



Teacher Education Program Student Handbook

**Master of Arts (MA) and
Licensure 2025-2026**

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Purpose of Handbook

This handbook provides Teacher Education Program students with policies and procedures as they progress through their program. By default, students follow the handbook of the year in which 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, protocols, and course work plans in the new handbook.

In addition to this publication, the student should become familiar with the [Graduate Policies and Procedures](#) as stated in the DU Graduate Bulletin and the [MCE Policies and Procedures](#).

Although 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 TEP 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, TEP 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

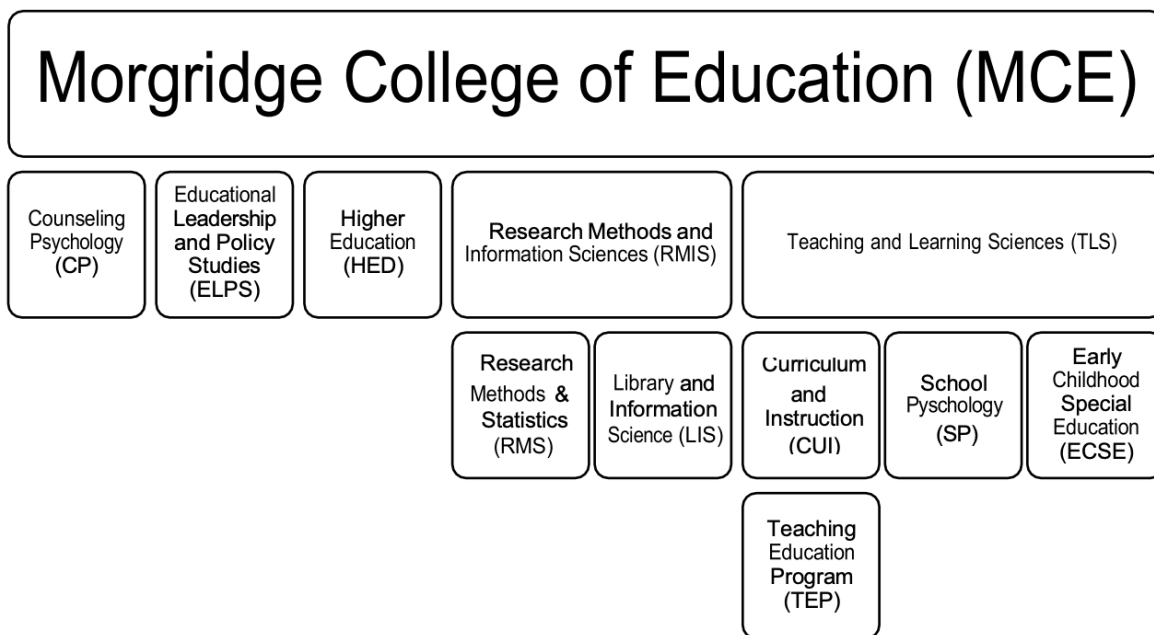
Welcome to the Morgridge College of Education! We believe that education serves as the foundation of and means for transformation within our society.

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's Organization

The chart below depicts MCE's department organization *most pertinent to TLS students*. It does not include the college's institutes, centers, or communities. See the MCE [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.

Morgridge College of Education's Teacher Education Program is accredited by [the Colorado Department of Education and](#) The Council for the Accreditation of Educator Preparation ([CAEP](#)). CAEP advances equity and excellence in educator preparation through evidence-based

accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. Accreditation provides a framework that has pushed educator preparation programs to continually self-assess and conduct evidence-based analysis of their programs and their efficacy. These evidence-based shifts, rooted in continuous improvement, are helping to ensure that preparation programs are more likely to produce successful educators. When an institution or specialized program is accredited by CAEP, it has demonstrated that it meets standards set by organizations representing the academic community, professionals, and other stakeholders. To maintain accreditation the institution or program must undergo a similar review on a regular basis. Typically, reviews are conducted every 7 to 10 years.

Equal Opportunity Institution

The University of Denver is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment on the basis of race, ethnicity, color, religion, sex, national origin, age, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, or disability. The University prohibits all discrimination, harassment, and retaliation, and complies with all applicable federal, state, and local laws, regulations, and Executive Orders.

Inquiries concerning allegations of discrimination based on any of the above factors may be referred to the University of Denver Office of Equal Opportunity/ADA Compliance, Mary Reed Building, Room 422, 2199 S. University Blvd., Denver, CO 80208. Phone: 303-871-7436. Fax: 303-871-3656. For more information, please call the above number or see the [website](#). You may also contact the Office of Diversity and Equal Opportunity/ADA Compliance with concerns regarding determinations of religious or disability accommodations and/or issues about access.

Morgridge College of Education Land Acknowledgement

We would like to recognize that the University of Denver and the greater city of Denver reside within the traditional territories of Hinonoeino (Arapaho), Tsitsista (Cheyenne), and Nunt'zi (Ute). We recognize the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapaho Tribe of Wyoming, the Southern Cheyenne and Arapaho Tribes of Oklahoma, the Southern Ute Indian Tribe, and the Ute Mountain Ute Tribe. We also acknowledge that over 40 different Indigenous nations continue to be in relation with the lands currently called Colorado.

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. Now is the time to reflect upon and personally reconcile how the genocidal acts against Indigenous communities intersect with our learning, collaboration, and sharing of 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 also 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.

