



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

Curriculum and Instruction Student Handbook

**Master of Arts (MA)
2020-2021**

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Purpose of Handbook

This handbook provides students with policies and procedures to assist them as they progress through the requirements of Morgridge's degrees and certificates. By default, students follow the handbook of the year in which they entered the program. With approval from their advisor, students may choose to follow a handbook published after they matriculated into the program. If a student, with the approval of their advisor, chooses a newer handbook they must follow all the policies and protocols in the new handbook.

In addition to this handbook, 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. In cases of discrepancy between documents, the Graduate Bulletin takes precedence.

DU Graduate Bulletin

Each year, DU publishes a [graduate bulletin](#). Students will follow the bulletin that aligns with this C&I handbook – which is determined by the year in which the student matriculated into the program – unless otherwise discussed with the student's advisor. Examples of information provided in the Graduate bulletin link include:

- School-, college-, and division-specific requirements and information
- Admission and enrollment policies
- Tuition and fees
- Academic requirements, policies, and procedures
 - Academic standards
 - Change of degree or program
 - Student withdrawal from the university
 - Transfer of credit
- Academic and student support services, policies, and procedures
- Course descriptions

MCE Policies and Procedures

Along with DU's Graduate Bulletin, C&I students should be familiar with [MCE's policies and procedures](#). Examples of information provided include:

- Degree planning
 - Advising
 - Course plans
 - Waiver or substitution of courses
 - Non-MCE courses
- Dissertation/doctoral research credits for continuous enrollment
- APA writing requirement
- Financial support parameters and eligibility

Welcome to the Morgridge College of Education

Welcome to the Morgridge College of Education! We believe that education serves as the foundation of and means for transformation within our society. Morgridge is committed to being more, doing more, and bringing about more positive change through the power of learning.

Morgridge 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.

