

Creating Change, Together

2019 Dean's Annual Report



Changing Lives

At the core of our mission, and that of the University of Denver, is a strong commitment to creating meaningful social change that is rooted in deep, reciprocal relationships with our community. Increasingly complex societal issues such as the mental health crisis, educational achievement gaps, and intergenerational poverty cannot be addressed effectively from one angle and call for new approaches to problem solving. Developing and scaling effective solutions to these societal challenges requires breaking down organizational and information silos in disciplines and systems and actively collaborating with the people most affected by problems.

Current societal challenges require institutions of higher education to prepare students to be lifelong learners, habitual innovators, and responsive to culturally diverse populations. The Morgridge College of Education (MCE) has experts across the spectrum of learning, wellness, data, information, and human development who are unified by a commitment to systemic social change. We are preparing our students with the

skills and dispositions to address societal challenges as they transition between professions and careers and navigate a broad range of culturally diverse community settings, ranging from the established to the emergent, in rural communities and urban hubs, throughout the U.S. and abroad.

In order to meet these societal challenges, we engaged in our second strategic planning process. We stepped back to reflect, evaluate, and plan. How can we build on our own successes in order to advance our mission? How do we prepare students to lead and affect real change? How do we utilize our resources to create knowledge that informs the complex issues in our society?

Over the past few years we have worked hard to build a strong foundation that allows us to thrive during times of challenge. Through this new strategic plan, we make choices about future priorities that will open doors to larger and bolder opportunities to serve our students and community.



Karen Riley, PhD, Dean and Professor, Morgridge College of Education, University of Denver

We commit to the following goals:

- embrace an inclusive, college-wide think & action collaborative approach to achieve maximum societal benefit;
- prepare students for an increasingly interprofessional world;
- advance breakthrough solutions to complex challenges using an intersystems approach;
- and infuse the values of MCE into our everyday actions and unify the college under a collective identity, while also valuing the diversity of our faculty, staff, and students.

Our goal is to improve the human condition.

I am honored to lead this team and humbled by their drive and accomplishments. It is clear that we have enjoyed remarkable success, and we are committed to an ambitious path forward. Together, our faculty, staff, students, and alumni are poised to lead into the future.

DEAN KAREN RILEY



Child, Family, and School Psychology Counseling Psychology **Curriculum and Instruction** Early Childhood Special Education **Educational Leadership and Policy Studies Higher Education** Library and Information Science Research Methods and Statistics **School Counseling Teacher Preparation**



- 6 Certificates
- 9 Master's
- 1 EdS
- 3 EdD
- 6 PhD

SCHOOLS

Fisher Early Learning Center Ricks Center for Gifted Children



Marsico Institute Kennedy Institute for Educational Success

Center for Rural School Health & Education

Positive Early Learning Experiences Center

All data reflects the 2018/19 academic year unless otherwise noted.

56 TOTAL FACULTY

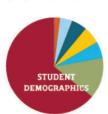


36 TENURED/TENURE TRACK

CLINICAL FACULTY

PROFESSORS OF PRACTICE

881 STUDENTS



65% WHITE/CAUCASIAN

- 13 % HISPANIC OR LATINO
- 6 % AFRICAN-AMERICAN OR BLACK
- 6 % INTERNATIONAL
- 4 % MULTIRACIAL
- 3 % ASIAN AMERICAN
- 1 % NATIVE AMERICAN
- 2 % OTHER

FULL-TIME STUDENTS

389 DEGREES/CERTIFICATES AWARDED



2017/2018 GRADUATES EMPLOYED OR CONTINUED EDUCATION WITHIN 6 MONTHS

FINANCIAL AID

OF OUR STUDENTS RECEIVED FINANCIAL SUPPORT

TOTAL SCHOLARSHIP AID AWARDED

137

STUDENTS RECEIVED A GRADUATE ASSISTANTSHIP, FELLOWSHIP, OR GRADUATE TEACHING ASSISTANTSHIP

64

STUDENTS RECEIVED PRIVATE. PHILANTHROPIC SCHOLARSHIPS

GRANTS

\$10.4M

2017/2018 TOTAL **GRANT FUNDING**

PHILANTHROPIC FUNDING

\$10.7M

OVER THE LAST FOUR YEARS

> 154 SCHOLARLY WORKS

COMMUNITY **PARTNERS**



EDUCATIONAL LEADERSHIP AND POLICY STUDIES RANKED IN TOP 30 BEST EDUCATIONAL ADMINISTRATION AND SUPERVISION PROGRAMS IN THE NATION

We are the Morgridge College of Education



Ms. Taylor Costello leads her students in a Connect4Learning (C4L) activity, "Who's behind the blanket?" at Fisher Early Learning Center, where C4L is a part of the existing pre-K curriculum.

