



UNIVERSITY *of*  
DENVER

MORGRIDGE COLLEGE OF EDUCATION

# **Curriculum and Instruction Student Handbook**

## **Master of Arts (MA) 2022-2023**

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## Purpose of Handbook

This handbook provides Curriculum and Instruction students with policies and procedures as they progress through their program. By default, students follow the handbook of the year they entered the program. With advisor approval, students may choose to follow a handbook published after they matriculated into the program. If they do so, 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 the program has worked 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 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
  - Non-MCE courses
- MCE grading scale

# 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 Vision Statement**

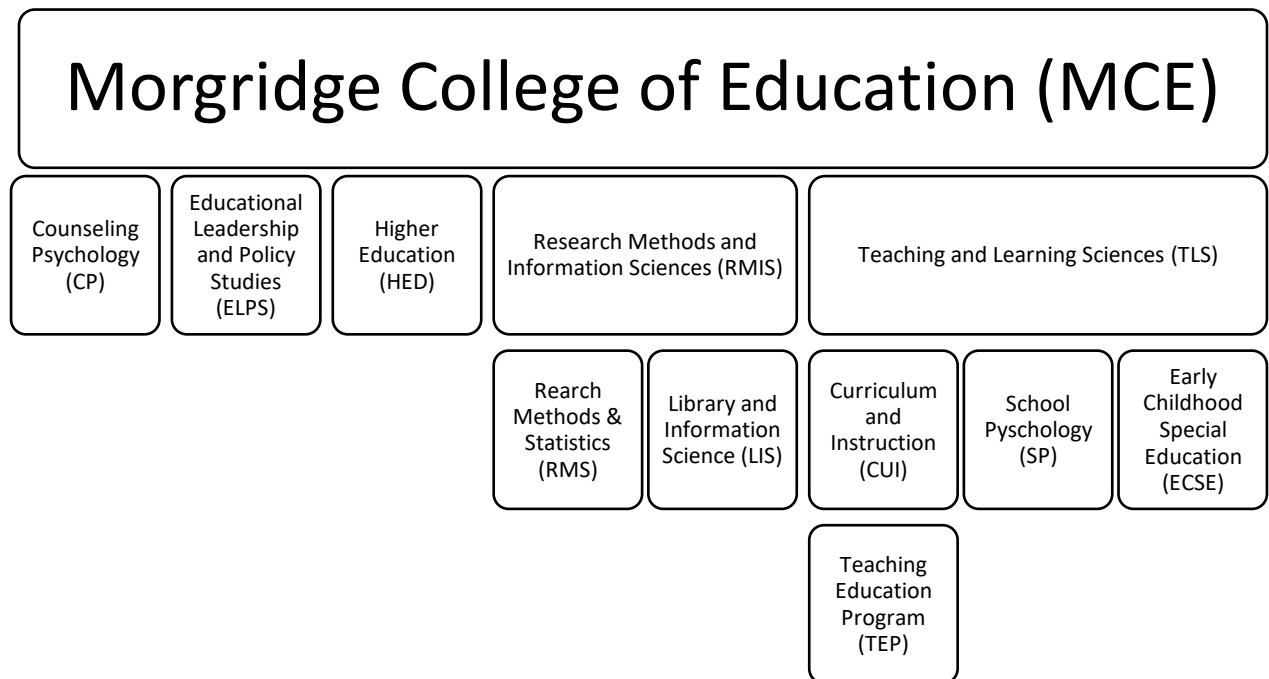
The Morgridge College of Education will be a global leader in innovative and effective approaches for promoting learning throughout the lifespan.

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.

## **MCE Organization**

The chart below depicts MCE's departmental organization *most pertinent to TLS students*. It does not include the college's institutes, centers, or communities. See 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](#). Students 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.

### ***Morgridge College of Education 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 and we recognize their enduring presence on this land by paying respects to their elders, both past and present. Please take a moment to consider the legacies of violence, displacement, migration, and resettlement that bring us together today and please join us in uncovering such truths at all public events. It is because of the sacrifices and hardships of the traditional Indigenous inhabitants of this land that we are able to be here 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 they hear about 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 and liability concerns. 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 employees at their field placement sites, 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.