Students are required to be familiar with DU's [Internship/Practicum Policies and Risk Factors](#). This document includes information about working with agencies, background checks, contracts, insurance, injuries, and responsibilities. For more information, see page 19.

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Teacher Education Program (TEP) Overview

TEP Vision Statement

Preparing educators who are committed to: Radical Justice, Love, Critical Thinking, and Community-Oriented Pedagogical Practices that serve all students

TEP Mission Statement

We strive to create a diverse, inclusive, and equitable learning environment that leverages the communal & academic funds of knowledge of all students.

Our graduates will be equipped with the skills, knowledge, and passion to challenge systemic oppression, promote radical change, and make a positive impact within the schools and communities they serve.

TEP Philosophy

The program is structured so that course work and field experiences are purposeful, connected, and cumulative. Small class sizes, built-in peer support, high academic standards, emphasis on pedagogical content knowledge, and closely supervised field experiences in linguistically and culturally diverse settings promote student success in mastering the competencies of an effective teacher. TEP relies on faculty well-versed in practice, theory, and research on effective teaching and learning.

TEP delivers a curriculum that promotes the competencies of an effective teacher, leadership, personal and professional reflection, and collaboration. The program fosters essential professional competencies related to:

- ❖ Knowledge of subject matter,
- ❖ Knowledge of students,
- ❖ Summative and formative assessment,
- ❖ Democratic ideals,
- ❖ Cultural diversity,
- ❖ Recognition of individual student needs, and
- ❖ Collaboration with students, the community, and other education professionals.

TEP encourages participants to develop a professional identity grounded in personal experience as well as theoretical and practical knowledge. TEP graduates recognize their responsibilities as school professionals to be reflective practitioners, to be agents of change, to serve the community, to be supportive colleagues, and to meet the varied needs of a diverse student population and close the opportunity gaps in K-12 education.

TEP Pillars

Love: Meaningful relationships; physical, social, and emotional wellness; and justice. We strive toward love by implementing humanizing and culturally sustaining pedagogy and practices that empower our apprentice teachers to leverage their students' academic and communal funds of knowledge (Moll et al., 1992) as all engage in the process of becoming (Freire, 1970).

Critical Thinking: the ability to ask questions and challenge systems. We strive toward critical thinking by providing students with coursework and experiences that challenge them to examine, question, and analyze the world, themselves, and the students and communities they serve. Together, we can work toward liberation.

Radical Justice: a critical reimagining of how systems and structures impact the outcomes of schools, educators, students, and community members. We strive toward radical justice by moving beyond "leveling the playing field" to disrupting and dismantling inequitable systems; we change the way the game is played.

Community-Oriented Pedagogical Practice: We strive toward community-oriented pedagogical practice by valuing and sustaining the historical and cultural wealth (Yosso, 2005), knowledge, and power present in the communities we serve; we empower our TEP teachers to disrupt the banking model (Freire, 1970), enact culturally sustaining processes, and catalyze transformation.

Framework for Equitable and Excellent Teaching (FEET)

The Framework for Equitable and Excellent Teaching (FEET) is a teaching framework developed at MCE.

The acronym FEET captures the objective of the TEP to prepare equitable and effective teachers to “march” into K-12 schools with their FEET as catalysts for educational reform, particularly in service of culturally and linguistically diverse learners.

The FEET delineate research- and standards-based dimensions, competencies, and indicators of effective teaching for diverse learners. The FEET includes performance rubrics organized around the four dimensions of effective and equitable teaching, including detailed performance indicators at various competency levels using a four-level rating scale. Additionally, the FEET includes multiple observation instruments to facilitate the practical use of the rubrics and allow for summative and formative assessments of pre-service teachers. This evaluation system is aligned with state and national initiatives to measure and develop effective teaching.

All apprentice teachers will be evaluated through the FEET framework at least six times during their period of apprentice teaching. The cumulative record of evaluation will act as evidence of effective teaching practices that can be presented to hiring committees during interviews.

Degree Requirements

The 52-credit Master of Arts in Curriculum, Instruction, and Teaching consists of 40 credits of coursework and internship, as well as a 12-credit cognate. Students who already hold an MA degree may choose the certificate option and complete only the 40 credits of coursework and field experience required to apply for a Colorado Department of Education (CDE) teaching license. Approved Program Verification (APV) State Praxis requirements must be met for application to apply for Colorado Licensure.

Dual-degree students in the TEP program will select a cognate consisting of 9 credits of graduate course work to be completed in their undergraduate senior year. Students are expected to graduate with their undergraduate degree before starting their licensure coursework (40 credits). Please see the complete dual-degree guidelines and policy posted [here](#).

Note: dual-degree students are required to complete the 40 credits of TEP coursework and internship that lead to licensure *after* the undergraduate degree is fully completed.

Multiple Measures of Content Competency: Traditional Program Completers

To qualify for licensure and complete the MA degree in C&I, prospective TEP students must adhere to Colorado Department of Education’s requirements for Licensure.

- Passing score(s) on required content Praxis exam(s) (any endorsement);
- A degree in the content area (K12/Middle School/Secondary only); and/or
- 24 credit hours of coursework in the content area with grades of B- or higher (K12/Middle School/Secondary only)

Then review Endorsement Requirements [here](#). You may be eligible for a first-time Colorado teacher license by meeting one or more of the above criteria without a Multiple Measures review. You can find information about how to obtain a first-time Colorado teacher license [here](#).