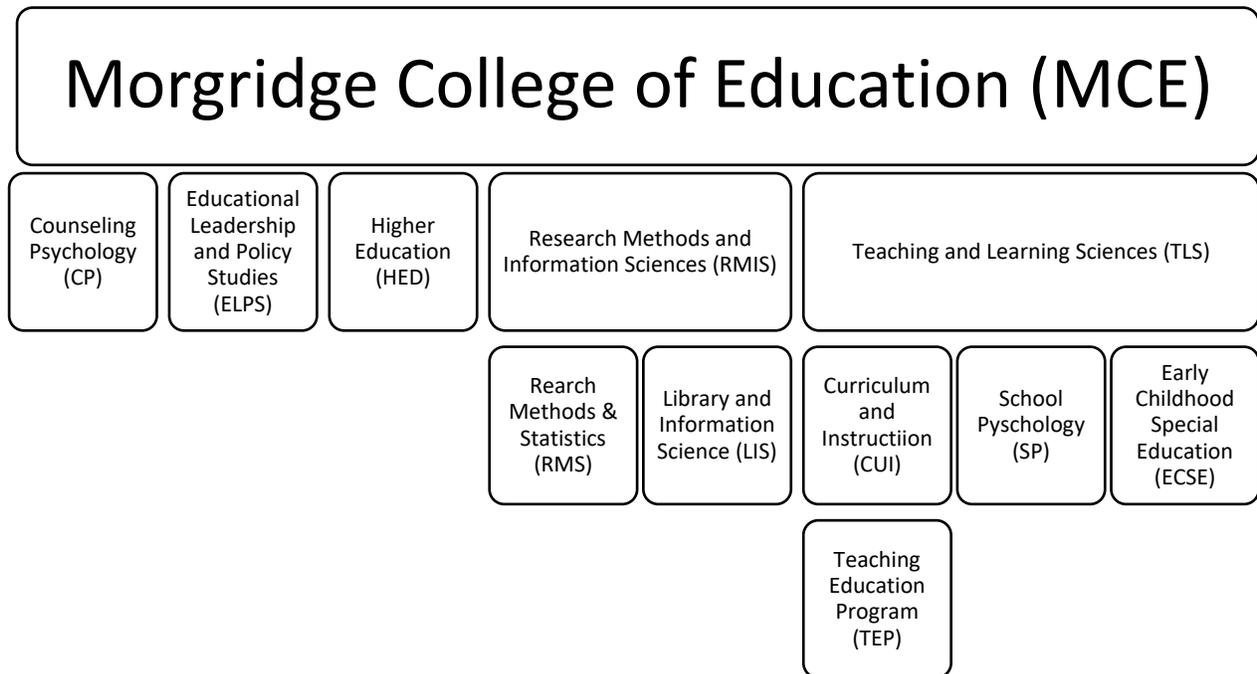
Morgridge Culture

Morgridge defines its culture through 5Cs:

- ❖ Community
- ❖ Curiosity
- ❖ Communication
- ❖ Collaboration
- ❖ Courage

MCE's Organization

The chart below depicts MCE's department organization. It does not include the college's institutes, centers, or communities. *Please note the chart depicts divisions most pertinent to TLS students only.* See's MCE's [website](#) for more information.



Accreditation

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

Equal Opportunity Institution

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](#). 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.

University of Denver Land Acknowledgement

The University of Denver resides on land held in stewardship by the Cheyenne and Arapaho tribes. We recognize the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapaho Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma who were forcibly removed from this land. We also acknowledge the Southern Ute Tribe and the Ute Mountain Ute Tribe, which are the only two federally recognized tribes in Colorado.

Today, Denver is home to many different citizens of Indigenous nations; we recognize their enduring presence on this land by paying respects to their elders, both past and present. It is because of the sacrifices and hardships of the traditional Indigenous inhabitants of this land that we are able to gather at DU to learn, collaborate, and share knowledge.

To learn more about DU's recognition and reconciliation of their involvement in the Sand Creek Massacre, please review the [John Evans report](#)

MCE School District Strike Policy

The University of Denver and the Morgridge College of Education understands the complexity of labor negotiations and does not take sides in any contract disputes. DU students should contact their university supervisors for instructions as soon as an event such as a strike or work stoppage occurs. We strongly discourage students from attending field and service placements during a labor strike due to a variety of issues including, but not limited to, supervision. Students will work with their university supervisors to ensure that they are able to complete their work. This policy is not intended to influence students who are also district employees, as they should use their own professional judgement. Their actions regarding these situations will have no academic consequences or impact on their status within the program.

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Curriculum and Instruction MA Program Overview

The C&I program works toward the development of the most effective pedagogy, curriculum, assessment, scholarship, and care for students that is needed to address the current state of education in private and public, as well as formal and informal, educational settings.

The 45-credit 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. All MA students take a wide range of courses in the areas of:

- ❖ Curriculum
- ❖ Instruction
- ❖ Foundations of Education
- ❖ Inclusive Excellence
- ❖ Research

Course Offerings

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

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 included in the MCE and C&I listservs; it will be used to send program-specific and MCE communications. You are responsible for checking email regularly for critical information on scheduling, deadlines, conferences, field placements, job opportunities, etc. You are responsible for updating changes in mailing address or other contact information in Pioneer Web within the first week of classes each quarter.

C&I MA Resources

- [C&I Program Portfolio](#)
This DU portfolio has specific information about the C&I program, including handbooks, coursework plans, and other student forms.
- **Curriculum and Instruction MA Canvas**
You will receive an invite to Canvas in your DU email. This site is to assist you in progressing through the program, as non-coursework requirements for MA completion are listed as “assignments” on this site for you to complete.

You are responsible for contacting your advisor if you have questions or concerns regarding the required information. **Failure to complete items in Canvas may result in delayed graduation.**

Advising

Before beginning the program, all students are assigned a faculty advisor. Advisors can assist in selecting coursework, conducting research, and planning a career trajectory. During the course of your program, you may find that there is another faculty member who is a better fit for your academic and professional goals. In that case, you may request to change advisors.