Groundbreaking is not only a word to describe continued growth, it's a word that describes the work being done here at the Morgridge College of Education (MCE). In the last two years, we added two new centers – the Positive Early Learning Experiences (PELE) Center and the Center for Rural School Health & Education (CRSHE). These centers built upon the success of our two existing institutes. In addition to the Marsico Institute and the Kennedy Institute, we launched ECHO-DU, a one-of-a-kind program that brings professional learning

opportunities to rural Colorado communities. We introduced our new strategic plan with input from our faculty, staff, students, and alumni. We also gained national attention and significant funding along the way.

We are doing groundbreaking work.

In 2019, Drs. Julie Sarama and Doug Clements, co-directors of the Marsico Institute, advanced their research in early childhood curriculum, particularly in math. This past June, the two were awarded a \$3,295,431 grant from the U.S. Department of Education's Institute of Education Sciences (IES) to evaluate their pre-K curriculum, Connect4Learning (C4L) previously developed with National Science Foundation funding alongside fellow experts Drs. Nell Duke, Kim Brenneman, and Mary Louise Hemmeter.

C4L is a groundbreaking curriculum that prioritizes math and science in early childhood education. Until now, both subjects have been given little attention in pre-K curricula, with science being virtually non-existent. Sarama and Clements are focused on closing this gap through C4L, which draws on interdisciplinary connections between math, science, literacy, and socialemotional learning. Through their new IES project, Evaluating an Interdisciplinary Preschool Curriculum (EPIC), the pioneering team will make a big difference in our local schools, assessing the effectiveness of C4L among Colorado's youngest learners.

We are developing the next generation of education leaders.

In July, Sarama, Clements, and their colleague Dr. Douglas Ready, received another grant totaling \$4,575,683 from the National Science Foundation. The

project is now known as Understanding Learning Trajectories in Math: Advancing Teacher Education (ULTIMATE), and is a powerful research collaboration between MCE and local schools. Despite the importance of early mathematics and of teachers facilitating its development, there are few evidence-based interventions available to support teachers. ULTIMATE aims to address this issue.

According to Sarama, "This funding from the National Science Foundation allows us to directly support teachers of early mathematics and hundreds of children they serve, while producing rigorous research that documents the power of teachers understanding children's thinking, serving as a model for the rest of the nation."

Over two decades, Sarama and Clements have built a professional development tool, called Learning and Teaching with Learning Trajectories, or [LT]². The University of Denver team will work with teachers, blending hands-on professional development with teachers' use of the [LT]² tool. The study will research the positive impacts of supporting teachers in the classroom and how that subsequently improves students' learning of math.

We are collaborating nationwide to solve some of education's most pressing issues.

In its initial year at MCE, the PELE Center focused on providing early childhood education professionals with the tools, strategies, and technical assistance needed to address some of education's most pressing issues - inclusion of children with disabilities and early socialemotional development.

Dr. Phil Strain, director of PELE, and his team of experts, expanded their inclusive work across the country through a key partnership with the Early Childhood Technical Assistance Center at the University of North Carolina at Chapel Hill. Thanks to a \$16 million grant from the Office of Special Education Programs, the trailblazing team has produced the first ever set of high quality inclusion indicators for early childhood education in the U.S. These inclusion indicators are critical to improving and increasing inclusive programs for children with disabilities. In practice, they will be used to support state leaders, local administrators, and front-line personnel in early care and education systems providing programs and services to children and their families.

We are bringing more inclusive practices to education.

In 2019, PELE also continued its partnership with the National Center for

Pyramid Model Innovations at the University of South Florida. The Office of Special Education Programs generously awarded Strain and his team a \$5 million grant across five years to focus on supporting early social-emotional development. Today, PELE is involved with 24 states to adopt, scale-up, and improve the Pyramid Model. which promotes social-emotional development among infants and children. The PELE team has partnered with Mathematica and Vanderbilt University to conduct two large randomized trials of the Pyramid Model that will focus on expansion to kindergarten and children with special needs.

Finally, since arriving at MCE, PELE has been awarded more than \$500,000 in school district contracts to replicate the Learning Experiences: An Alternate Program for Preschoolers and Parents (LEAP), which is an inclusive model for young children with autism. To date. PELE has replicated LEAP in 150 classrooms across the country. LEAP has additionally been recognized by the National Academy of Science as one of only two evidencebased inclusion programs for children with autism.

We are expanding our efforts in rural communities.

Imagine happy, healthy children and families living in vibrant rural communities. That is the vision of CRSHE, which celebrated its one-year anniversary in June.



The Center for Rural School Health & Education with members of the San Luis Valley Community Advisory Board (CAB) after a meeting in Alamosa, CO. From left to right: Shannon Allen, PhD; Antonio Sandoval (CAB Chair); Ann-Marie DeHerrera (CAB Member); Karen Riley, PhD; Virginia Drake (CRSHE Community Partner); Elaine Belansky, PhD; and Nick Cutforth, PhD.

CRSHE brings its vision to life by partnering with rural schools and communities in Colorado to achieve equitable health and education outcomes. With most of its work happening face-to-face and in schools. CRSHE has deep roots and relationships in the San Luis Valley and southeastern Colorado.

