization

Students complete courses to prepare them to be evidence-based-practitioners and researchers who can optimize social-emotional, cognitive, academic, and behavioral outcomes for children with special needs. Through their coursework, they collaborate with families, community partners, and school personnel to enhance learning opportunities for children with special needs. Successful candidates are capable of applying theory to practice and research, and may qualify for leadership positions.

MA Final Comprehensive Portfolio

Portfolio Evidence of Competencies and Required Artifacts

During the final year, the student will submit via DU Portfolio evidence of the following competencies and containing the following artifacts:

- Curriculum Vita (CV)

- Professional Statement of the synthesis of students' learning from the C&I MA Program. The paper shall be 3-5 pages, double-spaced, 11/12-point font (Calibri or Times New Roman). The paper will address the following:
 - Student's professional goals (i.e., goals developed by students with input from their advisor that focus their interests in the field)
 - Identity statement (i.e., statement that illustrates the student's identity as an educator)
 - Synthesis of key learning experiences (i.e., statement that brings together key learning experiences over the course of the student's program)

- Conference presentation, poster, *or* professional development workshop related to student's area of specialization or intended endorsement. Upload documentation of the presentation or poster in PDF format (i.e., PowerPoint, poster, handouts, and evaluations) or publication. Artifacts for this section include:
 - Conference presentation or poster to a local, state, or national teaching or research conference related to area of specialization.
 - Publication in a journal or other professional publication.
 - Professional Development Workshop facilitated by the C&I MA student to a group of practitioners/community members at a school or community event related to the students' area of specialization. This does not include presentations in DU courses.

- *Specialization:* If the student intends to apply for a CDE Endorsement per their specialization, they will upload their Praxis scores. This step is not required if the student is not seeking an endorsement. If the student did not receive a passing score for the Praxis, it will not prevent the student from passing the capstone, but the student will not be able to apply for the endorsement without a passing Praxis score.

Portfolio Evaluation

The Student Portfolio will be assessed on the following pass/fail rubric by the student's advisor. **A "Pass" is required for the M.A. degree.** If a student receives a Fail in any area, the student will have three weeks to re-submit for a second evaluation by the advisor. See [Appendix C](#) for the Portfolio Evaluation rubric.

Probation and Termination Protocol

Grades

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

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/>

Students should also access the *DU Graduate Bulletin*, section “Academic Standards” for a comprehensive description of situations that warrant probation, dismissal, and termination.

Adequate Progress

Three or more non-passing grades (below a “C” or incomplete grades) may be a sign of inadequate progress and may result in probationary status. Please see the Incomplete Grade Policy in the Graduate Bulletin for further information:

<https://www.du.edu/registrar/records/incompletegrade.html>

Appendix A: Curriculum and Instruction MA Coursework Plan

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
A. REQUIRED COURSES			
Introduction to Curriculum	CUI 4020	3	
Transformational Teaching & Learning	CUI 4039	3	
Race, Class and Gender in Education	CUI 4160	3	
Critical Perspectives: Democracy, Power, & Privilege	CUI 4035	3	
Curriculum Theory into Practice	CUI 4022	3	
Minimum Total Credit Hours Required		15	
B. FOUNDATIONS			
<i>Select one 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	
Minimum Total Credit Hours Required		3	
C. SPECIALIZATION			
Minimum Total Credit Hours Required		24	
D. RESEARCH			

	Course Number	Credit Hours	Expected Term of Completion
<i>Choose one of the following courses:</i>			
Education Research & Measurement	RMS 4900	4	
Educational Measurement	RMS 4920	3	
Introductory Statistics	RMS 4910	5	
Minimum Total Credit Hours Required		3	

SUMMARY OF DEGREE REQUIREMENTS	CREDITS REQUIRED	CREDITS COMPLETED
A. Required Coursework	15	
B. Foundations	3	
C. Specialization	24	
D. Research	3	
MINIMUM TOTAL CREDITS FOR DEGREE	45	
MA Final Comprehensive Portfolio	Date passed:	

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Appendix B: Possible Course Sequence Plan (2 year general plan)

	Fall	Winter	Spring	Summer (optional)
Year 1	1.) CUI 4020 Introduction to Curriculum (3) 2.) RMS 4910 introductory Statistics (5) or 4900 Education Research & Measurement (4) or RMS 4920 Educational Measurement (3) 3.) Specialization Course (3) Total Credits: 9-11	1.) CUI 4039 Transformational Teaching & Learning (3) 2.) Select one Foundation Course: CUI 4180 History of Education in the US (3) or CUI 4130 Philosophy of Education (3) or CUI 4131 Spirituality in Education (3) 3.) Specialization Course (3) Total Credits: 9	1.) CUI 4160 Race, Class, and Gender in Education (3) 2.) CUI 4058 Teacher as Researcher (3) 3.) CUI 4022 Curriculum Theory into Practice (3) Total Credits: 9	**The following courses may be offered in the summer: RMS 4910 Introductory Statistics (5)
Year 2	1.) RMS 4930 Empirical Research Methods (3) 2.) RMS 4940 Structural Foundations of Research in Social Sciences (3) 3.) Specialization Course (3) Total Credits: 9	1.) CUI 4035 Critical Perspectives: Democracy, Power, & Privilege (3) 2.) Select second Foundation Course (choose one): CUI 4180 History of Education in the US (3) or CUI 4130 Philosophy of Education (3) or CUI 4155 Special Topics: Spirituality in Education (3) 3.) Specialization Course (3) Total Credits: 9		