In order to change advisors, students must gain written approval from their current and proposed advisors. Then students can forward the approvals the Academic Services Associate (ASA), who will make the advising change official.

C&I MA Program Requirements

The exact requirements to complete the C&I MA program are posted in the [Graduate Bulletin](#). To help C&I students, below are some specific requirements. However, they are subject to change and the C&I program will follow the Graduate bulletin's requirements and standards.

To complete the C&I MA program, students need to:

- Complete 45 credit hours of coursework, including 24 credit hours (minimum) in a specialization
- Maintain a cumulative grade-point average of 3.0 or better
- Pass their capstone project: a comprehensive portfolio

Benchmarks in C&I MA program

The following benchmarks are to be completed by quarter-end, unless noted otherwise or modified in conjunction with your academic advisor.

A “year” is considered fall through summer.

Please note: the following is a recommended schedule for two years. This plan can be adapted as necessary. Please see your advisor if you have questions, comments, or need clarification.

Year 1	Year 2
Coursework	Coursework
Identify specialization (Fall)	Complete and pass comprehensive portfolio (Spring)
Complete the coursework plan and upload to Canvas	

Coursework

General C&I required courses are listed in your coursework plan. More information about course requirements for specific specializations is in the C&I Specializations section.

Appendix B has a general course sequence plan you can review. Please note that this is an example; **it is not a guarantee of the courses that will be offered**. You can find course schedules for upcoming years on the [C&I online portfolio](#) and [the RMIS online portfolio](#).

Credit Transfer

Some students are interested in transferring credit from another institution. Please go to the Graduate Bulletin for the official rules and regulations about [credit transfer](#). Below are general guidelines to remember.

- Graduate coursework and credit hours already applied toward a degree cannot be accepted as transfer credit towards another graduate degree of the same level or less.
- The student must initiate in writing the request for transfer of credit through the program of study prior to or during the first quarter of attendance as a DU degree-seeking student.
- Transfer credit toward a master's degree is limited to 10 hours.

Independent Study, Directed Study, and Independent Research

Some students will take either an independent study or directed study during their MA program; independent research is typically reserved for doctoral students. Though these courses seem similar, there are some important distinctions:

- **Independent Study** (CUI 5991): Students register for an independent study to do special work under faculty supervision in areas not covered by course offerings. For instance, a student who has research interests that are not covered by existing MCE courses may arrange an independent study to pursue their interests more deeply.
- **Directed Study** (CUI 5992). Students register for a directed study as a substitution for an existing course offering. For instance, if extenuating circumstances prevent a student from taking a course when it is offered, the student may arrange with a faculty member to take the course on an individual basis.
- **Independent Research** (CUI 5995): Students may register for independent research to conduct independent research for a thesis or other project.

Each of these courses requires individual supervision from an instructor as well as approval from the student's advisor. To enroll in one of these courses, students must complete an [application form](#). For independent studies and directed studies that are more aligned with RMS coursework (e.g., a directed study to substitute for an RMS course), students may register for RMS 5991 or RMS 5992, respectively. Since directed studies and independent studies will appear on transcripts with different course numbers, students will need to fill out a course substitution form, as well.

Continuous Enrollment and Leaves of Absence

Students are expected to be enrolled continuously during their degree program unless they apply for a leave of absence. Students who become inactive without applying for Continuous Enrollment or a leave of absence may be required to re-enroll for admission and pay additional fees.

Though typically reserved for doctoral students, MA students who need additional time to complete an independent research project could register for independent research. However, registration for independent research does not confer full-time student status. To maintain full-time status (e.g., to be eligible for loan deferment or a student visa), students may apply for Continuous Enrollment each year. For more details on Continuous Enrollment, including registration deadlines, fees, and required forms, consult the [Graduate Bulletin](#).