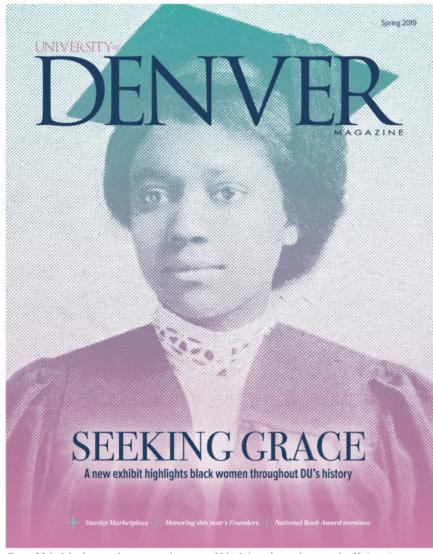
Thanks to a highly committed team and the leadership of Dr. Elaine Belansky. director of CRSHE, the center achieved tremendous growth in 2019. With \$2 million in new projects, CRSHE focused on its three key areas: comprehensive school health and wellness, social-emotional health, and workforce development for professionals working with children and families. Recently, CRSHE added a fourth focus area to create economic opportunities for rural residents.

Belansky and her team also launched ECHO-DU, a virtual, professional development platform built specifically for school professionals in rural Colorado school districts. The team also provided grant writing assistance to 27 rural school districts, and facilitated 11 presentations and conferences across the state.

Additionally, the center provided training and professional development to establish comprehensive school health and wellness plans in 29 rural school districts. To ensure the community's priorities, values, and perspectives are reflected in these research projects and initiatives, the team assembled a San Luis Valley Community Advisory Board (CAB). As the center continues to grow, Belansky and her team will work on adding more CABs to other regions in the state.

MCE is opening doors to bold opportunities to serve its students and community with a unified goal of improving the human condition. Over the next five years, the college will extend its impact in the field of education where it already excels, elevate areas with momentum, and identify new priority areas with community partners.

Changing the Narrative



Grace Mabel Andrews, above, was the second black female graduate at the University of Denver.

Though black women have always played a seminal role in the University of Denver's (DU) history, their legacy has long been understated. "Seeking Grace: Early Black Alumnae at the University of Denver," an exhibit curated by DU archivist and Morgridge College of Education (MCE) adjunct professor Kate Crowe, in partnership with the university's Sistah Network and former MCE professor Dr. Nicole Joseph, aims to remedy that by collecting and preserving the lived experiences of black women at DU.

The project began as a collaboration between Crowe and Joseph in 2013, and the Sistah Network compiled a lot of the early research used to create the exhibit. In summer 2017, Crowe used her 10-week sabbatical to fill in remaining gaps and began to reconstruct the stories of every black woman who attended DU between 1900 and 1945. With the help of yearbooks, census records and one of Denver's oldest black newspapers, the Colorado Statesman, Crowe gathered photos of 43 women and the stories of more still, in what she calls an "attempt at an exhaustive list." Grace Mabel Andrews, the project's namesake, was DU's second black female graduate. In 2018, the Interdisciplinary Research Institute for the Study of (In)Equality (IRISE) granted the project \$20,000 in funding,

which enabled the hiring of several MCE graduate students to continue the research.

Engaging our students in meaningful research projects enhances their academic experiences while enriching the community, and since 2017, the project has grown and expanded through the work of three MCE students. Patrice Greene, MA, Higher Education '19, has not only been able to leverage these stories to further her own education, but also has gained a sense of connection. Greene and fellow graduate students Elizabeth Ndika. MA, Higher Education '19, and Kahlea Hunt-Khabir, MA, Higher Education '20, were connected to the project through the Sistah Network and served as research assistants on Seeking Grace, continuing to write the stories of black women into DU's history.

Through "Seeking Grace," these stories are being told not only to the DU community, but to all of Denver. The exhibit had its initial run in spring 2018 in the Anderson Academic Commons, before being moved to MCE in Katherine Ruffatto Hall. In March 2019, the project was displayed in Denver's Blair–Caldwell African American Research Library in celebration of both Black History Month and Women's History Month.

"A lot of the time, the stories of marginalized communities particularly black women — get pushed under the rug..."

Greene says. "They need to be brought to the forefront because they are important stories that a lot of people didn't even know existed. It gives power and validation to our experiences in higher ed."



From left to right: Monyett Ellington, BA; Adriel Long, MA; Makida Yilma, BSBA; Cerise Hunt, PhD; Nathifa Miller, JD; and Patrice Greene, MA.



The "Seeking Grace: Early Black Alumnae at the University of Denver" exhibit is on display on the second floor of the Morgridge College of Education.



From left to right: Kahlea Hunt-Khabir, MA, Higher Education '20; Elizabeth Ndika, MA, Higher Education '19; and Patrice Greene, MA, Higher Education '19.

Changing the Classroom





The Catyalyst HTI building is located in Denver's River North neighborhood.