Colorado Department of Education Licensure

Applicants seeking their first Colorado teacher license may demonstrate content knowledge in several ways:

- either by meeting requirements as specified below OR
- via demonstration of Multiple Measures of Content Competency (select the button below that best describes your situation to determine how you would like to fulfill content knowledge requirements)
- Only those followed by "[ALT]" are eligible for alternative teacher preparation programs.

Make sure you check [the latest requirements on the Colorado Department of Education](#). Look carefully at the information listed next to your endorsement area (e.g. elementary or English Language Arts).

Note: elementary education is listed under "endorsements with additional requirements."

Requirements

*If a passing Praxis score in the licensure area is not obtained by the first day of the fall quarter, students will be put onto a Praxis Plan (see Appendix D).

**Confirm with Academic Advisor on middle school praxis

In addition, review the [Demonstration Learning Guidelines](#) document to ensure all requirements are met.

Once students complete all the necessary praxis exams for their licensure area, the ASA will notify the Office of Graduate Education.

Course Requirements

Please see a listing of C&I and TEP courses and descriptions in the [graduate bulletin](#). ***Courses are not offered every quarter; students should consult with their advisors to develop their coursework plan (Appendices A-C).***

Degree Completion Timeline and Leaves of Absences

Apprentice teachers have up to five years from the start of the program to complete the 52 credits required for the MA degree. For Dual students, both their graduate and undergraduate degrees must be earned within five years of matriculation **into the undergraduate degree program**.

Students are expected to be enrolled continuously during their degree program unless they apply for a leave of absence. Students who temporarily withdraw from the 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](#). Please note, personal leave of absences do not stop students' time to degree completion.

Students needing a leave of absence should work with their advisor and field placement coordinator to communicate with field placements.

MA Cognate (12 credits)

A 12-credit cognate is required to complete the MA degree. The cognate allows apprentice teachers to develop expertise in a targeted area and deepen their knowledge and potential competitiveness in the job market. When developing the coursework plan, apprentice teachers will indicate which cognate courses they intend to complete.

Transfer of Credit Policy

The Teacher Education Program may accept up to nine transfer credits for the cognate. Acceptance of transfer credits will be at the discretion of the program faculty. The following conditions must be met:

- The courses were a part of a teacher education program or another similar education program.
- TEP Director reviews the transcripts to help select 12 applicable credits. Ideally, these will be up to three related courses that are similar to one of the existing cognates.
- The student must adhere to University [Transfer of Credit Policy](#).

Comprehensive Exam: Demonstration of Learning (DOL)

Apprentice teachers who are completing a master's degree are required to pass a final comprehensive exam. The comprehensive exam will be in the form of an electronic portfolio called the Demonstration of Learning (DOL).

Throughout the program, apprentice teachers will complete several performance assessments that reflect their teaching practice. Specific recommended assignments to include as evidence and quality indicators will be distributed in the DOL guide.

Program Requirements and Expectations

The TEP is a fast-paced, intensive experience. Apprentice teachers succeed in the program by organizing their lives so that the program is their primary commitment and focus. Strict procedures ensure that apprentice teachers' experiences are continuous and cumulative. Adherence to the MCE policies also ensures that our graduates maintain the high standards of excellence set by the MCE and TEP.

Academic Advising

Upon entering the program, each apprentice teacher will be assigned a faculty advisor. The advisor is the first line of communication between the program and the apprentice teacher. You will be added to a Canvas advising site. The purpose of this site is to assist you in progressing through the program.

Requirements outside of coursework are labeled as "assignments" in this Canvas site. Failure to complete the items in Canvas may result in delayed fieldwork, licensure, or graduation. Items on the Canvas advising site include:

- School law and ethics quiz
- Fingerprint and background check verification
- Praxis test verification
- Coursework plan
- Application for certificate verification
- Application for graduation verification
- Completed fieldwork logs
- Approved program verification
- Comprehensive exam: Demonstration of Learning (DOL)

You are responsible for contacting the TEP Director if you have questions or concerns.

Professional Behavior

Professionalism in teaching standards covers a wide range of attributes, including, but not limited to:

- Apprentice teachers' interactions with faculty, peers, field placement personnel, and university supervisors
- Apprentice teachers' dispositions toward public school students, teachers, and parents
- Apprentice teachers' attire, language, and commitment to the tasks associated with the TEP curriculum.
- Alcohol and drug use is prohibited before or during classes on campus or at placement site (Also see the rules and regulations around drugs and alcohol use at your individual placement sites).

Communication

Communication is vital for the professional development of apprentice teachers. Apprentice teachers are expected to interact responsibly and professionally with all members of the educational community, including but not limited to those at the University and those at their site placement(s). Professional behavior includes accepting responsibility for one's actions, taking immediate steps to resolve conflicts, and treating others with respect. Clear communication between apprentice teachers and faculty/staff is highly valued and necessary.

Teaching requires effective and clear communication that builds relationships and understandings, and is defined by the following elements: Communicate clearly, concisely, and appropriately regarding all TEP issues. Assume positive intentions behind the actions of all participants in the TEP program and schools.