### ***MCE Field Placement and Worker's Compensation***

Students are not covered by the University of Denver for injuries sustained while working in field placement positions. Field placement agencies should consult the Division of Workers' Compensation (303) 575-8700 or their professional accountant for advice on workers' compensation coverage as it relates to students in salaried positions. Further clarification of policies related to workers' compensation coverage may be obtained from the Risk Management Director at the University of Denver at (303) 871-2327.

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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 Masters of Arts (MA) program in C&I is planned cooperatively with students to meet their professional and personal goals. 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](#). **Courses are not offered every quarter; students should consult with their advisor to develop their coursework plan (Appendix A).** On the [C&I Portfolio](#) site, there is a multi-year schedule. Although subject to change, the document can assist with planning.

### **Communication**

All students are assigned a university e-mail address upon entry into the program. This e-mail address is added to C&I listservs and will be used for program-specific communications. Students are responsible for checking email regularly for critical information on scheduling, deadlines, conferences, field placements, job opportunities, etc. Additionally, students must update changes to their contact information in MyDU within the first week of classes each quarter.

### **C&I MA Resources**

- [C&I Program Portfolio](#)  
This C&I portfolio has specific information about the C&I program, including handbooks, coursework plans, and other student forms.
- **Curriculum and Instruction MA Canvas**  
Students will receive an invite to Canvas in their DU email. This site serves as a place to submit paperwork necessary to the program.

Students are responsible for contacting their advisor if they have questions or concerns. **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 the program, students may find that there is another faculty member who is a better fit for their academic and professional goals and may request to change advisors. To change advisors, students must complete the *Change Advisor Form*, found on the [C&I Portfolio site](#). Once completed, students must email the form to the Academic Services Associate (ASA) to process.

## C&I MA Program Requirements

Below are some specific requirements for the C&I MA. However, they are subject to change and the 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 year-end, unless noted otherwise or modified in conjunction with a student's academic advisor. A "year" is considered fall through spring.

Please note: the following is a recommended schedule for two years. This plan can be adapted as necessary. Students should consult with their advisor about their specific situation. (Also see Appendix B: Suggested MA Course Sequence and Appendix D: C&I MA Student Degree Completion Checklist)

Year 1	Year 2
Coursework	Coursework
Identify specialization	Complete and pass comprehensive portfolio
Complete the coursework plan and upload to Canvas at the end of the first quarter of the program	

### ***Coursework***

C&I required courses are listed in the MA coursework plan. **Only courses offered at the 4000 level and above count toward MA degree requirements.** As per MCE policy, courses from University College are not accepted for the MA Degree. More information about course requirements for specific specializations are in the C&I Specializations section in this handbook (Appendices E, F, and G).

Appendix B has a general course sequence plan that students can review. Please note that this is an example; **it is not a guarantee of the courses that will be offered.** Students 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 transfers](#). 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.
- The student must initiate in writing the request for transfer of credit **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 25% of the minimum number of credits required for the degree.

### 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 the [OGE website](#).

- **Course substitution:** With advisor and departmental approval, a student can “replace” a course on the coursework plan with another course. However, C&I does not allow course substitutions for its required courses.
- **Course waiver:** With advisor and departmental approval, a student can waive a course because they covered similar content before in other courses (usually in another graduate program). Students still need to fulfill the credit requirement of a waived class.

### 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 important distinctions:

- **Independent Study** (CUI 5991): Students register for an independent study to do work under faculty supervision in areas not covered by course offerings.
- **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 4995/5995): Students may register for independent research to conduct independent research for a thesis or other project. MA students may take CUI 4995 if working on their portfolio after completing coursework. Consult with advisor and the ASA before enrolling.

Each of these courses requires instructor supervision as well as advisor approval. To enroll, 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 also need to fill out a course substitution form.

## DU 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.

Students who temporarily withdraw from the MA program (e.g., for medical or personal reasons, military duty, etc.) 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](#).

Students are expected to complete their final portfolio in the quarter they complete their coursework. However, if in a rare occurrence a student needs additional time after completing all coursework, they will need to apply to [DU Continuous Enrollment \(non-thesis\) credit](#) to stay active.

