



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

CURRICULUM AND INSTRUCTION

Master of Arts

Student Handbook

2012-2013

The University of Denver *Curriculum and Instruction (CUI) Student Handbook* provides the prospective and admitted student with the policies and procedures to progress through the requirements of the program. In addition to our program publication, the student should become familiar with the [Morgridge College of Education Bulletin](#) and the [Graduate Policy Manual](#). Although every effort has been made to ensure their agreement, it is the student's responsibility to read the norms regarding degree programs in both documents and to complete various program steps in a timely fashion.

The University of Denver reserves the right to make changes in the regulations, courses, rules, fees or other changes in this handbook without advance notice.

Inquiries concerning the Curriculum and Instruction Program should be directed to the Morgridge Office of Admissions, 1999 E Evans Ave., Denver, CO 80208-1700; Phone 303-871-2509 and edinfo@du.edu. Current students, please refer to the Faculty/Staff contact list within this handbook.

The University of Denver (Colorado Seminary) 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, color, religion, sex, national origin, age, marital or veteran status, sexual orientation, or physical or mental disability.

Inquiries concerning allegations of discrimination based on any of the above matters may be referred to the University of Denver Affirmative Action Office, 2020 E. Evans Ave., Room 104, Denver, CO 80208-4840, 303-871-2307, or the U.S. Department of Education, Office of Civil Rights, 1244 Speer Blvd., Denver, CO 80204.

TABLE OF CONTENTS

General Information

Welcome	4
Morgridge College of Education Mission and Vision	5
Morgridge College of Education Affiliated Programs	5
Curriculum and Instruction Overview.....	5
Course Requirements	
Master of Arts	9
MA with a concentration in Gifted Education	12
Course Descriptions	14

Plan of Study

Program Advisor	22
Orientation.....	22
Course Work Plan.....	22
Course Work Plan Form	
Master of Arts	23
MA with a concentration in Gifted Education	25
Comprehensive Exam	27
Graduation	27

Policies and Procedures

University and Morgridge College of Education Policies and Procedures	27
Professionalism in C&I	28
University Honor Code.....	28
Student Support and Dismissal Protocol	28
DU Email.....	29
C&I Portfolio Community.....	30
Student Mailboxes	30

Program Facilitators and Resources

MCE Office of Academic Services	30
Curriculum and Instruction Student Association.....	31
Professional Organizations	31
Journals	31
C&I Faculty and Staff.....	32

WELCOME

Welcome to graduate studies in Curriculum and Instruction (C&I) at the Morgridge College of Education (MCE). In addition to our nationally-renown faculty, we aim to provide you with, cutting edge courses, research-based instructional strategies, and practical field experiences to realize your dream of becoming a highly effective scholar and educator. Throughout your career as a student in C&I, you will likely encounter many intellectual and professional challenges to your views on education. And we expect to be challenged and changed, as well, by your questions, insights, and lived experiences. Together, we will work toward the development of the most effective pedagogy, curriculum, scholarship, and care for students that is needed to address the current state of education in both private and public, formal and informal, educational settings.



P. Bruce Uhrmacher, Ph.D.

Professor

Program Coordinator

Curriculum and Instruction

303.871.2483

Bruce.uhrmacher@du.edu

MORGRIDGE COLLEGE OF EDUCATION MISSION STATEMENT

The Morgridge College of Education's mission is to be a force for positive change in the lives of individuals, organizations, and communities through unleashing the power of learning.

We accomplish our mission in four ways: through preparing highly competent, socially responsible, ethical and caring professionals to promote learning in diverse settings; through actively reaching out beyond our college to engage in learning partnerships with others; through contributing high-quality research to our respective fields, and through modeling excellence in all of our own educational programs.

MORGRIDGE COLLEGE OF EDUCATION VISION

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

Transcending traditional ideas about education and schooling, we will embrace a new, comprehensive vision of learning as a lifelong activity that involves the whole person and can occur through a variety of methods, anywhere and at any time.

We will promote educational change and social equity and will provide leadership for the improvement of education, mental health, and information services and systems.