At the core of our strategic plan is a strong emphasis on community collaboration to create positive lasting change. This past year the University of Denver (DU) invested in Catalyst HTI RiNo, a modern workspace that brings community partners together to promote a holistic approach to whole person health. Inside of Catalyst lives a 3D Printing and Idea Lab, incubators, accelerators, venture funding partners, a care clinic, restaurants, event spaces, and the Morgridge College of Education (MCE). The pairing is an intentional design from the Catalyst creators to "create a community of healthcare innovation professionals and businesses in order to quicken the pace of industry advancement by providing a welcoming, healthy, and informative environment where thought leaders can collaborate and innovate, together."

Walter Balser, EdD, Educational Leadership and Policy Studies, and John O'Malley, PhD, Counseling Psychology, saw Catalyst as the perfect space to house their research team on whole-person truths. "The Catalyst space is a brilliant environment to not only work in more collaborative ways, but to also capture the direction the world – and education – is moving," Balser said.

Their team started using the space over the summer, after Balser hosted classes at Catalyst and saw how the open concept design allowed his class to have a larger impact on the general public. No longer confined to the DU campus, Balser was able to see his research applied to everyday living. It offered a new perspective on how he can teach his classes and how best to reach outside of academia.

According to Balser, "We're seeing people connecting in more fluid ways, finding serendipity in unexpected places, and working with folks we may not otherwise interact with. You need funky, open spaces to do that, and the Catalyst is just perfect for this."

In 2020, MCE will continue to be bold and support innovative learning opportunities outside the typical classroom. Through its investment in Catalyst, DU has not only opened doors for our students, but the greater Denver community.



John O'Malley, PhD, with his research team.



Changing the Reach

We launched ECHO-DU to reach rural Colorado under the leadership of the Center for Rural School Health & Education (CRSHE). ECHO-DU is a virtual, professional development community built specifically for school professionals in rural school districts. Through the program, school professionals are connected to the latest best practices on complex topics during a series of sessions, called an ECHO.

CRSHE now has a newly funded ECHO series focused on social-emotional learning, and a partnership with mindSpark Learning (mSL). These ECHOS will leverage mSL's expertise in teaching leaders to focus on their well-being in order to better understand how to support the needs of those they lead.

"It's exciting to be involved in a project aimed at giving educators professional development that will lead to their own personal growth, because they work so hard each and every day nurturing the next generation," said Dr. Elaine Belansky, director of CRSHE.



The ECHO-DU team kicks off their first ECHO of the year at Morgridge College of Education.

The Morgridge College of Education expects more than 150 educators statewide to participate in the ECHO, all entirely funded through the generosity of the Morgridge Family Foundation. The accessibility of the ECHOs and expected participation have the potential to reach 45,000 students in Colorado.

"The focus of professional development for teachers is typically on helping their students learn and grow," said Dr. Belansky. "In this case, it's going to be focused on helping educators further develop their own social-emotional skills."

Changing the Story



Natalie Wyatt, MA, Curriculum and Instruction '20, worked with the Brink Literacy Project staff on implementing the graphic memoir course inside the Denver Women's Correctional Facility.

When the Brink Literacy Project developed its Frames Prison Program, it was looking for students to work with inmates in Colorado's prison system to help them extend their literacy, critical thinking, self-reflection, and storytelling skills. The Brink Literacy Project staff asked around, and the Morgridge Family Foundation suggested it partner with the University of Denver's (DU) Morgridge College of Education (MCE). Today, that suggestion has become a reality. Faculty,

students, and Brink Literacy Project staff have created a partnership dedicated to improving the lives of others.

According to the Brink Literacy Project, "There is a clear link between illiteracy and criminal activity. When education is limited, many people take desperate measures to make ends meet. Two-thirds of children who struggle with reading by the fourth grade will engage in criminal activity, becoming part of a cycle of incarceration and recidivism that can last a lifetime. In the U.S. prison system, more than 70 percent of inmates struggle with literacy and over 45 percent are lacking in functional literacy. That's more than double the average illiteracy rate among American adults."

The partnership was initiated in 2013. This year marked another milestone. Student involvement was taken to the next level when Natalie Wyatt, MA student in the Curriculum and Instruction program, began working directly with women inside the Denver Women's Correctional Facility. Natalie spent the past year alongside Brink Literacy Project founder, Dani Hedlund, and MCE faculty member, Dr. Paul

Michalec, creating and implementing an innovative graphic memoir course, where the women transform a single turning point in their lives into a short graphic memoir. The entire team expressed the power of the project, and a desire to continue the partnership so that MCE students as well as the inmates have the opportunity to learn and grow.

So important are their stories that the partnership was this year's chosen "One Day for DU" fundraising project. "One Day for DU" is the university's annual 24-hour giving blitz featuring meaningful DU student, faculty, and staff led causes spanning the campus and greater community. In this single day, donors raised more than \$5,000 so students like Natalie can continue to work with the Brink Literacy Project.