## ***C&I Specializations***

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

- ❖ Culturally and Linguistically Diverse Education
- ❖ Curriculum Studies
- ❖ STEM Education
- ❖ K-12 Gifted Education
- ❖ K-12 Special Education
- ❖ Twice Exceptionality

The specialization offers an opportunity to focus on a field of interest. A well-designed specialization is organized around a student's professional interests and will add a unique academic and professional quality to their C&I degree. For the specific coursework aligned for each specialization see the C&I specialization [webpage](#). With advisor permission, students may combine courses from different specialization courses if they are not seeking an endorsement or certificate in a specific specialization area.

### Culturally and Linguistically Diverse Education Specialization

In the Culturally and Linguistically Diverse Education (CLDE) specialization, students complete courses to prepare them to be evidence-based practitioners and researchers who can foreground culturally responsive pedagogy and the cultural, linguistic, 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 with their advisor or the specialization lead.

### 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.

### STEM Education Specialization

In the STEM Education specialization, students complete courses aimed at developing leaders and researchers in Science, Technology, Engineering, and Mathematics education with strong theoretical and historical backgrounds. The STEM 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 within STEM education. In this way, students are prepared to address matters of practice in diverse educational settings with a strong background in STEM 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 or the specialization lead.

### 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 interested in seeking this credential should consult with their advisor or the specialization lead.

### Twice Exceptionality

The Twice Exceptional specialization provides content through both gifted and special education courses. Examining social and emotional as well as cognitive characteristics and needs of gifted learners and learners with learning challenges, this specialization provides foundational understanding for those interested in learners with complex profiles. Issues such as masking, impacts on identity formation as well as strategies to support these learners are provided.

### **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 in the appendices. C&I offers the following pathways (some may require additional credits):

- Culturally and Linguistically Diverse Education
- Gifted Education Specialist
- Gifted Education CORE
- Special Education Generalist

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 students wish to pursue a CDE endorsement, they need to consult with the faculty lead to ensure they complete all requirements.



### ***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). **See Appendix C for the Comprehensive Portfolio prompt and rubric.**

**By Week 8 of the quarter in which they intend to graduate**, students must submit the documents — either as Word or PDF documents or as a link to a website — to Canvas and notify their advisor.

Students will compile the following documents for the Comprehensive Portfolio:

- **Resume or Curriculum Vita (CV)**
- **Professional Statement** that synthesizes the student’s learning from the C&I MA Program.
- **Demonstration of Learning**, in which the student shares their knowledge in a professional setting. This should be related to the student’s area of specialization, intended endorsement, or other coursework in the C&I MA program.
- **Praxis scores** (if applicable): 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 two weeks to re-submit their portfolio for a second evaluation by the advisor. See Appendix C for the Comprehensive Portfolio rubric. After successfully passing the Comprehensive Portfolio, students must upload the signed approval form to Canvas for documentation.

## Grades and Termination Protocols

### **Grades**

Students must maintain a cumulative grade-point average of 3.0 or better. Grades below a “C” will not be counted toward the degree. Students must repeat the course where they may have earned lower than C grade.

### 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 events beyond their control — that prevent the completion of course requirements by the end of the academic term. For specific guidelines, review the Office of the Registrar’s [Incomplete Grade Policy](#).

### ***Probation and Termination Protocol***

The following are the most common areas in which the probation/dismissal policy is typically implemented:

### Academic Standing

Students are expected to make reasonable and consistent progress toward their degree. Students who are not making reasonable and consistent progress toward their degree may be put on academic probation and/or dismissed from the program. For details, see the DU Bulletin’s [Graduate Academic Standards](#).

### Student Conduct

The Student Conduct Policies and Procedures (Student Conduct Policies and Procedures) govern all student behavior at the University of Denver in a manner consistent with the values of the [DU Honor Code](#). It is expected that students will uphold the values of the University and the Honor Code by exhibiting behavior that supports the spirit under which these values were established. Actions taken by a student which are contrary to the core values of the University Honor Code are addressed through the Student Conduct Policies and Procedures. The [DU Graduate Bulletin – Student Conduct](#) also delineates Student Conduct violations (Honor Code, Academic Misconduct, Disruptive Classroom Behavior, Sexual Relationships and the Classroom Environment, and Smoke-Free Policy).