- Use professional language and writing conventions in all written communications (papers, memos, e-mail, letters to parents, etc.). Treat every written communication as a public document.
- Practice active listening. Seek clarification in understanding the other person's concern, comments, or feedback before offering your understanding, comments, or feedback.

Apprentice teachers will:

- Address initial concerns with the appropriate peer, staff, instructor, advisor, supervisor, or mentor (e.g., course experiences, coursework requirements, grades, observations, fieldwork experiences). If concerns are not addressed adequately, approach your advisor. If your concerns persist, contact the TEP director.
- Express concerns by approaching those involved with respect and in an appropriate and timely manner.
- Be proactive in seeking clarification about assignment requirements and due dates.
- Contact instructors, supervisors, and/or peers to discuss late assignments or information missed due to absence.
- Respect and follow MCE policies and TEP procedures.
- Maintain and regularly check your DU email account.
- Read written information in the program handbook, student resource site, and course syllabi.

Likewise, TEP faculty and staff will:

- Respond to all communication with the same respect and timeliness expected of the apprentice teacher.

- Provide apprentice teachers with updated written communication concerning program requirements and important deadlines.
- Maintain apprentice teacher files and records for the period of time that they take part in TEP. This includes all documents and information required of the apprentice teacher for evaluations and reviews conducted during the program.

All students are assigned a university e-mail address upon entry into the program. This e-mail address is included in the MCE and TEP listservs; it will be used to send program-specific and MCE communications. **Students are responsible for checking email regularly for critical information.**

Students are responsible for updating changes in contact information in PioneerWeb within the first week of classes each quarter.

Collaboration

Teaching is a public and collegial activity, characterized by public assessments, cooperative lesson planning, community input, parent involvement, and professional learning communities. Teachers are expected to practice and hone their skills in working with others by:

- Developing productive relationships by giving and receiving constructive feedback.
- Entering all situations including practicum experiences, parent meetings, administrative feedback, class time, and TEP events from the perspective of a learner. Learn to see the positive attributes of others and to be accepting of their needs, especially when conflict is grounded in contrasting personal or professional values.
- Committing to the value of finding ways to work professionally and productively with individuals you may be different from for the purpose of enhancing the learning of all students.

Conflict, Misunderstandings, and Discontent

Teachers, like most professionals, will inevitably encounter conflict in the classroom, school, or wider professional settings. Therefore, it is important to quickly and sensitively address the needs of everyone involved in the conflict (colleagues, parents, school leaders, students, building staff, university faculty, etc.) by attending to these steps:

- Go to the source. First speak directly with the person or persons involved using the guidelines for communication. Direct communication is more likely to resolve the misunderstanding quickly and indirect communication (addressing conflict through a third party or “the grape vine”) is likely to prolong or confuse the resolution of the tension.
- Ask for support and perspective from a neutral third party such as your university supervisor, a faculty member, the TEP director, or your mentor teacher.
- Actively seek solutions. TEP is a fast-paced program and waiting to resolve conflict could distract you from concentrating on class assignments, essential learning, and field experiences that you will not be able to recapture.
- Respect multiple perspectives and engage in a debate of ideas that demonstrate sensitivity, value, and respect for diversity. Be passionate and thoughtful about your experience and be open to the possibility of resolving the misunderstanding immediately or coming to a new understanding of the conflict.

Academic Policies

Course Attendance

A 100% attendance in all classes is expected. In a traditional 10-week quarter, you may miss up to one class. A second missed class will result in reducing your final grade by a full letter-grade (e.g., from B to C), and each additional absence per course will result in an additional grade letter deduction (unless stated otherwise by the instructor). Please refer to course syllabi for policies regarding participation points. Attendance policies in condensed or hybrid-format courses may differ. It is the student's responsibility to contact the instructor about missed course content. Moreover, every third tardy per course will count as an absence (unless stated otherwise by the instructor).

We ask that apprentice teachers consider missing classes carefully, as this policy will apply regardless of the reason for absence.

Grades

Students must maintain a cumulative grade-point average of 3.0 or better. Grades below a "B-" will not be counted toward the degree. A student receiving a grade lower than B-, will need to retake the course.

If the apprentice teacher's grade point average falls below 3.0 at any time during the program, the student will be placed on academic probation and the apprentice teacher may be removed from the fieldwork placement at the discretion of the TEP Director in consultation with the Field Placement Coordinator.

The TEP coursework sequence is designed such that skills and knowledge are sequential and cumulative over the course of the program. Therefore, if a student does not receive a passing grade in a course, they may not be allowed to continue in the program. The Department Chair, in consultation with the TEP Director, will make the determination about the student's academic status.

Incomplete Grades

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

Because courses are cumulative, apprentice teachers may not be allowed to begin or continue academic courses or the fieldwork assignment until all incomplete grades have been resolved. Apprentice teachers who carry any grades of incomplete from one quarter to the next may be placed on academic probation.

Colorado Department of Education (CDE) Institutional Recommendation

As apprentice teachers near the end of the TEP program, they may be searching for teaching positions. Upon completing all program requirements (e.g., passing grades in coursework, fieldwork requirement of 840 hours, passing Praxis exam), apprentice teachers can begin the process to submit their Initial License Application.

The Colorado Department of Education (CDE) is the official licensing agency, and the application process begins electronically on [their website](#).