CURRICULUM AND INSTRUCTION OVERVIEW

In Curriculum and Instruction (C&I), we are educators dedicated to helping you become the best leader and change agent possible. Whether you intend to become a professor, a master teacher, curriculum developer, or consultant, C&I can help you develop into a bold leader and innovator equipped with cutting-edge research skills, creative educational visions based on established academic disciplines, moral imagination, and social responsibility. We are committed to shaping a safe, sustainable, democratic, accessible, and socially just learning experience for all students in all educational settings. We are pleased to have you join us in this venture.

Curriculum and Instruction master's (MA) degrees are individually planned around the student's professional background and career goals. Many C&I students prepare for positions that require planning, consulting, research, materials development, policy-making, and teacher education and supervision. The program is also designed for classroom teachers and curriculum specialists who want to improve their knowledge and skills in making sound and justifiable instructional decisions for all students. Small seminars, group projects, discussions, independent projects, and practicums offer additional opportunities for an individualized and well-rounded program. Additionally, we encourage C&I students to consider enrolling in

courses in other academic units in the Morgridge College of Education and across the wider university.

Program Identity

Curriculum and Instruction is a caring, engaged, community of scholars and practitioners dedicated to personalizing the graduate school experience. Our strength is the ability to integrate theory and practice across a range of academic disciplines, educational settings, curriculum designs, philosophical commitments, and instructional strategies.

Curriculum and Instruction is dedicated to the preparation, development, and renewal of educators and community leaders who are passionately devoted to researching and practicing innovative and empowering education for all.

Guiding Principles for Faculty and Students

Curriculum and Instruction, as part of the P-20 domain, is committed to the following principles:

- Inclusive Excellence
- Evidence Based Reflective Practice
- 21st Century Teaching
- 21st Century Learning
- Transformational Leadership

Vision

Curriculum & Instruction is distinguished by its emphasis on transdisciplinary interrelationships; its critical evaluation of the aims of schools; its theoretical and practical focus on materials development, implementation, and evaluation; its focus on the practical usage and theoretical implications of technology; and its examination of educational theory and practice in relation to society and culture. .

Students in our program value a rigorous, challenging, and collegial learning environment. Our students are hard-working, determined, and reflective with an interest in serving the public good. These norms of behavior support the wider set of dispositions set out in the University Honor Code and help to maintain a learning environment of “mutual respect,” “personal safety,” and “individual rights.” A description of the University Honor Code can be found in the MCE Bulletin.

C&I Program Learning Goals

1. Students demonstrate a critical and scholarly approach to the theory and practice of teaching, learning, and curriculum.
2. Students demonstrate skills at discerning the nature of high-quality education for all learners and advocate for issues of equity and access.
3. Students exhibit creative, ethical, and reflective leadership and research skills by working in, with, and for communities.
4. Students anticipate and respond to contemporary educational questions with innovative curriculum, teaching, and transformative leadership strategies.

Master of Arts

The 45 quarter-hour master's program in C&I is planned cooperatively with each student to meet his/her professional and personal goals. Most students prepare for traditional and non-traditional positions in education that require planning, consulting, research, curriculum development, evaluation, and policy-making. The MA program is appropriate for classroom teachers who want to improve their curriculum development and pedagogy for the purpose of making their classrooms effective learning spaces for all students. C&I courses will introduce MA students to matters including: Inclusive Excellence, Evidence Based Reflective Practice, 21st Century Teaching, 21st Century Learning, and Transformational Leadership.

Cognate

All MA students select a cognate that is intended to add to their breadth and depth of knowledge in education. A well-designed cognate is organized around a student's professional interests and will add a unique academic and professional quality to the student's Curriculum and Instruction degree. Graduate-level classes chosen in consultation with an academic advisor can be taken from (1) Curriculum and Instruction; (2) other divisions within the Morgridge College of Education; or (3) other departments/programs at the University of Denver. Students can develop a cognate around more traditional themes in curriculum and instruction, such as, but not limited to: diversity, teacher education, aesthetics, technology, urban education, and gifted education. Students are also encouraged to consider less traditional themes in curriculum and instruction, such as, but not limited to: family studies, social work, library and information services, business, zoo/museum education, , and international education. Other students may prefer to take courses in an eclectic or liberal studies manner. The MA cognate is 9 credit hours.

