

Curriculum & Instruction Student Handbook

Master's Program

2017-2018



UNIVERSITY *of*
DENVER

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 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 lists, 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 address or other contact information in Pioneer Web 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, 21st Century Teaching, 21st Century Learning, and Transformational Leadership.

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](#). Note these courses are not offered every quarter; students should consult their advisors to work on a [coursework plan](#) for their degree. A sample course sequence is also provided for assistance with course planning. Please see page 11 of this handbook.

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. Four specializations are currently offered: Curriculum Studies, Gifted Education, Mathematics Education, and Special 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.

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 Paper

During the last quarter of the student's period of enrollment, the student will submit 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 finals week. Students must receive an evaluation of 'pass' in order to graduate. Once the paper is complete and approved by the advisor, students will need to upload a completed [Capstone Approval Form](#) to the Canvas site.

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 the 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. For more information, please see the Office of Graduate Studies Graduation and Oral Defense [page](#).

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:

<http://www.du.edu/registrar/programs/bulletin.html>

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 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	
Minimum Total Credit Hours Required		6	
C. SPECIALIZATION			
Minimum Total Credit Hours Required		12	
D. RESEARCH			

	Course Number	Credit Hours	Expected Term of Completion
Empirical Research Methods	RMS 4930	3	
Structural Foundations of Research in Social Sciences	RMS 4940	3	
Teacher as Researcher	CUI 4058	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	
Minimum Total Credit Hours Required		12	

SUMMARY OF COURSEWORK COMPLETED	CREDITS REQUIRED	CREDITS COMPLETED
A. Required Coursework	15	
B. Foundations	6	
C. Specialization	12	
D. Research	12	
MINIMUM TOTAL CREDITS FOR DEGREE	45	

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 _____

C & I Masters 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		

Curriculum and Instruction/TEP Course Offering Schedule 2017-2021
*****Subject to Change*****

2017-2018

<i>Course</i>	<i>Fall 2017</i>	<i>Winter 2018</i>	<i>Spring 2018</i>	<i>Summer 2017 & 2018</i>
REQUIRED	4020 Intro to Curriculum	4160 Race, Class & Gender	4039 Teaching & Learning	
FOUNDATIONS		4130 Philosophy of Ed		
CUI RESEARCH	4050 Research Seminar (PhD) 5981 Rsrch as Intervention (EdD)	5982 Applied Rsrch (EdD) 4051 Diss. Org & Res. (PhD)	4058 Teacher as Rsrcher (MA); 5980 Rsrch as Prob Analysis (EdD); 5983 Defense of Rsrch (EdD)	
SPED SPEC ANNUAL COURSES	CFSP 4315 Prof & Ethical Issues in SPED	CFSP 4312 Learning Apps & Behavior Analysis	CFSP 4305 Excep. Child	
MATH SPEC BIENNIAL COURSES	4600 History & Phil of Mathematics	4730 Tech in Math	4740 Policy & Math Ed.	
GIFTED SPEC ANNUAL COURSES (4:00pm or after)	4401 Psychological Aspects of the Gifted	4403 Instructional Strategies (W) (distance)	4408 Creativity	
GIFTED SPEC BIENNIAL	4400 Nature & Needs (distance)		4407 ID (distance)	
C&I SPEC ANNUAL COURSES	4531 Supporting ELL Across the Curriculum	4538 Lang, Literacy & Culture	4536 Linguistic & Cultural Issues in Linking Assessment & Instruction	4170 Engaging Learners thru the Arts 4172 Aesthetic Found of Ed 4XXX Special Tpcs Aesthetics, Social Emotional Learning & Integration
TEP ANNUAL COURSES	TEP 4690 Field Experience (5 sections)	TEP 4690 Field Experience (5 sections)	TEP 4690 Field Experience (5 sections)	CUI 4031 Teaching & Learning Environments (3 sections)
	CUI 4540 Curr, Instr, & Assessment I (3 sections)	CUI 4541 Curr, Instr, & Assessment II (3 sections)	CUI 4542 Curr, Instr, & Assessment III (2) (3 sections)	CUI 4529 Found of Ed for Culturally & Linguistically Diverse Learners (3 sections)
	TEP 4590 Literacy Instr I (3 sections)	TEP 4591 Literacy Instr II (3 sections)		TEP 4010 Educ & Psyc with Sp