MCE faculty member. Paul Michalec. PhD. helped Wyatt create the innovative graphic memoir course.

"These stories need to be heard," Wyatt said. "And this project is making that happen."



Students in the Frames Prison Program learn graphic design, writing, selfexpression, analysis, and problem-solving skills. Artwork by Eiiwa Ebenebe

Changing the Curriculum

The Morgridge College of Education (MCE) is devoted to improving outcomes for young children with special needs, their families, and those who serve them. **The Fisher Early Learning Center** (Fisher), an infant through pre-K educational facility under the MCE umbrella, embodies this commitment by providing an unrivaled inclusive early childhood experience for the Denver community where children with special needs are educated alongside their typically-developing peers. The combined impact of both Fisher and MCE in this space is strengthened by a unique, reciprocal relationship that demonstrates how higher education can meet the needs of our community while also training the next generation of professionals and validating cutting-edge research and evidence-based programming.

Over the past year, Fisher implemented the Connect4Learning (C4L) curriculum, developed by MCE's Marsico Institute co-directors, Drs. Doug Clements and Julie Sarama, in its classrooms. C4L was developed through funding from the National Science Foundation and weaves together mathematics, science, literacy, and social-emotional learning. For Fisher, already accredited by the National Association for the Education of Young Children, the new evidence-based curriculum has been a hit with students and families alike.

"Parents love C4L," said Hema Visweswaraiah, director of Fisher. "The students are taking home key concepts from their learning and I think parents can see what we do each day and how important these skills are in their child's education."

According to Visweswaraiah, Fisher's location on the University of Denver's (DU) campus, across the street from MCE, offers unique opportunities for her own students and families, as well as to DU faculty, staff, alumni, and researchers.

"It is beneficial across the board – graduate students work with teachers and students to develop their professional skills, our teachers have the ability to further their education, and we get to partner with our institutes to access their resources and expert research," she added. "One of our current teachers presented at a large early childhood conference in Denver and Fisher received very positive feedback from her presentation. I love how they are ambassadors of our work."





Changing the Outcomes

Ricks Center for Gifted Children (Ricks) was developed in 1984 by Dr. Norma Lu Hafenstein as a doctoral project with the goal to create a school to address the specific needs of children. A lot has changed in 35 years, but the mission of Ricks remains the same; to provide a dynamic and challenging education environment that anticipates and responds to children who are gifted learners.

Ricks, a model pre-K-8 school located on the University of Denver (DU) campus, continues to strive for excellence in education. Over this year, Ricks updated its strategic plan to reflect education in an ever-changing climate and address new trends in gifted education.

New Ricks director, Dr. Craig Harrer, Educational Leadership and Policy Studies '19, is up for the challenge and excited to move the school forward.

"It is an exciting time at Ricks as we continue to foster the gifted child and our national reputation for gifted learning," he said. "In the days and months ahead, the Ricks community and staff will be implementing and monitoring our goals within the strategic plan while focusing on DU and Morgridge College of Education (MCE) goals around diversity, equity, and the whole child."

As part of MCE, Harrer is able to access faculty, staff, and institute resources to bring the Ricks strategic plan to life.

"Our teachers will be undergoing intensive coaching and professional development intended to mesh the goals of 21st century learning with best practices within our classrooms."







Our Programs



CFSP - 360 Wellness

When it comes to crisis intervention and mental health, schools have become the focus for addressing these issues. The Child, Family, and School Psychology (CFSP) program is training mental health professionals to navigate the multifaceted challenges of these ever-changing environments. Our graduates are practitioners, administrators, researchers, and national leaders. Through real-world, practical experience and instruction from our nationally-recognized faculty, CFSP students are prepared to embark on their career with tools to support children, families, schools, and communities across diverse ethnic, cultural, and geographic settings.

CP - Awareness and Prevention

Our **Counseling Psychology (CP)** program gives students the skills to become thoughtful, self-reflective practitioners, researchers, or leader

become thoughtful, self-reflective practitioners, researchers, or leaders so they can go on to counsel kids or families, help people struggling with addiction, or find solutions for societal issues. Our faculty research explores many exciting and critically important areas such as class and race, relationship counseling, women's issues, and health and well-being. Students examine these issues and apply what they learn through hands-on experience at their placements. Our program teaches them how to think critically and strategically, so they will be able to meet the diverse needs of the people they will serve.

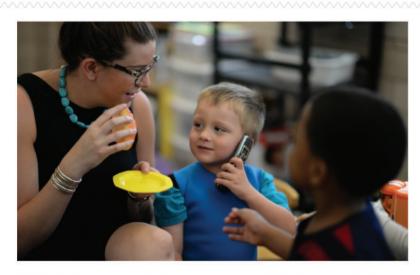




CI - Innovation and Creativity

The Curriculum and Instruction (CI)

program is flexible. Our expert faculty help students create customized coursework plans that meet their interests and career paths. In the program, students can create classes for international learners who need English as a Second Language skills, design curriculum for nongovernmental organizations, or develop learning experiences for college undergraduates. Whether our students are professors, K-12 teachers, student services administrators, or consultants, they are able to turn their education and ideas into a well-structured, inspired curricula. One example is The Creative Teaching Institute, led by Dr. Bruce Uhrmacher, in which educators develop innovative curricula by incorporating the aesthetic arts to engage the whole learner.