Master of Arts with a Concentration in Gifted Education

Students enrolled in the master's degree program have the option of obtaining a concentration in gifted education for a total of 46 quarter hours. Students who complete the 25 quarter-hour concentration in gifted education will participate in courses and practicum experiences aimed at developing professionals who are well-equipped to meet the needs of gifted students in a variety of educational environments. Completion of the concentration will be noted on students' transcripts. In addition, students who successfully complete the concentration will be recommended for the Gifted Education Specialist endorsement offered through the Colorado Department of Education. Please note many of these courses are offered less frequently, so please consult with your advisor if this concentration is of interest to you.

MORGRIDGE COLLEGE OF EDUCATION AFFILIATED PROGRAMS

The Aesthetic Education Institute of Colorado (AEIC)

Co-sponsored by Think 360 Arts Complete Education, Inc. and the Morgridge College of Education, this Institute is an intensive, hands-on workshop with interactive lectures led by professional artists and educators. During the institute, works of visual and performing art become the "text" for the exploration of dance, music, creative writing, theater, and the visual arts presented within a unifying theme. Contact Dr. Bruce Uhrmacher at 303.871.2483 or buhrmach@du.edu for more information.

The Colorado Community-Based Research Network (CCBRN)

This network connects university students and faculty with community organizations needing research and information. Since 1997, DU students have helped address pressing issues within our local communities such as environmental threats, school and educational decline, growing crime rates, immigrant issues and economic inequality. Community-based research is a unique tool for preparing students for lives of civic engagement and social responsibility. It allows them to apply the skills and knowledge gained in the classroom in situations that expand their understanding of the world, increasing their commitment to our democratic society. If you are interested in joining the network, please contact Dr. Nick Cutforth at 303.871.2477 or at ncutfort@du.edu.

The Ricks Center for Gifted Children

Ricks Center for Gifted Children at the University of Denver is an exemplary program designed for gifted children. It provides nationally recognized gifted education to approximately 250 students ranging from ages three years old through eighth grade, who demonstrate exceptional, differentiated abilities and learning needs. Its mission is to provide a dynamic and challenging educational environment that anticipates and responds to the individual, intellectual, social, emotional, physical, aesthetic, and cognitive needs of gifted children.

CURRICULUM AND INSTRUCTION
MASTER OF ARTS
COURSE REQUIREMENTS
(Students entering 2012-2013)

All students are required to complete a course work plan with their program advisor before the completion of the first quarter of study. Master’s students will take courses in Curriculum, Instruction, Diversity, Foundations, and Research. Students are also required to take courses in related studies or a cognate field. The minimum credits requirement for the program is 45 quarter hours.

Courses marked with an asterisk (*) are required unless previously taken. Students may request the transfer of a maximum of 10 quarter hours post BA degree. Please see the requirements and paper work for transferring credits at <http://www.du.edu/media/documents/graduates/transfer.pdf>. **Transfers must be requested, approved, and paperwork completed in your first quarter of enrollment.** All waived courses must be approved by your program advisor, and no reduction of credit hours results from waived, required courses. Substitutions are permitted with the consent of your program advisor.

A. Curriculum (minimum 12 credits required)	Qtr. Hrs.
*CUI 4020 Introduction to Curriculum.....	3
*CUI 4021 Models of Curriculum	3
CUI 3995 Urban Education	5
CUI 4022 Curriculum Theory into Practice.....	3
CUI 4027 Implementing Curriculum: A Practicum	3
CUI 4034 Curriculum and Cultural Context.....	3
<i>(CUI 4034 may be taken to fulfill “Curriculum” <u>or</u> “Diversity”)</i>	
CUI 4161 Ethnicity, Gender, and Diversity in the Curriculum.....	3
<i>(CUI 4161 may be taken to fulfill “Curriculum” <u>or</u> “Diversity”)</i>	
CUI 4170 The Arts in Education.....	3
<i>(CUI 4170 may be taken to fulfill “Curriculum” <u>or</u> “Instruction”)</i>	
CUI 4530 Second Language Acquisition	3
B. Instruction (minimum 12 credits required)	
CUI 3995 Urban Education	5
<i>(CUI 3995 may be taken to fulfill “Curriculum” <u>or</u> “Instruction”)</i>	
CUI 4031 Teaching and Learning Environments	3
CUI 4032 Analysis of Teaching	3
CUI 4033 The Practice of Teaching.....	3
CUI 4035 Urban Education: Problems and Perspectives	3