				Children (3 sections)
TEP ELEMENTARY	CUI 4503 Elem Math Methods (1 section)	CUI 4502 Elem Science/SS Methods (1 section)	CUI 4411 Wrkshp in Gifted & Talented (2 sections)	CUI 4506 Math for Elem School Teachers I (1 section)
TEP SECONDARY	TEP 4600 Secondary Methods (1 section)	TEP 4610 TEP 4620 TEP 4630 TEP 4640 Methods in Second Schools		CUI 4505 Math for Second School Teachers I (1 section)
	TEP 4781			

2018-2019

<i>Course</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Summer</i>
REQUIRED	4020 Intro to Curriculum	4035 Critical Perspectives	4022 Curr Theory into Pr (MA/PhD)	
FOUNDATIONS		4131 Spirituality		
CUI RESEARCH	4050 C&I Rsrch Seminar (Phd) 5981 Rsrch as Intervention (EdD)	5982 Applied Rsrch (EdD)	5980 Rsrch as Prob Analysis (EdD); 5983 Defense of Rsrch (EdD)	
SPED SPEC ANNUAL COURSES	CFSP 4315 Prof & Ethical Issues in SPED CFSP 4305 Exceptional Child	CFSP 4312 Learning Apps & Behavior Analysis	CFSP 4302 Legal Issues in SPED	
MATH SPEC BIENNIAL COURSES	4610 Learning & Teaching of Math	4640 Improving Elem Math Instruction	4620 Res. On Diversity, Equity, & SJ in Math Ed	
GIFTED SPEC ANNUAL COURSES	4403 Instructional Strategies	4401 Psychological Aspects of the Gifted	4408 Creativity	
GIFTED SPEC BIENNIAL	4402 Curriculum Progs for Gifted Learners	4407 Identification of the Gifted		

C&I SPEC ANNUAL COURSES	4531 Supporting ELL Across the Curriculum	4538 Lang, Literacy & Culture	4536 Linguistic & Cultural Issues in Linking Assessment & Instruction	4170 Engaging Learners thru the Arts 4172 Aesthetic Found of Ed 4XXX Special Tpcs Aesthetics, Social Emotional Learning & Integration
TEP ANNUAL COURSES	TEP 4690 Field Experience	TEP 4690 Field Experience	TEP 4690 Field Experience	CUI 4031 Teaching & Learning Environments
	CUI 4540 Curr, Instr, & Assessment I	CUI 4541 Curr, Instr, & Assessment I	CUI 4542 Curr, Instr, & Assessment II	CUI 4529 Found of Ed for Culturally & Linguistically Diverse Learners
	TEP 4590 Literacy Instr I	TEP 4591 Literacy Instr II	TEP 4010 Educ & Psyc with Sp Children	
TEP ELEMENTARY	CUI 4503 Elem Math Methods	CUI 4502 Elem Science/SS Methods	CUI 4411 Wrkshp in Gifted & Talented	CUI 4506 Math for Elem School Teachers I
TEP SECONDARY	TEP 4600 Secondary Methods	TEP 4610, 20, 30 or 40 Methods in Second Schools		CUI 4505 Math for Second School Teachers I

2019-2020

<i>Course</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Summer</i>
REQUIRED	4020 Intro to Curriculum	4160 Race, Class & Gender	4039 Teaching & Learning	
FOUNDATIONS		4180 Hist of Ed in US		
CUI RESEARCH	5994 Diss Org & Rsrch (Phd)	5982 Applied Rsrch (EdD)	4058 Teacher as Rsrcher (MA);	

	5981 Rsrch as Intervention (EdD)		5980 Rsrch as Prob Analysis (EdD); 5983 Defense of Rsrch (EdD)	
SPED SPEC ANNUAL COURSES	CFSP 4315 Prof & Ethical Issues in SPED CFSP 4305 Exceptional Child	CFSP 4312 Learning Apps & Behavior Analysis	CFSP 4302 Legal Issues in SPED	
MATH SPEC BIENNIAL COURSES	4600 History & Phil of Math	4730 Tech in Math	4740 Policy & Math Ed	
GIFTED SPEC ANNUAL COURSES	4403 Instructional Strategies	4401 Psychological Aspects of the Gifted	4408 Creativity	
GIFTED SPEC BIENNIAL		4410 Prog Development Leadership & Comm	4404 Twice Exceptional Learners	
C&I SPEC ANNUAL COURSES	4531 Supporting ELL Across the Curriculum	4538 Lang, Literacy & Culture	4536 Linguistic & Cultural Issues in Linking Assessment & Instruction	4170 Engaging Learners thru the Arts 4172 Aesthetic Found of Ed 4XXX Special Tpcs Aesthetics, Social Emotional Learning & Integration
TEP ANNUAL COURSES	TEP 4690 Field Experience	TEP 4690 Field Experience	TEP 4690 Field Experience	CUI 4031 Teaching & Learning Environments
	CUI 4540 Curr, Instr, & Assessment I	CUI 4541 Curr, Instr, & Assessment I	CUI 4542 Curr, Instr, & Assessment II	CUI 4529 Found of Ed for Culturally & Linguistically Diverse Learners