Students who temporarily withdraw from the MA program (e.g., for medical or personal reasons, military duty, or Peace Corps service) may apply for a leave of absence from the university. Upon returning from a leave of absence, students are guaranteed a place in the program and will not have to re-apply. For more details on leaves of absence, including deadlines and forms, consult the [Graduate Bulletin](#).

Course Substitutions and Waivers

At times, students may need to substitute or waive a course. Students should discuss this with their advisor. A student will need both their advisor's and the department chair's signatures before the form can be approved. Students can find the Graduate Course Substitution or Waiver Form on [MCE's website](#).

C&I Specializations

As part of the total 45 credit hours required for the C&I MA degree, you must complete a minimum of 24 credit hours in a specialization. C&I has five specializations areas:

- ❖ Culturally and Linguistically Diverse Education
- ❖ Curriculum Studies
- ❖ Mathematics Education
- ❖ K-12 Gifted Education
- ❖ K-12 Special Education

The specialization category of the degree offers an opportunity to focus on a particular field of interest. A well-designed specialization is organized around your professional interests and will add a unique academic and professional quality to your C&I degree.

Colorado Department of Education (CDE) Endorsements

C&I offers several approved pathways to CDE endorsements. Students are offered the opportunity to seek one of these endorsements through their specialization by following the specific plan outlined. C&I offers the following pathways (some may require additional credits):

- Culturally and Linguistically Diverse Education
- Gifted Education CORE
- Gifted Education Specialist
- Gifted Education Director (through the ELPS program)
- Special Education Generalist
- Special Education Director (through the ELPS program)

To be eligible for a CDE endorsement, students must 1) have a Colorado teaching license and 2) complete a specific set of courses and all applicable non-coursework requirements. If you wish to pursue a CDE endorsement, consult with your advisor to ensure that you complete all requirements.

Culturally and Linguistically Diverse Education Specialization

In the Culturally and Linguistically Diverse Education (CLDE) specialization, educators complete courses to prepare them to be evidence-based practitioners and researchers who can foreground culturally responsive pedagogy and the cultural, language, cognitive, and academic needs of culturally and linguistically diverse learners in communities and classroom practices. Throughout their coursework, candidates learn and apply knowledge about first and second language acquisition, the selection and utilization of culturally relevant literature, essential literacy components and curriculum and assessment practices for CLD learners with an emphasis on language and funds of knowledge to bridge communities, classrooms, and schools.

Students who specialize in Culturally and Linguistically Diverse Education may elect to follow a coursework plan that allows them to qualify for a CDE endorsement if they have a Colorado teaching license. Students who are interested in seeking this credential should consult their advisor.

Curriculum Studies Specialization

In the Curriculum Studies specialization, students complete courses intended to add to their breadth and depth of knowledge of equity and social justice in education so that they will be well-equipped to meet the learning needs of all students in a variety of educational settings. The Curriculum Studies specialization focuses on curriculum design, models of curriculum, instructional strategies, assessment, and student engagement. Students can select courses around various themes in curriculum and instruction, including (but not limited to) diversity, teacher education, aesthetics, urban education, family studies, social work, library and information science, zoo and museum education, and international education. Additionally, course work in this specialization encourages candidates to think critically and imaginatively about curriculum and instruction and its role in creating a more open and inviting learning experience for all students.

Mathematics Education Specialization

In the Mathematics Education specialization, students complete courses aimed at developing leaders and researchers in mathematics education with strong theoretical and historical backgrounds. The Mathematics Education specialization focuses on ambitious instructional practices that support meaningful learning experiences for all students, particularly those in historically marginalized groups. Students become familiar with a wide variety of research designs and methods of inquiry so that they can apply various theories to address problems of practice with mathematics education. In this way, students are prepared to address matters of practice in diverse educational settings with a strong background in mathematical content, pedagogy, and assessment.