Part of the CDE application process is the approved verification form (APV). This form is posted in the Canvas advising site as an assignment. Students will download the form, complete the top half, including their 87 number, and upload the completed form as the assignment in Canvas.

Once spring grades are posted around the third week of June, the program will approve and sign the form and upload it to Canvas as a comment. Students can download it to complete their CDE application process. The program will not approve the form until Spring grades, DOLs, and fieldwork verification forms are completed and turned into Canvas.

Note: TEP is approved as meeting the Colorado state English Learner standards. There is a special APV form for approved programs. If you download the form on the CDE site, it will not have the option to verify that you completed an approved form for EL standards.

Applying for Teaching Positions

Apprentice teachers leave TEP well prepared and are thus highly competitive for teaching positions. As a result, area principals and hiring committees are likely to select DU apprentice teachers for positions in K-12 traditional public schools, public charter schools, and private schools.

There are two primary hiring cycles in the K-12 system. The first cycle (late March to early April) is extremely competitive because most of the applicants are experienced teachers moving from one school or grade to another. While it is unusual for a first-year teacher to secure one of these positions, previous TEP apprentice teachers have been highly successful with job searches during this cycle. The second cycle opens late in July after the districts and schools have a better sense of demographic shifts, teacher retirements, and budgets. This is the most likely time for first-year teachers to secure employment. Regardless of which hiring cycle you are pursuing, we strongly encourage you to create an online account with various school districts in December or January. This will allow you to apply for more jobs easily once they become available.

When applying for teaching positions, you may be asked to provide a copy of your initial teaching license. The system should allow you to indicate that this is in progress. If the system asks you to upload a document, you can upload a document with the following statement:

I am in the process of completing a teacher preparation program at the University of Denver Morgridge College of Education. I expect to be recommended for my initial teaching license upon completion of the program in June [Year]. I expect that my [elementary, secondary – content area] license will be conferred by the Colorado Department of Education in July [Year].

Job postings will be available on the Teaching Jobs listserv. Please subscribe to the listserv if you are interested in receiving this information. To subscribe, send an email to TEACHING-JOBS-subscribe-request@du.edu.

For international students, please contact the University of Denver's [International Student & Scholar Services](#) for information on eligibility to work in the U.S.

Field Experience

Apprentice Teachers are required to complete a minimum of 840 hours of field experience in diverse, urban, public-school classrooms in the Denver metro area. Apprentice teachers complete fieldwork in one placement site for the entire academic year. All apprentice teachers are required to attend their

fieldwork site three days a week (eight hours per day) during fall and winter quarters and four or five days a week in the spring quarter. Successful completion of the fieldwork class in fall is a prerequisite for enrolling in the fieldwork class in winter. Similarly, successful completion of the winter fieldwork class is a prerequisite for enrolling in the fieldwork class in spring. Apprentice teachers are expected to regularly attend school-based professional development seminars and complete regular school duties as indicated by their mentor teachers. Apprentice teachers must maintain a consistent fieldwork schedule throughout the year. It is not permissible for apprentice teachers to complete fieldwork hours early and withdraw from the placement site.

Our commitment to ensuring that our apprentice teachers have a basic understanding of Colorado's diverse students and classrooms is reflected in our practice of placing all apprentice teachers in culturally diverse classrooms during their field experience. Consideration is made for the choice of district partners the apprentice teacher is interested in working with. However, there is no guarantee that an apprentice teacher's preference will be honored. District placement is based on many variables, including but not limited to, site availability, licensure area requirements, district HR policies, and partner school models. Moreover, we will not place an apprentice teacher in a school that they attended or in a school that their dependent children attend. We want students to have a broader experience and we want to avoid personal conflicts.

The TEP field coordinator will work with apprentice teachers to identify a good fit for placement based on the above considerations. If a suitable placement cannot be secured, the apprentice teacher may be terminated from the program, as the program requirements cannot be completed without fieldwork. While consistent attendance in fieldwork is important, **do not attend fieldwork if you are ill**. You are required to notify your mentor teacher and your field supervisor if you are unable to attend fieldwork. If you anticipate an extended illness-related absence, please contact your academic advisor to discuss options.

All DU TEP apprentice teachers, DU supervisors, and other DU personnel are guests of field placement partner schools. A placement school can end a field placement at any time for any reason. When school personnel initiate termination placement, the DU supervisor will inform the DU TEP Director, Community Engagement Specialist, and the AT. DU TEP Director will consult with the Supervisor and Community Engagement Specialist prior to meeting with AT. The Director will meet with the AT to determine next steps. Next steps could include but are not limited to DU finding a new placement school and AT continuing in the program; DU finding a new placement school and AT continuing in program with an action plan, DU finding a new placement and AT continues on probation with an action plan, or DU dismissing the AT from the program.

Please note that the DU academic calendar does not align with local school districts' calendars. For example, you may have fieldwork during the DU spring break and DU classes during your school's spring break. Because we work in multiple districts, we cannot prescribe one particular schedule. Instead, you should attend to these three factors when scheduling time away from the Teacher Education Program:

1. Coordinate any time away from your field site with your mentor teacher and university supervisor.
2. Complete the target number of fieldwork days and hours:
 - a. Fall: 30 days, 240 hours
 - b. Winter: 30 days, 240 hours
 - c. Spring: 45 days, 360 hours
 - d. Total: 105 days, 840 hours

3. Complete a fieldwork log each quarter. Submit one copy to your university supervisor, one copy to your mentor teacher, and keep one copy for yourself. Upload your fieldwork logs to the student advising site in Canvas.
4. Coordinate time away from your placement site to visit other classrooms in November and December.