	TEP 4590 Literacy Instr I	TEP 4591 Literacy Instr II	TEP 4010 Educ & Psyc with Sp Children	
TEP ELEMENTARY	CUI 4503 Elem Math Methods	CUI 4502 Elem Science/SS Methods	CUI 4411 Wrkshp in Gifted & Talented	CUI 4506 Math for Elem School Teachers I
TEP SECONDARY	TEP 4600 Secondary Methods	TEP 4610, 20, 30 or 40 Methods in Second Schools		CUI 4505 Math for Second School Teachers I

2020-2021

<i>Course</i>	<i>Fall</i>	<i>Winter</i>	<i>Spring</i>	<i>Summer</i>
REQUIRED	4020 Intro to Curriculum	4035 Critical Perspectives	4022 Curr Theory into Pr (MA/Phd)	
FOUNDATIONS		4180 History of Ed in US		
CUI RESEARCH	4050 C&I Rsrch Seminar (Phd) 5981 Rsrch as Intervent (EdD)	5982 Applied Rsrch (EdD)	5980 Rsrch as Prob Analysis (EdD) 5983 Defense of Research (EdD)	
SPED SPEC ANNUAL COURSES	CFSP 4315 Prof & Ethical Issues in SPED	CFSP 4312 Learning Apps & Behavior Analysis	CFSP 4305 Exceptional Child	CFSP 4302 Legal Issues in SPED
MATH SPEC BIENNIAL COURSES	CUI 4610 Learning & Teaching of Math	CUI 4640 Improving Elem Math Instruction	CUI 4620 Res. On Diversity, Equity, & SJ in Math Ed	
GIFTED SPEC ANNUAL COURSES	4403 Instructional Strategies	4401 Psychological Aspects of the Gifted	4408 Creativity	
GIFTED SPEC BIENNIAL	4402 Curr Progs for Gifted Learners	4407 Identification of the Gifted		

C&I SPEC ANNUAL COURSES	4531 Supporting ELL Across the Curr	4538 Lang, Literacy, & Culture	4536 Linguistic and Cultural Issues in Linking Assessment & Instruction	4170 Engaging Learners thru the Arts 4172 Aesthetic Found of Ed 4XXX Special Tpcs Aesthetics, Social Emotional Learning & Integration
TEP ANNUAL COURSES	TEP 4690 Field Experience	TEP 4690 Field Experience	TEP 4690 Field Experience	CUI 4031 Teaching & Learning Environments
	CUI 4540 Curr, Instr, & Assessment I	CUI 4541 Curr, Instr, & Assessment I	CUI 4542 Curr, Instr, & Assessment II	CUI 4529 Found of Ed for Culturally & Linguistically Diverse Learners
	TEP 4590 Literacy Instr I	TEP 4591 Literacy Instr II	TEP 4010 Educ & Psyc with Sp Children	
TEP ELEMENTARY	CUI 4503 Elem Math Methods	CUI 4502 Elem Science/SS Methods	CUI 4411 Wrkshp in Gifted & Talented	CUI 4506 Math for Elem School Teachers I
TEP SECONDARY	TEP 4600 Secondary Methods	TEP 4610, 20, 30 or 40 Methods in Second Schools		CUI 4505 Math for Second School Teachers I

Notes: *This is a *tentative* schedule of offerings and is *subject to change*. Required courses are on a two year sequence except intro which is offered every Fall. Foundational courses on a 3 year sequence. Research courses: MA 4058, offered every other year; EdD: Spring, Fall, Winter, Spring offered each year; PhD: 4050 and 5994 on alternating years (each offered every other year). Specialization courses: annual courses offered every year; biennial courses offered on a two year sequence.