K-12 Gifted Education Specialization

In the Gifted Education specialization, students complete courses in gifted education content knowledge integrated with leadership theory in complex systems that provides a breadth of foundational training for gifted education leadership positions. Students develop research skills that are focused on problem identification and interventions; coursework includes both qualitative and quantitative methodologies

and applied analyses. Successful candidates can qualify for gifted education leadership roles, whether at a district, school, or university level.

Students who specialize in Gifted Education may elect to follow a coursework plan that allows them to qualify for a CDE endorsement if they have a Colorado teaching license. Students who are interested in seeking this credential should consult their advisor.

K-12 Special Education Specialization

In the Special Education specialization, students complete courses that prepare them to become evidence-based practitioners and researchers who 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 apply theory to practice and research; they may qualify for district, school, or university leadership positions.

Students who specialize in Special Education may elect to follow a coursework plan that allows them to qualify for a CDE endorsement if they have a Colorado teaching license. Students who are interested in seeking this credential should consult their advisor.

MA Final Comprehensive Portfolio

During the final quarter of their program, MA students will submit their Comprehensive Portfolio (students are recommended to work on completing the portfolio before the final quarter). The content of the Comprehensive Portfolio is described below; see Appendix D for the Portfolio prompt, rubric, and approval page.

Students will create a personal [DU Portfolio](#) page that contains the following artifacts:

- Curriculum Vita (CV)
- Professional Statement that synthesizes the student’s learning from the C&I MA Program. The paper will be 3-5 pages, double-spaced, in 11- or 12-point font (Calibri or Times New Roman). The paper will address the following:
 - Professional goals, identity statement, and synthesis of key learning experiences,
 - An insightful personal reflection that synthesizes personal understanding with existing literature, and
 - Evidence of the student’s ability to lead by exemplifying standards of professional practice.
- Conference presentation, poster, *or* professional development workshop related to the student’s area of specialization or intended endorsement. Documentation of the presentation (e.g., slides, poster, handouts, or evaluations) or publication should be uploaded in PDF format. Artifacts for this section could include:
 - Conference presentation, paper, or poster shared at a local, state, or national teaching or research conference related to the student’s area of specialization.
 - Publication in an academic journal or other professional publication.
 - Professional development workshop (facilitated by the student) for a group of practitioners or community members at a school or community event related to the students’ area of specialization. This does not include presentations in DU courses.

- *Endorsements:* Students who intend to apply for a CDE endorsement in addition to their specialization must upload their Praxis scores. This step is not required for students who are not seeking endorsements. If a student does not receive a passing score for the Praxis, it will not prevent them from passing the comprehensive portfolio, but the student will not be able to apply for the endorsement without a passing Praxis score.

Comprehensive Portfolio Evaluation

Each student's advisor will assess the Comprehensive Portfolio using a pass/fail rubric. **A "Pass" is required for the MA degree.** If a student receives a Fail in any area, the student will have three weeks to re-submit their portfolio for a second evaluation by the advisor. See Appendix D for the Comprehensive Portfolio rubric. After successfully passing the Comprehensive Portfolio, students must upload the signed rubric to Canvas for documentation.

Grades and Dismissal Protocols

Grades

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

Incomplete Grades

An Incomplete “I” is a temporary grade that may be given at the instructor’s discretion. It is intended for students who face extenuating circumstances — e.g., a sudden illness, necessary absence, or other event beyond their control — that prevent the completion of course requirements by the end of the academic term. For more information, please review the Office of the Registrar’s [Incomplete Grade Policy](#).

Probation and Dismissal Protocol

For general information on the policies and procedures related to probation and termination in the Curriculum and Instruction program in Morgridge, please refer to the [MCE General Academic Probation Protocol and Dismissal Protocol](#).

For a comprehensive description of situations that warrant probation, dismissal, and termination, please refer to the Graduate Bulletin’s description of [Academic Standards](#).