### Academic Misconduct

Faculty have the authority to set standards of academic integrity and define academic misconduct. The faculty member in conjunction with MCE determines the appropriate academic sanctions for academic misconduct. Academic sanctions are assessed by an individual faculty member and/or MCE and relate to the student’s standing within a course, program, department or college. These may include, but are not limited to failure of an assignment, failure of a course and/or termination from a graduate program. Plagiarism is an Academic Misconduct violation. It is unacceptable, especially in academic settings, to use other people’s ideas or data without giving them credit. (e.g., see the [DU Graduate Bulletin – Student Conduct](#)). It is unacceptable to “borrow” another student’s, author’s, or publisher’s work without providing appropriate credit through citation. Using papers written by others, or parts of papers, materials, and submitting it as your own work is clearly unethical.

Please see the specific policies in the handbook for your MCE degree program and the [DU Graduate Bulletin – Academic Standards](#), which includes a comprehensive description of situations that warrant probation, dismissal and termination.

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

Student progress is monitored both during and at the end of each quarter by program faculty. Students who are not making satisfactory progress in their respective program will be required to meet with their advisor and/or the Department Chair. The goal of the meeting will be to assist and support students and identify a plan of action toward continuous improvement and success.

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. Further, students not making adequate and timely progress towards completing the degree requirements may be placed on probation. Students are expected to meet probation requirements or they will be moved toward dismissal. While such instances are rare, should they occur, students will be contacted by their advisor and informed specifically and in writing of issues and concerns with regard to academic progress or attendance, interpersonal or practice effectiveness, professionalism, safety concerns, disruption of student learning, and/or ethical violations. Students will be asked to respond to these concerns personally and in writing. Decisions regarding probation or dismissal will be made by the Department Chair in consultation with the appropriate faculty. All pertinent information regarding the basis for such decisions will be disclosed to the student in a timely manner.

### Procedures for Academic Grievances and Appeals

Active students may appeal academic and student status related decisions and/or seek resolution of complaints or grievances through the [DU Graduate Bulletin – Academic Grievance and Appeal Procedure](#) during their enrollment at the University of Denver. It is the responsibility of the student to determine whether the graduate unit has specific requirements and the responsibility of the unit to ensure that those requirements are addressed prior to advancing the grievance to the Office of the Provost. In the event of conflict between any grievance process published in unit manuals or websites, the process outlined in the [DU Graduate Bulletin](#) will govern.

## 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 a "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
<b>A. REQUIRED COURSES</b>			
Introduction to Curriculum	CUI 4020	3	
Race, Class and Gender in Education	CUI 4160	3	
Critical Perspectives in Education	CUI 4035	3	
Curriculum Theory into Practice	CUI 4022	3	
History of Education in the United States OR Philosophy of Education	CUI 4180 OR 4130	3	
<b>Minimum Total Credit Hours Required</b>		<b>15</b>	
<b>B. SPECIALIZATION*</b>			
<b>Minimum Total Credit Hours Required</b>		<b>24</b>	
<b>C. RESEARCH**</b>			
<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	
Introduction to Qualitative Research	RMS 4941	3	
Intro to Eval	RMS 4960	4	
Teacher as Researcher	CUI 4058	3	
<b>Minimum Total Credit Hours Required</b>		<b>3</b>	
<b>D. Electives</b>			
<b>Minimum Total Credit Hours Required</b>		<b>3</b>	

Summary of Coursework Completed

	Required Courses	Credits Completed
Required Coursework	15	
Specialization*	24	
Research	3	
Electives	3	
<b>MINIMUM TOTAL CREDITS FOR DEGREE</b>	<b>45</b>	

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.

\*\* Certain research options might push students to 46 total credits. Program recommends two research courses