ECSE - Early Support - Lifelong Outcomes

The Early Childhood Special Education (ECSE) program is as unique as the children and families that our graduates will serve. Nationally-renowned faculty specialize in Fragile X syndrome, autism, play-based assessment, and holistic intervention strategies. ECSE students gain hands-on experience in one of the two on campus model schools, and throughout Denver metro school districts.

ELPS - Leading with Courage

As one of the top 30 leadership programs in the nation, Educational Leadership and Policy Studies (ELPS) trains professionals to not just lead their schools, but to transform them. By infusing transformative leadership, equity-based practices, and innovative processes into curriculum, ELPS has created one of the most successful private college-public school partnerships in the nation.

HED - Access and Equity

With a focus on equity, inclusive excellence and justice, students in the Department of Higher Education (HED) engage in research, policy, and practice to understand and transform education systems. Students work alongside the department's award-winning faculty in preparation for careers in post-secondary education related to administration, policy, teaching, and research. Upon graduation, they go on to work in both public and private agencies of higher education. HED prides itself in being a collaborative community that supports students, expands access to education, and implements positive change.





LIS - Change Agents for Our Information Society

From libraries and archives, to corporations and nonprofits, Library and **Information Science (LIS)** professionals are at the forefront of change. Guided by the values of diversity and social responsibility, the program prepares librarians and information professionals to tackle issues in information organization, service, technology, and data curation to meet the needs of children, teens, adults, students, researchers, and communities from all walks of life. In partnership with our communities, students take on local challenges and act as global-minded citizens. They advocate for equitable information access as the foundation of informed citizenry, civic participation, literacy, and meaningful leisure. Designed for the information age, LIS is offered both on campus and online (MLIS@Denver).

Our Programs



RMS - Challenging Assumptions

In a society overwhelmed with information, the ability to produce rigorous research for diverse audiences has never been more critical. The **Research Methods and Statistics (RMS)** program equips students with quantitative, qualitative, and mixed methods approaches for research and evaluation to tackle the ever-growing challenges of our day. Students develop advanced and holistic data analytical skills for promoting social justice and the public good.

SC - Shaping Students' Lives

The SchoolCounseling@Denver online Master's program shapes social-justicefocused school counselors who can use their thorough understanding of educational systems and complex counseling concepts to directly serve and advocate for children and adolescents in P-12 schools. The school counseling degree helps students develop a strong school counseling identity and teaches them how to successfully address the academic, career, and social-emotional needs of diverse students. Students also learn how to use data to identify schoolwide trends and develop appropriate programs that help the student population thrive as a whole.



TEP - Making a Difference

The Morgridge College of Education is a national leader in quality teacher preparation with a focus on equity in education. Our students strive to motivate, guide, and inspire future generations. More than almost any other profession, teaching provides the opportunity to make a significant, tangible difference in the world. In the Teacher Education Program (TEP) our students complete a yearlong residency that facilitates deep integration of theory and practice. The Urban Teacher Fellowship (UTF) program positions selected teacher candidates in highly impacted schools and provides them with the support necessary to both learn and thrive. UTF students receive their graduate training as part of TEP, and complete their one-year teacher residency in selected schools within Denver Public Schools.

College Highlights



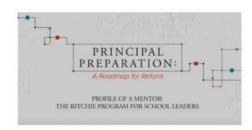
Top Colleges for Diversity

The Morgridge College of Education was awarded the INSIGHT into Diversity Higher Education Excellence in Diversity (HEED) Award and named as one of the Top Colleges for Diversity in 2018. The HEED Award recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.



The Morgridge College of Education, in

partnership with 2U, the leader in online education, expanded its reach with the launch of Morgridge College of Education Online. The online component offers both a Master of Arts in School Counseling (SchoolCounseling@Denver) and a Master of Library and Information Science (MLIS@Denver), with potential to offer more hybrid and distance education in the future.



The Educational Leadership and Policy Studies

(ELPS) program was featured in a Wallace Foundation video episode on school mentorship. The entire "Profile of a Mentor" episode is dedicated to the ELPS Ritchie Program for School Leaders because of its proven record of success.



The Educational Leadership and Policy Studies (ELPS) Program named among top in the nation

Our ELPS program was ranked in the top 30 nationally best Educational Administration and Supervision programs by US News and World Report's 2020 Rankings.



The Teaching and Learning Sciences Department

received endorsement authorization of the Culturally and Linguistically Diverse Education and Culturally and Linguistically Diverse Education – Bilingual from the Colorado Department of Education. Both specialty certificates are now available to students to expand their education and career paths.