Adequate Progress

Three or more non-passing grades (i.e., grades that are incomplete or below a “C”) may be a sign of inadequate progress and may result in probationary status.

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. Students pursuing a CDE endorsement should consult their advisor to ensure they meet all requirements.

	Course Number	Credit Hours	Expected Term of Completion
A. REQUIRED COURSES			
Introduction to Curriculum	CUI 4020	3	
Transformational Teaching and Learning	CUI 4039	3	
Race, Class and Gender in Education	CUI 4160	3	
Critical Perspectives in Education	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	
Spirituality in Education	CUI 4131	3	
Minimum Total Credit Hours Required		3	
C. SPECIALIZATION*			

	Course Number	Credit Hours	Expected Term of Completion
Minimum Total Credit Hours Required		24	
D. RESEARCH			
<i>Choose one of the following courses:</i>			
Education Research and Measurement	RMS 4900	4	
Structural Foundations of Research in Social Sciences	RMS 4940	3	
Teacher as Researcher	CUI 4058	3	
Minimum Total Credit Hours Required		3	

Summary of Coursework Completed

	Required Courses	Credits Completed
Required Coursework	15	
Foundations	3	
Specialization*	24	
Research	3	
MINIMUM TOTAL CREDITS FOR DEGREE	45	

In addition, you must complete the following non-coursework requirement: Comprehensive Portfolio.

*Note: If you seek a CDE endorsement, you must follow the specific specialization plan outlined along with completing any additional endorsement-specific requirements.

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Cognate Advisor's Signature (if applicable) _____ Date _____

Appendix B: General Course Sequence Plan (5-quarter plan)

The below general calendar is based on a full-time (9 credit) load and C&I course scheduling.

	Fall	Winter	Spring
Year 1	1) Required (3) CUI 4020 Intro to Curriculum (3) 2) Research or Specialization (3 or 4) 3) Specialization (3) Total: 9 credits	1) Required (3) CUI 4160 Race, Class, and Gender in Education 2) Foundations (3) 3) Specialization (3) Total: 9 credits	1) Required (3) CUI 4035 Critical Perspectives in Education 2) Specialization (3) 3) Specialization (3) Total: 9 credits
Year 2	1) Required (3) CUI 4022 Curriculum Theory into Practice 2) Specialization (3) 3) Specialization (3) Total: 9 credits	1) Required (3) CUI 4039 Transformational Teaching and Learning 2) Research or Specialization (3 or 4) 3) Specialization (3) Total: 9-10 credits	

Appendix C: General Course Sequence Plan (2 years plan)

The below general calendar is based on a part-time (+4 hours) load and C&I course scheduling.

	Fall	Winter	Spring
Year 1	1) Required (3) CUI 4020 Intro to Curriculum 2) Research or Specialization (3 or 4) 3) Specialization (3) Total: 9-10 credits	1) Required (3) CUI 4160 Race, Class, and Gender in Education 2) Foundations (3) 3) Specialization (3) Total: 9 credits	1) Required (3) CUI 4035 Critical Perspectives in Education 2) Specialization (3) 3) Specialization (3) Total: 9 credits
Year 2	1) Required (3) CUI 4022 Curriculum Theory into Practice 2) Specialization (3) Total: 6 credits	1) Required (3) CUI 4039 Transformational Teaching and Learning 2) Research or Specialization (3 or 4) Total: 6-7 credits	1) Research or Specialization (3-4) 2) Specialization (3) Total: 6-7 credits

Appendix D: MA Comprehensive Portfolio

This Appendix contains the prompt and rubric for the comprehensive portfolio. After successfully completing the portfolio, students must upload the completed and signed rubric to Canvas.

Comprehensive Portfolio Prompt

Create a personal portfolio through [DU Portfolio](#) that provides evidence of the following competencies and contains the following artifacts. Submit the Portfolio URL via Canvas and notify your advisor.