Liability Insurance

Students are encouraged to purchase personal liability insurance from private sources, such as professional organizations or insurance companies, for coverage during their field experience. Student insurance policies are available at reduced rates. For example, the National Education Association (NEA) offers student rates for liability insurance at \$23 (in addition to an optional \$3-\$5 for local dues).

Moreover, when you start teaching after the completion of the TEP, the NEA will refund the dues if you join the NEA as an active member. For more information, visit the NEA website to learn about the [benefits of membership](#) or to [apply for a student membership](#).

It is important to note that apprentice teachers are not required to drive during field trips or attend out- of-state field trips or expeditions. Apprentice teachers should carefully consider the risks and benefits to such activities. MCE is not responsible for challenges that arise as part of an apprentice teacher's decision to attend or drive during field trips.

Workers' Compensation Procedures

Apprentice teachers may be covered under the Workers' Compensation statute if injured on the job performing an essential duty of the job during the course of their fieldwork. The University of Denver - Enterprise Risk Management office manages the University's Workers' Compensation Program. If injured in the scope of conducting essential duties related to an internship, the apprentice teacher should seek medical treatment according to state and federal guidelines. Please follow DU's internship practicum on workman's compensation. If needed, please adhere to your district's workman's compensation policies.

Steps to start a workers' compensation claim (see also [Enterprise Risk Management](#)):

1. Seek treatment immediately if you have a serious or life-threatening injury
2. You and your supervisor should complete and return to Risk Management as soon as possible:
 - a. [Employee First Report of Injury](#) (Intern)
 - b. [Supervisor's Report](#)
 - c. A signed copy of the [Provider Letter](#) (Intern)
3. Send the forms to Enterprise Risk Management (email: risk@du.edu; fax: 303-871-4455)
4. Call Enterprise Risk Management at 303-871-3810
5. For non-life-threatening emergency medical treatment in the Denver Metro area, please select one of the following clinics for medical care. Hours are 8 am to 5 pm Monday through Friday.

Health One 125 E. Hampden	Health One 120 Bryant St. Denver, CO	Concentra Medical Centers 1212 S. Broadway Suite 150	Centura Centers for Occupational Medicine 20 W. Dry Creek Cir.
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Englewood, CO	80219	Denver, CO	
80113 303-788-9325	303-936-9700	80210 303-777-2777	Suite. 300 Littleton, CO 80120 303-269-2900

If an apprentice teacher's internship is outside of the Denver Metro Area, they should seek treatment immediately at a local emergency room or healthcare facility — when possible, please use Concentra or HealthONE as they provide better continuity of care. Follow up with contact to Risk Management for further assistance within 24 hours. Apprentice teachers may not transport injured parties unless on- scene EMTs have given approval. For more information, see the [Workers' Compensation Procedure](#).

District Policies

Please ensure that you have completed all district requirements for student teaching prior to beginning your fieldwork. Specific policies can be found under the Fieldwork tab of the student resources site.

Additionally, fingerprinting is of utmost importance for your field placement.

Fingerprints

We require proof that apprentice teachers have submitted fingerprints to CDE for the purpose of obtaining a fingerprint based criminal check before they may begin fieldwork. All apprentice teachers must be cleared by their placement school and/or district before they can work directly with K-12 students. Upload written verification of background clearance to the student-advising site in Canvas. Under no circumstance will an apprentice teacher assume any teaching responsibilities until the program has official documentation of passing a background check. If background check identifies an "Alter Status," a college committee will review and determine next steps-based case-by-case. Results will be communicated with students. Students are encouraged to gain this clearance through the [3-year substitute licensure](#) through CDE.

For more detailed information on fingerprinting and background checks in the state of Colorado visit their website [here](#). In addition, each school and/or district has its own requirements for fingerprinting and students must comply with those requirements as well. The costs of fingerprinting, background checks, and other charges required by the site will be the responsibility of the student.

Getting Ready

Apprentice teachers should consider their first day of field placement as the first day of a year-long job interview. As such, it is important to enter the field experience as a professional.

To prepare for entry into K-12 schools, TEP expects that apprentice teachers will:

- Become productive, contributing members of the school,
- Quickly learn students' names and their mentor teachers' rules, routines, and expectations,
- Introduce themselves to school personnel (faculty and staff) with whom they come into contact,
- Communicate the dates and times for scheduled observations with their university supervisors.

And similarly, TEP expects that mentor teachers will:

- Prepare students for the apprentice teacher's arrival,
- Make provisions for the apprentice teacher to have a designated location to observe and be able to freely move around the classroom to work with students,
- Provide the apprentice teacher with access to school handbooks, textbooks, curriculum guides, and seating charts or student rosters,
- Review the suggested sequence of the field experience responsibilities,
- Introduce the apprentice teacher to students in a manner that establishes the apprentice teacher as a partner and colleague,
- Introduce the apprentice teacher to the school's faculty, staff, and administrators,
- Orient the apprentice teacher to the building and discuss pertinent policies, procedures, and routines,
- Acquaint the apprentice teacher with district and school policies, procedures, and routines,
- Involve the apprentice teacher in working with individual students or groups, checking assignments, and correcting papers, and planning and presenting short lessons.