Counseling Psychology (CP) achieves reaccreditation for 10 years until 2028

Our CP PhD program, first accredited in 1986. received reaccreditation for 10 years until 2028. The American Psychological Association Commission on Accreditation is recognized by both the secretary of the U.S. Department of Education and the Council for Higher Education Accreditation as the national accrediting authority for professional education and training in psychology.

Faculty Highlights



Doug Clements, PhD, Director, Marsico Institute, was invited to serve on the inaugural STEM Education Advisory Panel, overseen by the National Science

Foundation, the U.S. Department of Education, NASA, and the National Oceanic and Atmospheric Administration. The national panel provides advice and information on STEM education research, development, training, implementation, interventions, professional development, and workforce needs.



William E. Cross, Jr., PhD, Higher Education Emeritus, received the Distinguished Educator of the Year Award from TheEduCtr, a nonprofit

dedicated to empowering educators and parents to become advocates for students who are at risk of not completing their education.



Patton Garriott, PhD, Counseling Psychology, was named the Associate Editor for the Journal of Diversity in Higher Education, a publication of

National Association of Diversity Officers in Higher Education.



Paul Michalec, PhD, Teaching and Learning Sciences, Curriculum and Instruction, Teacher Education Program, received the Hunkins

Distinguished Article Award in the area of Curriculum by the American Association of Teaching and Curriculum.



Christine Nelson, PhD, Higher Education, received the Outstanding Research Award from the Indigenous Peoples Knowledge Community

at the annual National Association of Student Affairs Professionals in Higher Education conference.



Peter Organisciak, PhD, and Krystyna Matusiak, PhD, Research Methods and Information Science, Library and Information Science, were awarded the iConference 2019 Best Short Research Paper for their co-authored publication, Characterizing Same Work Relations

in Large Scale Digital Libraries.



Cecilia Orphan, PhD, Higher Education, was elected to serve as a member at-large on the Association for the Study of

Higher Education Council on Public Policy in Higher Education.



Faculty Highlights



Stacy Pinto, PhD, Counseling Psychology, received an Excellence in Teaching Award for her presentation, "Merging the Art and

Science of Counseling: Portraiture as a Qualitative Method of Inquiry" at the North Atlantic Region Association for Counselor Education and Supervision Conference.



Karen Riley, PhD, Teaching and Learning Sciences, Child, Family, and School Psychology; Jeanine Coleman, PhD, Teaching and Learning Sciences, Early Childhood Special Education; and Devadrita



Talapatra, PhD, Teaching and Learning Sciences, Child, Family, and School Psychology, co-authored school service guidelines for Fragile X associated disorders, published by the Fragile X Research and Clinic

Consortium. These guidelines are open-access and created as an expert consensus to be easily read and understood by those impacted by Fragile X.



Garrett Roberts, PhD, Teaching and Learning Sciences, Curriculum and Instruction, was granted an Institute of Education Sciences (IES) National

Center for Special Education Research Early Career Development and Mentoring Award. IES supports research that addresses important issues in education and develops solutions to improve school readiness. The grant funding will support the development of a reading intervention for elementary students with or at-risk of reading difficulties and Attention-Deficit/Hyperactivity Disorder.



Mary Stansbury, PhD, Research Methods and Information Science. Library and Information Science, was invited to serve as an advisory

committee member on the PRISon libraries as Motivators (PRISM) of pro-social behavior and successful re-entry project. The PRISM project grant illuminates the contributions that prison libraries have made to manage offender behavior and prepare individuals for reentry.



Frank Tuitt, EdD, Higher Education, was recognized by the National Association of Diversity Officers in Higher Education (NADOHE) as a

2019 Inclusive Excellence Award recipient during the annual NADOHE conference. Tuitt received the Individual Leadership Award.



P. Bruce Uhrmacher, PhD, Teaching and Learning Sciences, Teacher Education Program, Research Methods and Statistics, received the

Upton Sinclair Award from Education News. This award recognizes individuals who have made great contributions in education.

Student Highlights



Paige Alfonzo, Research Methods and Information Science PhD candidate, received the top paper award at the National Communication Association

Convention for her presented co-authored paper, entitled "ASHE!: A media ecology of the 2015 University of Missouri Protests."



Amy Blakely, Higher Education EdD candidate; Seth Bumgarner, Higher Education MA student; Lauren Collins, Higher Education PhD student; Lauren Contreras, Higher Education PhD student; and Brenda Sifuentez, Higher Education PhD candidate, presented as members of the About Campus editorial team at the annual American College Personnel Association — College Educators International convention.





About Campus is a bimonthly publication for educators who want to examine contemporary issues, policies, and practices that influence student learning in higher education. Its articles share important discoveries

and insights into what makes a campus environment an effective place for students to learn and what can be done to better support students thriving on our individual and collective campuses.



Sajjid Budhwani, Educational Leadership and Policy Studies PhD student, was selected by the University Council for Educational Administration

as a Jackson Scholar. The University Council for Educational Administration Barbara Jackson Scholars program develops future faculty of color for the field of educational leadership and policy.