CUI 4038 Urban Youth Development.....	3
CUI 4040 Teaching with Technology: Introduction to Theory and Practice	3
CUI 4042 Instructional Design & Web Development for Educators	3
CUI xxxx Spirituality in Education and Psychology.....	3
<i>(This course may be taken to fulfill "Instruction" or "Foundations")</i>	
CUI 4159 Educating Multiethnic Populations in the 21 st Century	3
<i>(CUI 4159 may be taken to fulfill "Instruction" or "Diversity")</i>	
CUI 4170 The Arts in Education	3
<i>(CUI 4170 may be taken to fulfill "Curriculum" or "Instruction")</i>	
CUI 4403 Instructional Strategies for Gifted Learners	3
CUI 4531 Supporting English Language Learners.....	3
CUI 4532 Culturally Responsive Pedagogy.....	3
<i>(CUI 4532 may be taken to fulfill "Diversity" or "Instruction")</i>	
CUI 4870 Education in International Settings	3
C. Diversity (minimum 3 credits required)	
CUI 4034 Curriculum and Cultural Context.....	3
<i>(CUI 4034 may be taken to fulfill "Curriculum" or "Diversity")</i>	
CUI 4159 Educating Multiethnic Populations in the 21 st Century	3
<i>(CUI 4159 may be taken to fulfill "Instruction" or "Diversity")</i>	
CUI 4160 Ethnicity, Class & Gender in Education	3
CUI 4161 Ethnicity, Gender, and Diversity in the Curriculum.....	3
<i>(CUI 4161 may be taken to fulfill "Curriculum" or "Diversity")</i>	
CUI 4532 Culturally Responsive Pedagogy.....	3
<i>(CUI 4532 may be taken to fulfill "Diversity" or "Instruction")</i>	
(Some diversity courses may be found in the Higher Education Program.)	
D. Foundations (minimum 3 credits required)	
CUI 4100 Sociocultural Foundations of Education.....	3
CUI 4130 Philosophy of Education	3
CUI xxxx Spirituality in Education and Psychology.....	3
<i>(This course may be taken to fulfill "Instruction" or "Foundations")</i>	
CUI 4172 Aesthetic Foundations of Education	3
CUI 4180 History of Education in the United States	3
(Some substitutions permitted; see your Advisor.)	
E. Research (minimum 6 credits required)	
*RMS 4900 Education Research and Measurement.....	4
CUI 4036 Community Based Research in Urban Settings	3
CUI 4057 Educational Criticism	3
CUI 4058 Teacher as Researcher.....	3
CUI 4059 Ethnographic Research.....	3

F. Cognate (minimum 9 credits)

A cognate in Curriculum and Instruction should add to your breadth and depth of knowledge in education. A well-designed cognate is organized around a student's professional interests and will add a unique academic and professional quality to your Curriculum and Instruction degree.

SUMMARY OF CREDITS

A. Curriculum	12
B. Instruction.....	12
C. Diversity.....	3
D. Foundations.....	3
E. Research	6
F. Cognate.....	9
Minimum Total.....	45 hours

CURRICULUM AND INSTRUCTION
MASTER OF ARTS with a concentration in
GIFTED EDUCATION
COURSE REQUIREMENTS
(Students entering 2012-2013)

Master's students with a concentration in gifted education will take a minimum of 25 quarter hours in Gifted Education coursework, plus 21 quarter hours in Curriculum, Teaching and Learning, Foundations, Research and Inquiry, and Diversity. The minimum requirement for the program is 46 quarter hours.

Courses marked with an asterisk (*) are required unless previously taken. Students may request the transfer of a maximum of 10 quarter hours post BA degree. Please see the requirements and paper work for transferring credits at <http://www.du.edu/media/documents/graduates/transfer.pdf>. **Transfers must be requested, approved, and paperwork completed in your first quarter of enrollment.** All waived courses must be approved by your program advisor, and no reduction of credit hours results from waived, required courses. Substitutions are permitted with the consent of your program advisor. Please note, many of the gifted education courses are offered less frequently, so please consult with your advisor if this concentration is of interest to you.