Protocol to Follow When Facing Challenges with Mentor

Being in a year-long placement in a classroom with a mentor teacher can pose challenges. Therefore, we adhere to the following protocol with respect to challenging situations with mentors:

Step 1: Apprentice teacher attempts to address the issue with the mentor teacher. Apprentice teacher avoids personalizing the struggle or discussing concerns with anyone else in the building. Apprentice should document attempts to address the issue. In the event that the apprentice teacher is uncomfortable discussing the issue directly with the mentor teacher, the apprentice teacher contacts their supervisor.

Step 2: Apprentice teacher contacts supervisor to request a meeting or phone call to discuss apprentice teacher's attempt to resolve the issue.

Step 3: If an apprentice teacher is unable to resolve the issue, the supervisor contacts the mentor teacher to set up a time to discuss the situation individually or with the apprentice teacher present.

Step 4: Supervisor, in collaboration with apprentice teacher and mentor teacher, develops a plan with specific action steps that can resolve the issue.

Step 5: If the issue persists, the supervisor will assess the situation and provide a recommendation to the TEP director, including but not limited to:

- The issue is not reparable, and the apprentice teacher should be removed immediately.
- The issue can be remedied over time, and the apprentice teacher should stay in their placement. The supervisor will set up a plan to help the apprentice teacher deal with difficult situations, provide support for the mentor teacher, and/or meet with the apprentice teacher and mentor teacher to continue resolving the issue.
- The issue can be resolved through an alternative course of action.

Step 6: TEP director makes the final decision, based on the available documentation, on removing a student from a placement.

Step 7: Supervisor and apprentice teacher work together to ensure appropriate communication with mentor teacher, including reason for placement change and gratitude for their work with the apprentice teacher. The failure of the apprentice teacher to communicate appropriately will be considered an indication of unprofessional behavior.

Step 8: Field coordinator arranges a new placement (if appropriate) or the director begins the process to dismiss the student from the program if an alternative placement cannot be found or is not appropriate.

Probation and Dismissal Protocol

TEP is designed to provide on-going feedback and support to apprentice teachers. Every attempt is made to create a safe learning context within which the apprentice teacher can identify, examine, and improve upon all aspects of professional and academic performance. Apprentice teachers are encouraged to seek out regular feedback; university supervisors, mentor teachers, and professors are encouraged to give academic and performance feedback on a continuous basis.

University supervisors and mentor teachers will work with apprentice teachers to identify both strengths and areas in need of improvement as early in the year as possible to develop a plan with the apprentice teacher to remedy the university supervisor or mentor teacher's concerns and to build on the apprentice teacher's strengths.

Issues of professionalism around dispositions, attire, or language will generally be handled through one-to-one communication with the student as outlined in this handbook. Program faculty and the director will follow the policies and procedures outlined in this handbook and DU's policies. Typically, this entails conversations with the apprentice teacher, which may or may not include a student advocate, regarding behavior. As graduate students, apprentice teachers are discouraged from bringing parents as advocates; TEP encourages apprentice teachers' independence as professionals who are about to begin their careers in K-12 schools. Apprentice teachers are expected to advocate for their own learning and success.

Grounds for Probation

Apprentice teachers may be placed on probation if issues arise related to academic performance, professionalism, or competence in fieldwork. Examples include, but are not limited to:

- Failure to demonstrate appropriate academic development, such as poor academic performance, low GPA, or academic dishonesty.
- Failure to provide evidence of passing score on Praxis exam by February 1st.
 - See the Praxis exam section on page 12.
- Repeated or serious violation(s) of the professional norms and policies of the Teacher Education Program, the school district, or the school.
- Failure to adhere to ethical and legal responsibilities of teachers regarding students' learning, behavior, safety, and confidentiality, and/or failure to follow all procedures and guidelines as specified in state, federal, and local statutes.
- An unwillingness to acknowledge or address an area of concern when it is identified.
- Low or unsatisfactory field evaluations.
- Negative mentor feedback regarding professionalism or teaching competency.
- Termination of school placement due to concerns about professionalism or teaching competency.

Protocol for Probation

- At the first sign of potential academic or professional underperformance for an apprentice teacher, the university supervisor or faculty member should provide the apprentice teacher with direct written feedback and offer support and guidance.

Whenever the potential problem area continues despite support and intervention, it should be called to the attention of the TEP director. The Director will gather information from the university supervisor and all instructors regarding the apprentice teacher's struggles. If appropriate, the Director will have an initial discussion with the apprentice teacher to discuss the struggles and discuss next steps.

- If the discussions are not successful, the TEP Director will recommend Probation or Dismissal of the student to the Department Chair.
- If the Department Chair determines that the apprentice teacher is underperforming one of three actions will occur: (1) a probation and remediation plan will be developed in conjunction with the apprentice teacher, which if not successfully completed, could be grounds for dismissal; (2) the apprentice teacher will be suspended from field placement activities; or (3) the apprentice teacher will be dismissed from the program.