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

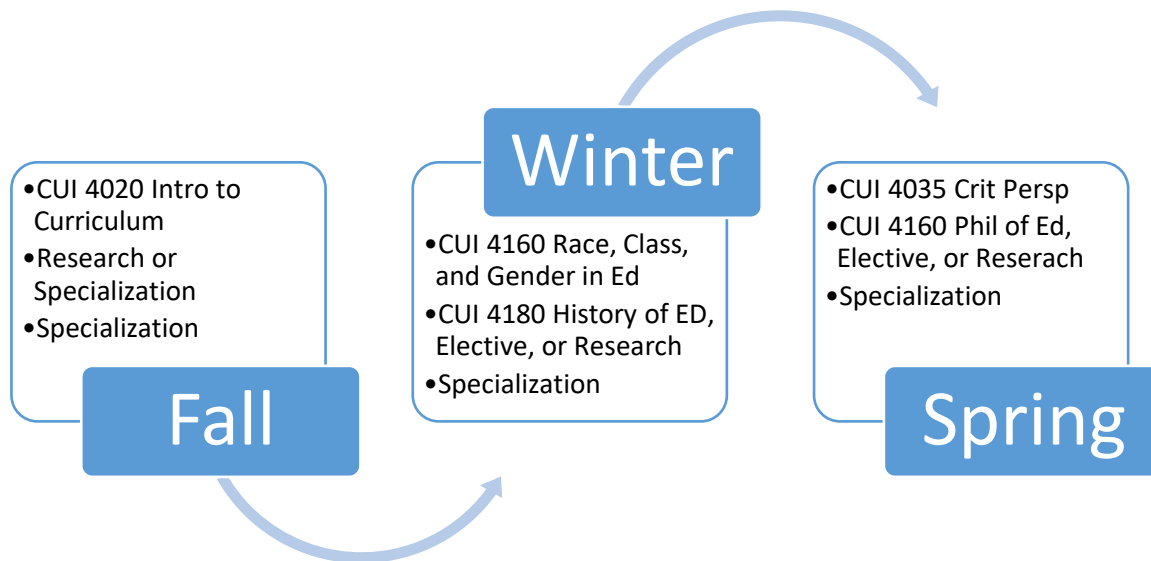
Cognate Advisor's Signature (if applicable) \_\_\_\_\_ Date \_\_\_\_\_

## Appendix B: Suggested MA Course Sequence (5-quarter plan)

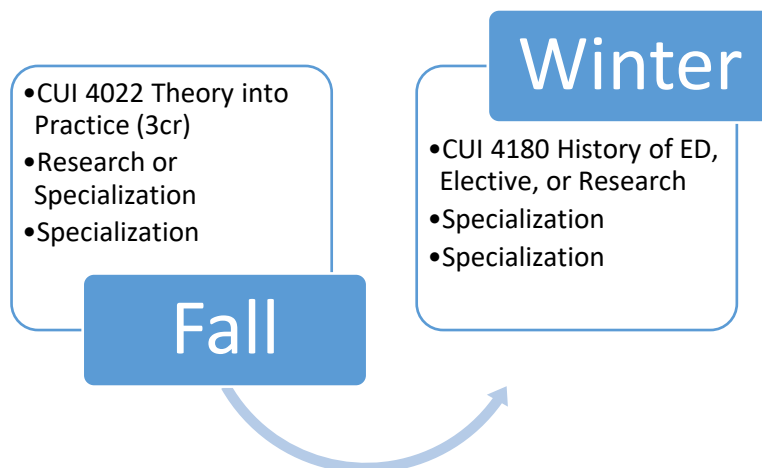
The C&I MA degree requires 45 credits; students who are full-time (i.e., taking 8+ credits per quarter) can complete the degree in 5 quarters. Students who pursue this path **complete their final portfolio and graduate in the winter quarter** of their second year. They may also participate in college- and university-wide commencement ceremonies at the end of the spring quarter.

The following illustrates a suggested sequence for full-time C&I MA students. Students who wish to take fewer credits each quarter may do so, adapting this course sequence as necessary.

### YEAR 1



### YEAR 2



## Appendix C: 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***

Compile the following documents for the Comprehensive Portfolio. Many students find it helpful to create a personal website (e.g., a [DU Portfolio](#) page) to contain these documents.

- **Resume or Curriculum Vita (CV)**
  - The student should choose the format that is most appropriate for their future career goals.
- **Professional Statement** that synthesizes the student’s learning from the C&I MA Program.
  - 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.
  - The paper will be 3-5 pages, double-spaced, in 11- or 12-point font.
- **Demonstration of Learning**, in which the student shares their knowledge in a professional setting. This should be related to the student’s area of specialization, intended endorsement, or other coursework in the C&I MA program.
  - The demonstrations of learning can take on many forms, including:
    - Presenting at a local, state, or national teaching or research conference related to the student’s area of specialization.
    - Submitting an article manuscript to 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.
    - Other demonstrations of learning, as approved by the student’s advisor.
  - Documentation (e.g., slides, poster, handouts, manuscript, etc.) should be uploaded in PDF format.
- **Praxis Scores:** Students who are applying for a CDE endorsement must upload their Praxis scores.
  - This step is not required for students who are not seeking an endorsement.
  - If a student does not receive a passing score for the Praxis, it will not prevent them from passing the comprehensive portfolio, but they will not be able to apply for the endorsement without a passing Praxis score.