Wala'a Buniyan, Educational Leadership and Policy Studies PhD candidate, was selected by the Barton Institute of Philanthropy and Social

Enterprise at the University of Denver as a CiviCo Social Enterprise Fellow, with the goal of addressing social and economic challenges.



Psychology PhD student, received the Outstanding Graduate Student
Research Award at the American

Psychological Association 2018 Convention in San Francisco.



Student Highlights



Lee-André Garvin, Counseling Psychology MA student, was awarded a National Board for Certified Counselors (NBCC) minority fellowship.

NBCC fellowships increase the number of culturally competent addictions and mental health counselors available to minority populations.



Lam Huynh, Research Methods and Information Science PhD student. facilitated sessions at the inaugural Peacebuilding Monitoring &

Evaluation Solutions Forum, hosted by the Peacebuilding Evaluation Consortium and the United States Institute of Peace.



Shanelle Rodriguez and Jose A. Teniente, Child, Family, and School Psychology EdS students, were awarded the National Association of School Psychologists (NASP) Education and Research Trust (ERT) Minority Scholarship at the Annual Convention. The NASP-ERT Minority

Scholarship program supports the training of minority students pursuing degrees in school psychology.



Jodie Wilson, Curriculum and Instruction PhD student, was voted onto the Executive Board of the American Association for Teaching

and Curriculum, the national organization to promote the scholarly study of teaching and curriculum.



Alumni Highlights



Sarabeth Berk, PhD, Teaching and Learning Science, Curriculum and Instruction '15, launched a platform to share her research on professional

identity and an interactive workbook linked to her TEDx talk on hybrid identity.



Khara Croswaite Brindle, MA, Counseling Psychology '12, launched a nonprofit, Catalively, in Colorado aimed to eliminate suicide within

school populations and beyond. Catalively works to eliminate suicide by providing research-based approaches and resources to unify communities touched by suicide.



Bradley Conrad, PhD, Teaching and Learning Sciences, Curriculum and Instruction '11, had his blog, "Tales from the Classroom," selected by

panelists at Feedspot as one of the "Top 20 K-12 Education Blogs on the Web."



Meseret Hailu, PhD, Higher Education '18, was awarded the Best Dissertation Award from the Higher Education special interest group of the

Comparative & International Education Society.



Chelsea Heinbach, MA, Library and Information Science '16, saw her research with faculty member **Krystyna Matusiak**, PhD, Research



Methods and Information Science, adapted and put into practice by librarians at Louisiana State University, who developed a library

guide on visual literacy.



Rev. Stanley Katungwensi, PhD, Higher Education '06, accepted the position of Vice Chancellor of Great Lakes Regional University in the

Kanungu district of southwest Uganda. Great Lakes Regional was founded in 2004 as a community college and became a university in 2016.



Scott Laband, MA, Higher Education '10, was among the Denver Business Journal's annual 40 Under 40 list. Laband is the current president of

Colorado Succeeds, a nonprofit, nonpartisan coalition of business leaders focused on improving the state's education system.



Zeth Lietzau, MA, Library and Information Science '04, was named the Director of Collections, Technology, and Strategy at the

Denver Public Library. Lietzau is an innovator for collecting and analyzing data for operational service aspects of libraries.



Tara Meister, PhD, Teaching and Learning Sciences '18, received an honorable mention from Division B Curriculum Studies of the American

Educational Research Association for her dissertation entitled "Hidden in White(ness)?: Using Racial Logics to Interrogate the Instructional Arc of a Crisis Intervention Team Training."

Staff Highlights



Crystal Day-Hess, PhD, Assistant Director at the Marsico Institute was part of a team that received funding from the Institute of Education

Sciences to complete a four-year efficacy study of a pre-K curriculum. This is Crystal's first co-Principal Investigator position on a federal grant.



Joshua Davies, MA, Head of Information Technology, attended a robotics training led by Lego Robotics experts at our own Ricks Center for

Gifted Children. Davies was trained on the Lego We Do and Lego Mindstorm EV3 curriculum sets.



Katlin Davies, Finance Assistant, was appointed Vice President of the Executive Board of Directors for The Initiative, a nonprofit advocacy group

for persons with disabilities who are victims of abuse. The Initiative strives to create an abuse-free culture for all.



Adriana Lopez, MA, Director of Marketing and Communications, spoke to high school students about career opportunities in journalism and

communications at Colorado State University's 2019 Communications Institute Panel. The goal of the event was to raise the expectation that all students can pursue an education beyond high school.



Sean Montoya, MS, Human Resources Coordinator, participated in the annual AIDS/LifeCycle race from San Francisco to Los Angeles as a

Roadie. Roadies accompany the cyclists on their 7-day journey down the California coast, moving gear, tables, tents, and other race necessities to the next stop.



Rachel Riley and Noah Schlueter. Admissions Counselors, were

identified as two of the top Slate Super Users at the Slate Innovation Conference. Slate is software used by recruiting professionals to manage

the admissions process.



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