- Curriculum Vita (CV)
- Professional Statement that synthesizes your learning from the C&I MA Program. The paper will be 3-5 pages, double-spaced, in 11- or 12-point font (Calibri or Times New Roman). The paper will address the following:
 - Professional goals, identity statement, and synthesis of key learning experiences,
 - An insightful personal reflection that synthesizes personal understanding with existing literature, and
 - Evidence of your ability to lead by exemplifying standards of professional practice.
- Conference presentation, poster, *or* professional development workshop related to your area of specialization or intended endorsement. Documentation of the presentation (e.g., slides, poster, handouts, or evaluations) or publication should be uploaded in PDF format. Artifacts for this section could include:
 - Conference presentation, paper, or poster shared at a local, state, or national teaching or research conference related to the student's area of specialization.
 - Publication in an academic journal or other professional publication.
 - Professional development workshop (facilitated by the student) for a group of practitioners or community members at a school or community event related to the students' area of specialization. This does not include presentations in DU courses.
- *Endorsements*: If you are applying for a CDE endorsement, you must upload your Praxis scores. This step is not required if you are not seeking an endorsement. If you do not receive a passing score for the Praxis, it will not prevent you from passing the comprehensive portfolio, but you will not be able to apply for the endorsement without a passing Praxis score.

Comprehensive Portfolio Rubric

Each student's advisor will assess the Comprehensive Portfolio according to the following pass/fail rubric. A **"Pass" is required for the MA 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. After successfully passing the Comprehensive Portfolio, students must upload the signed rubric to Canvas for documentation.

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 and 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- or 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 PDF of 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. 	<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:	Praxis Exam: Score:

Appendix E: MA Student Form Checklist and Descriptions

Checklist of forms for all MA C&I students. See purpose of these forms, due date, and where to submit them in the table below. Unless otherwise noted, all documents can be found on the C&I Portfolio site.

Required C&I MA Forms

- Course work plan
- Portfolio Approval Form

Forms that are not required but may be necessary

- Transfer Credit Application
- Independent/Directed Study Application Form
- Experiential Learning Application Form
- Course Substitution/Waiver Form
- Praxis Results

FORM	PURPOSE	SIGNATURES	Due Date	SUBMIT TO
Coursework Plan	<p>The agreement between student and advisor/program regarding the student’s program pathway.</p> <p>The coursework plan, with advisor approval, can be revised throughout their program. Every time a coursework plan is revised and approved it must be resubmitted to the program.</p>	<ul style="list-style-type: none"> - Student - Advisor 	<ul style="list-style-type: none"> - First quarter matriculated - Whenever revised 	Program via Canvas
Experiential Learning Application Form	The C&I MA non-coursework requirement is a Portfolio, which is completed the same quarter students graduate.	<ul style="list-style-type: none"> - Advisor 	<ul style="list-style-type: none"> - Quarter to graduate 	Canvas
Transfer Credit Application	<p>Some students might transfer credit from a different institution.</p> <p>Review DU’s transfer credit policies for details.</p>	<ul style="list-style-type: none"> - Student - Advisor - Department Chair 	<ul style="list-style-type: none"> - First quarter matriculated 	Directly to ASA (for chair’s signature)
Application for Independent/Directed /Research Form	Complete this form to enroll in an independent study, directed, study, dissertation research, or DIP research.	<ul style="list-style-type: none"> - Student - Instructor - Advisor 	<ul style="list-style-type: none"> - Every quarter applying for credit 	Directly to Office of the Registrar