**By Week 8 of the quarter in which they intend to graduate**, students must submit the documents — either as Word or PDF documents or as a link to a website — to Canvas and notify their advisor.

## 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 two 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
<b>Resume or Curriculum Vita (CV)</b> <i>Competencies: Leadership</i>	<ul style="list-style-type: none"> <li>Resume or CV is well organized with professional language. Use of language is polished, original, and appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Resume or CV is unorganized. Language is inadequate with errors and lacks concision.</li> </ul>
<b>Professional Statement</b> <i>Competencies: Inclusive Excellence and Leadership</i>	<ul style="list-style-type: none"> <li>Professional Statement addresses student's professional goals, identity statement, and synthesis of key learning experiences.</li> <li>Statement provides an insightful personal reflection that synthesizes personal understanding with existing literature.</li> <li>Statement provides evidence that reflects the ability to lead by exemplifying standards of professional practice.</li> <li>3-5 pages, double-spaced, 11- or 12-point font</li> </ul>	<ul style="list-style-type: none"> <li>Professional Statement is limited with little or no evidence to address student's professional goals, identity statement and synthesis of key learning experiences.</li> <li>Statement lacks depth and no link to existing literature.</li> <li>Limited or no evidence to exemplify standards of professional practice.</li> <li>Less than 3 pages and not formatted as required.</li> </ul>
<b>Demonstration of Learning</b> <i>Competencies: Research/Scholarship, Specialization, CI&amp;A</i>	<ul style="list-style-type: none"> <li>In the Demonstration of Learning, the student shared their knowledge in a professional setting (as approved by their advisor)</li> <li>Demonstration of Learning is related to the student's areas of interest and expertise.</li> <li>Artifacts (e.g., slides, poster, manuscript, etc.) are included.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of Learning was not conducted in an appropriate setting.</li> <li>Demonstration of Learning is unrelated to the student's areas of interest or expertise.</li> <li>There are no artifacts to support the demonstration of learning.</li> </ul>
<b>Organization and Polish</b>	<ul style="list-style-type: none"> <li>Documents are neatly organized within the portfolio.</li> <li>All required documents are included, complete, and free from editing marks.</li> </ul>	<ul style="list-style-type: none"> <li>Documents are not organized within the portfolio.</li> <li>Some required artifacts are missing, incomplete, or contain editing/revision marks.</li> </ul>
<b>Praxis Scores</b> <i>Competency: Specialization (if applicable)</i>	Praxis Exam: Score:	Praxis Exam: Score:



## Appendix D: C&I MA Student Degree Completion Checklist

This document is intended to guide students in moving toward the completion of the C&I MA program. Students are responsible for meeting University, MCE, and C&I policies and timelines for degree completion. Advisors & ASA provide support in understanding the requirements. The information in the Checklist is further detailed in the [MCE C&I M.A. Handbook](#).

### **University Policies\***

- Know DU's [enrollment policies](#) and contextualize to own situation.
  - DU defines full-time status as 8 or more credits, 4-6 credits as part-time, and 3 or fewer as less than part-time.
- Remember MA time limit to degree is 5 years. If needed, apply for an extension of time through an [academic exception](#) with advisor support. It is not guaranteed.

\*University policies are subject to change.

### **Coursework**

- Meet with advisor in fall, winter, and spring quarter. Alternatively, work out another agreed upon plan.
- Update [coursework plan](#) every fall quarter. Obtain advisor (and certificate faculty lead as applicable) signature(s) and upload to [Canvas](#) by the end of fall quarter.
- Complete [course substitution or waiver forms](#) as needed in consultation with advisor. Secure advisor signature and send to TLS department chair for approval and signature, then submit on [Canvas](#). Consult the [University of Denver Bulletin](#) to determine which courses need substitution or waiving.
  - C&I policy does not permit course substitutions for C&I required courses.
  - The difference between a course substitution and waiver are in the [C&I Handbooks](#).
- See "Things to Remember" for unique coursework situations.