Appendix C: Portfolio Evaluation Rubric

Evidence	Pass	Fail
Curriculum Vita (CV) <i>Competencies: Leadership</i>	<ul style="list-style-type: none"> CV is exceptionally well organized with professional language. Use of language is polished, original and appropriate. 	<ul style="list-style-type: none"> CV is unorganized. Language is inadequate with errors and lacks concision.
Professional Statement <i>Competencies: Inclusive Excellence & Leadership</i>	<ul style="list-style-type: none"> Professional Statement addresses student's professional goals, identity statement and synthesis of key learning experiences. Statement provides an insightful personal reflection that synthesizes personal understanding with existing literature. Statement provides evidence that reflects the ability to lead by exemplifying standards of professional practice. 3-5 pages, double-spaced, 11/12-point font (Calibri or Times New Roman) 	<ul style="list-style-type: none"> Professional Statement is limited with little or no evidence to address students' professional goals, identity statement and synthesis of key learning experiences. Statement lacks depth and no link to existing literature. Limited or no evidence to exemplify standards of professional practice. Less than 3 pages and not formatted as required.
Conference Presentation, Poster, or Professional Development Workshop <i>Competencies: Research/Scholarship, Specialization, CI&A</i>	<ul style="list-style-type: none"> Artifacts may include a PowerPoint presentation, poster, handouts, publication, and/or evaluations. Other artifacts should be approved by the student's advisor. 	<ul style="list-style-type: none"> There are no artifacts uploaded to demonstrate evidence to support the professional presentation.
Organization and Polish	<ul style="list-style-type: none"> Artifacts are neatly organized within the portfolio using tabs across the top of the page. All required artifacts are included, complete, and free from editing marks ("clean copy"). 	<ul style="list-style-type: none"> Artifacts are not organized within the portfolio using tabs across the top of the page. Some required artifacts are missing, incomplete, or contain editing/revision marks.
Praxis Scores <i>Competency: Specialization (if applicable)</i>	Praxis Exam:	Score:

Special Education Generalist (Ages 5-21) Certificate Coursework Plan

Course Number	Course Title	Credits Hours
TEP 4010	<ul style="list-style-type: none"> • Foundations of Special Education: Inclusive Pedagogy for with Dis/Abilities* 	3
CUI 4542	<ul style="list-style-type: none"> • Curriculum, Instruction & Assessment: Theory and Practice III* 	3
CFSP 4312	<ul style="list-style-type: none"> • Learning Theories and Behavior Analysis 	3
TEP 4590	<ul style="list-style-type: none"> • Literacy Instruction I* 	3
TEP 4591	<ul style="list-style-type: none"> • Literacy Instruction II* 	3
TEP 4505 or CUI 4503	<ul style="list-style-type: none"> • Mathematics Across the Content Areas* • Elementary Math Methods for Cultural Linguistic Diversity* 	3
CFSP 4315	<ul style="list-style-type: none"> • Professional, Leadership & Ethical Issues in Special Education: Birth to 21 	3
CFSP 4305	<ul style="list-style-type: none"> • Exceptionalities in Education: High Incidence Disabilities 	3
Total		24

*Courses that are required for the Teacher Education Program.

The endorsement requirements consist of a minimum of **24 credits** for licensure within the Colorado Department of Education. All students will be required to take and pass the aforementioned courses, maintain good standing within the university, and maintain a 3.0 GPA. In the spring quarter, students will take the Praxis exam for CDE Endorsement for Special Education Generalist.

As this certificate sits on top of a Bachelor's or Master's degree it is probable that many students will enter the program with duplicative courses. In order to meet the standards outlined by CDE and to provide a rigorous and enriching experience for students, additional flexibility is necessary. Up to two courses may be transferred* in to the certificate program. These courses must be outside those required for a degree. Professional development or continuing education units will not be considered. Additionally, students have the opportunity to waive** two courses (6 credit hours),

although those courses would need to be substituted with two other courses. The total number of hours for the certificate would remain at **24 credits** with all of the courses coming from DU. For example; a student could transfer in two courses and these would count as part of the 24 credits, and the student would take an additional 18 credits from DU and graduate with a 24 credit certificate.

Faculty will make the determination of eligibility for transfers as well as waiving courses at the time of acceptance into the certificate program.

Additional optional course—CFSP 4317: Special Topics in Special Education: Learning Differences (1 credit)

*Transferred credits—previous courses count for the courses needed and students do not need to take a substitute course.

**Waived credits—Students do not need to take the courses because they have taken them from another institution, but they to take another course in its place.