FORM	PURPOSE	SIGNATURES	Due Date	SUBMIT TO
	Explanations about the differences between these are on the form .			
Course Substitution/Waiver Form	<p>This for is to:</p> <ol style="list-style-type: none"> 1) approve students substituting a course for another listed on their coursework plan. 2) Waive a requirement (students will need to still fulfil credit requirements) . Students will need advisor and program approval. 	<ul style="list-style-type: none"> - Student - Advisor - Program initials (RMS specific) - Department Chair 	- When needed	Directly to ASA
Experiential Learning Registration Form	Students that want to enroll in a practicum (C&I or Gifted) need to register for the course with the Experiential Learning Registration Form .	<ul style="list-style-type: none"> - Student - Instructor 	<ul style="list-style-type: none"> - Student - Instructor 	
Praxis results	<p>Some C&I certificates are aligned with pathways toward Colorado Department of Education licensure endorsement.</p> <p>Documentation of successfully passing the Praxis is required to complete these programs</p>	NA	- When applicable	Directly to ASA

Appendix F: 2020 – 2021 Gifted Education Certificate 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. Students pursuing a CDE endorsement should consult their advisor to ensure they meet all requirements.

	Course Number	Credits Hours	Expected Term of Completion
Race, Class, Gender^	CUI 4160	3	
Psychological Aspects of the Gifted	CUI 4401	3	
Curriculum for Gifted Learners	CUI 4402	3	
Instructional Strategies for Gifted	CUI 4403	3	
Twice Exceptional Students	CUI 4404	3	
Special Topics in Identification of the Gifted	CUI 4407	3	
Creativity: Theory and Practice	CUI 4408	3	
Program Development, Leadership, and Communication	CUI 4410	3	
Total		24	

Endorsement information:

The Colorado Department of Education awards endorsements to a teaching license. Completion of this certificate is the “approved program” aspect of these requirements for the Gifted Education Core Endorsement. Completion of this certificate within a C&I Masters degree is the “approved program” aspect of requirements for a Gifted Education Specialist Endorsement.

Student’s Signature _____ Date _____

Advisor’s Signature _____ Date _____

Certificate Advisor’s Signature _____ Date _____
(if different than advisor)

Appendix G: 2020 – 2021 Culturally and Linguistically Diverse Education Certificate 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. Students pursuing a CDE endorsement should consult their advisor to ensure they meet all requirements.

	Course Number	Credits Hours	Expected Term of Completion
Foundations of Education for CLDE	CUI 4529	3	
Language and Cultural Issues in Assessment and Instruction	CUI 4536	3	
Literacy and Language Development for Culturally and Linguistically Diverse Learners	CUI 4538	3	
Language Development and Strategies for Culturally and Linguistically Diverse Learners	CUI 4531	3	
Critical Perspectives in Education	CUI 4035	3	
Curriculum Theory into Practice	CUI 4022	3	
Family-School Partnering and Consultation	CFSP 4330	3	
Humanizing Pedagogies	TBD	3	
Total		24	

Endorsement information:

The Colorado Department of Education awards endorsements to a teaching license. Completion of this certificate is the “approved program” aspect of these requirements for the Culturally and Linguistically Diverse Education endorsement.

Student’s Signature _____ Date _____

Advisor’s Signature _____ Date _____

Certificate Advisor’s Signature _____ Date _____
(if different than advisor)

Appendix H: 2020 – 2021 Special Education Generalist (ages 5-21) Certificate 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. Students pursuing a CDE endorsement should consult their advisor to ensure they meet all requirements.

	Course Number	Credits Hours	Expected Term of Completion
Foundations of Special Education: Inclusive Pedagogy for with Dis/Abilities^	TEP 4010	3	
Curriculum, Instruction & Assessment: Theory and Practice III^	CUI 4542	3	
Learning Theories and Behavior Analysis	CFSP 4312	3	
Literacy Instruction I^	TEP 4590	3	
Literacy Instruction II^	TEP 4591	3	
Mathematics Across the Content Areas^ Elementary Math Methods for Cultural Linguistic Diversity^	CUI 4505 or CUI 4503	3	
Professional, Leadership & Ethical Issues in Special Education: Birth to 21	CFSP 4315	3	
Exceptionalities in Education: High Incidence Disabilities	CFSP 4305	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.

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Certificate Advisor's Signature _____ Date _____
(if different than advisor)