### **Specialization/certificates**

- Be aware of the following specialization options: Gifted Education, Twice Exceptional, Special Education, Culturally and Linguistically Diverse Education (CLDE), STEM, Curriculum Studies.
- Know that C&I has specific certificate plans in the following specialization areas: Gifted Education, Special Education, CLDE. These certificates can lead to CDE endorsements.
  - The [C&I Portfolio](#) has more information about specializations and certificates.
  - If interested in a certificate, reach out to the certificate faculty lead for the specific coursework plan and requirements.
- Communicate with ASA to apply for a certificate in the following areas: Gifted, Special Education, CLDE.
- Be aware that certificates **cannot** be added post-graduation. Students must apply for a certificate at least two quarters prior to graduation.

### **First-year reminders**

- Complete any transfer of credits by the end of the first quarter. Review [DU's transfer policy](#) and work with advisor to complete the paperwork. Send to the ASA for review and submission to the OGE.
- Submit coursework plan, with advisor input and signature, to Canvas by the end of first quarter.
- Work with the [DU Writing Center](#) and [DU Research Center](#) to improve your academic writing, APA 7 use, and research skills.

### **Second-year or more reminders**

- Review [DU Continuous Enrollment](#) policy, which states students need to be active every academic quarter until graduation.
  - This is a particular concern for MA students, as they can complete (if attending fulltime) the program in five quarters and graduate in Winter.
    - MA students finished work coursework but still working on academic work will need to register for DU continuous enrollment.
      - Review the Office of Graduate Education (OGE) [DU Continuous Enrollment policy](#), complete the form, and submit to the OGE ([gradservices@du.edu](mailto:gradservices@du.edu)) for processing.
- Register for graduation the term before graduation.
  - Be sure to follow [graduation application deadlines](#).
  - Withdraw application to graduate if not aligned with timeline-more than two quarters.
- Submit final portfolio documentation by week 8 of quarter intended to graduate in Canvas and notify advisor.
  - Upload signed portfolio approval form after successfully passing to Canvas.

### **Things to remember**

- Coursework
  - Consider if C&I or MCE courses have been taken in the past (due to a previous degree) and review past transcript to make sure.
    - Per DU policy, students cannot repeat a course for a new degree.
    - Work with advisor to complete waivers and create for program.
    - Per C&I policy, only courses offered at the 4000 level and above count toward PhD degree requirements
  - Identify the DU college a course is from on C&I coursework plan, if outside of MCE.
    - Students interested in University College MUST comply with [MCE policy](#) **BEFORE** taking course.
      - Email ASA approval documentation.
  - Register with the [Experiential Learning form](#) for a practicum or internship.
    - Secure instructor signature and send form to the Registrar for processing.
  - Register with the [Independent Study form](#) for an independent study or directed study.
    - C&I handbooks outline the differences.
    - Secure instructor and advisor signatures and send to the Registrar for processing.
  - Know that an Incomplete (I) grade is a temporary grade that may be given out at an instructor's discretion due to specific circumstances.
    - See the Registrar's specific [policies](#) about incompletes and form.

- Leave of absence
  - Complete an official [leave of absence](#) if enrollment is paused at any time (except summers). Students who do not enroll every fall, winter, and spring during their program will become inactive in the system.
    - Inactive students returning need to contact the OGE ([gradservices@du.edu](mailto:gradservices@du.edu)) for next steps.
    - If applicable, students will need to fulfill MCE Continually Enrolled policy.
    - Only a medical leave of absence stops your time clock. A personal leave of absence continues the time clock toward completion of the degree
- GA/GRA
  - Work closely with MCE Student Financial Services Advisor to determine eligibility and compensation (e.g., Department vs. Grant requirements)

## Appendix E: 2022 – 2023 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 a "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
Culturally and Linguistically Diverse Learners in Gifted Education	CUI 4412	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	
<b>Total</b>		<b>24</b>	

^Courses that are required for the Teacher Education Program.

*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 Master’s 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 F: 2022 – 2023 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 a “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	CUI 4047	3	
<b>Total</b>		<b>24</b>	

**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 G: 2022 – 2023 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 a “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 Students 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 or 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	
<b>Total</b>		<b>24</b>	

^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. Please consult with your advisor or certificate lead if you have questions about this plan or waiver, transfer, or substitution of courses.

Student’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor’s Signature \_\_\_\_\_ Date \_\_\_\_\_

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