Probation and Remediation Plan

When the TEP faculty decides to recommend an apprentice teacher for probation and to develop a formal plan to address the areas of academic or demonstrated professional underperformance, the following items may be considered in the creation of that plan:

- Directing the apprentice teacher to academic support services from DU, MCE, or TEP.
- Alerting the apprentice teacher to the types of counseling support offered by the University, as well as [Leave of Absence](#) or [Medical Leave of Absence](#) options.
- Establishing a regime of directed academic or professional support by program personnel tied to specific learning outcomes.
- A timeframe for the corrective action and a procedure for determining that improvement has been adequately achieved.

The TEP Director will write a draft of the probation letter outlining the substance of the meeting and procedures and submit to the Department Chair. The Department Chair will finalize and send the letter to the apprentice teacher. A copy will be placed in the apprentice teacher's academic file. If the expectations and plan are not met at the specified re-evaluation time, either a revised remedial plan will be constructed, or action will be taken to dismiss the apprentice teacher from the TEP Program.

Please also refer to the OGE's policies for Probation [here](#).

Suspension of Field Placement

An apprentice teacher exhibiting unprofessional behavior may be suspended by the TEP Director from participating in further field activities. The TEP faculty will decide if the apprentice teacher should be placed on probation or dismissed. If it is determined that the student will be allowed to continue in the program on probation, a remediation plan to address professional or instructional concerns, and a formal evaluation to determine if the unprofessional conduct has been remedied will be developed. Following remediation, the TEP administrative team will determine if the probation should be lifted, continued, or if the apprentice teacher should be terminated from the program.

Procedures for Dismissal/Termination

Dismissal may occur if: 1) the apprentice teacher does not meet the terms of their probation, 2) a violation of policy is deemed serious enough to warrant immediate dismissal, or 3) additional concerns emerge that meet the criteria for probation. For information on the policies and procedures related to probation and dismissal in the Morgridge College of Education (MCE), please refer to the General [Academic Probation Protocol and Dismissal Protocol](#) section of the MCE Policies and Procedures.

Apprentice teachers should also refer to the [Academic Standards section](#) of the Graduate Bulletin for a comprehensive description of situations that warrant probation, dismissal, and termination.

Please note that the Office of Graduate Education differentiates between dismissal, suspension, and termination. Descriptions and requirements for both are outlined in the Graduate Bulletin under [Dismissal and Termination](#).

Appendix A: Alternate Route TEP Coursework Plan Certificate in C&I with a Concentration in TEP-Secondary Education

Student Name:	Student ID #:		
Student Email:	Academic Advisor:		
Certificate & Alternative Teaching Licensure	Course Number	Completion Date	Credit Hours
TEP Field Experience			
Field Experience	TEP 4690	Summer	1
Field Experience	TEP 4690	Fall	3
Field Experience	TEP 4690	Winter	4
Field Experience	TEP 4690	Spring	4
TEP Coursework			
Math across the Content Areas	CUI 4505	Summer	4
Foundations of Education for Linguistically Diverse Learners in Teaching and Learning	CUI 4529	Summer	4
Curriculum, Instruction, Assessment for Culturally and Linguistically Diverse Learners I	CUI 4540	Fall	4

Literacy Instruction for Secondary Teaching I	TEP 4592	Fall	4
Methods in Secondary Schools:	TEP 4610, 4620, 4630 or 4640	Fall	4
Curriculum, Instruction, Assessment for Culturally and Linguistically Diverse Learners II	CUI 4541	Winter	4
Literacy Instruction for Secondary Teaching II	TEP 4593	Winter	4
Foundations of Special Education: Inclusive Pedagogy for Students with Dis/Abilities	TEP 4010	Winter	2
Workshop: Gifted and Talented Education	CUI 4411	Winter	2
Total Minimum Credit Hours			40

Master of Arts Cognate List 3 courses below from the Special Education Cognate.			

Non-coursework requirements: Demonstration of Learning; 840 hours in field experience

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Appendix B: Alternate Route TEP Coursework Plan Certificate in C&I with a Concentration in TEP-Elementary Education

Student Name:	Student ID #:		
Student Email:	Academic Advisor:		
Certificate & Alternative Teaching Licensure	Course Number	Completion Date	Credit Hours
TEP Field Experience			
Field Experience	TEP 4690	Summer	1
Field Experience	TEP 4690	Fall	3
Field Experience	TEP 4690	Winter	4
Field Experience	TEP 4690	Spring	4
TEP Coursework			
Elementary Science and Social Studies for Culturally and Linguistically Diverse Learners	CUI 4502	Summer	4
Foundations of Education for Linguistically Diverse Learners In Teaching and Learning	CUI 4529	Summer	4
Curriculum, Instruction, Assessment for Culturally and Linguistically Diverse Learners I	CUI 4540	Fall	4
Elementary Literacy Instruction I	TEP 4590	Fall	4
Elementary Mathematics Methods	CUI 4503	Fall	4
Curriculum, Instruction, Assessment for Culturally and Linguistically Diverse Learners II	CUI 4541	Winter	4
Elementary Literacy Instruction II	TEP 4591	Winter	4
Foundations of Special Education: Inclusive Pedagogy for Students with Dis/Abilities	TEP 4010	Winter	2
Workshop: Gifted and Talented Education	CUI 4411	Winter	2
Total Minimum Credit Hours			40

Master of Arts Cognate			
List 3 cognate courses			

Non-coursework requirements: Demonstration of Learning; 840 hours in field experience

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____