A. Gifted Education (minimum 25 credits required)	Qtr. Hrs.
CUI 4400 The Nature & Needs of Gifted Learners.....	3
CUI 4401 Psychological Aspects of Giftedness	3
CUI 4402 Curriculum for Gifted Learners	3
CUI 4403 Instructional Strategies for Gifted Learners.....	3
CUI 4404 Twice-Exceptional Students	3
CUI 4405 Practicum in Gifted Education.....	1-3
<i>(Credit hours are dependent upon experience and set by your advisor).</i>	
CUI 4407 Current Issues in Gifted Education.....	3
CUI 4408 Creativity: Theory and Practice	3
CUI 4410 Program Dev, Leadership, and Comm in Gifted Education	3
B. Curriculum, Teaching and Learning (minimum 9 credits required)	
*CUI 4020 Introduction to Curriculum.....	3
CUI 4027 Implementing Curriculum: A Practicum.....	3
CUI 4030 Models of Curriculum.....	3
CUI 4031 Teaching and Learning	3
CUI 4032 Analysis of Teaching	3
CUI 4033 The Practice of Teaching	3
CFSP 4312 Learning Application and Analysis	3

C. Foundations (minimum 3 credits required)	
CUI 4020 Introduction to Curriculum.....	3
CUI 4130 Philosophy of Education.....	3
CUI 4150 Sociology of Education	3
CUI 4180 History of Education in the United States.....	3
CFSP 4314 Nature of Intelligence	3
D. Research and Inquiry (minimum 6 credits required)	
*RMS 4900 Education Research and Measurement	4
CUI 4036 Community Based Research in Urban Settings.....	3
CUI 4058 Teacher as Researcher	3
E. Diversity (minimum 3 credits required)	
CUI 4034 Curriculum and Cultural Context.....	3
CUI 4532 Culturally Responsive Pedagogy	3

SUMMARY OF CREDITS

Gifted Education.....	25
Curriculum, Teaching and Learning.....	9
Foundations.....	3
Research and Inquiry.....	6
Diversity.....	3
Minimum Total.....	46 hours

COURSE DESCRIPTIONS

The following are descriptions of Curriculum and Instruction, and other Morgridge College of Education courses you might take as part of your degree program. Some of the classes are offered only certain quarters and/or years. Check the Courses tab in WebCentral to find current offerings.

- CUI 3995 Urban Education** 5 qtr. hrs.
Historical, political and sociological influences that shape and socially construct urban schools. Characteristics, opportunities, and needs of students in urban schools and examples of current effective practice. *Generally offered every other year in spring quarter.*
- CUI 4020 Introduction to Curriculum** 3 qtr. hrs.
Introduces curriculum theory and curriculum as a field of study; includes study of issues such as standards, cognition, diversity, ecology, and social justice, among others. *Generally offered in fall quarter.*
- CUI 4021 Models of Curriculum** 3 qtr. hrs.
Reflects on ways various curriculum orientations may resolve modern issues or problems, with students' independent pursuit of one or two orientations in depth; orientations examined include cognitive pluralism, developmentalism, rational humanism, and reconceptualism, among others. Recommended prerequisite: CUI 4020. *Generally offered in winter quarter.*
- CUI 4022 Curriculum Theory into Practice** 3 qtr. hrs.
Helps students move from theoretical concepts and decisions involved in curriculum development to actual construction of curricula; survey of potential components encompassed in a variety of curricula followed by participation in designing a curriculum as a member of a student team; final facet requires students to develop a curriculum. Prerequisites: CUI 4020 and 4021 or instructor's permission. *Generally offered in spring quarter.*
- CUI 4027 Implementing Curriculum: A Practicum** 3 qtr. hrs.
Opportunity to experience authentic role of curriculum on site; work at the Denver Zoo, the Denver Museum of Nature and Science, other museums and school sites to develop and implement curriculum. *Generally offered every other year in spring quarter.*
- CUI 4031 Teaching and Learning Environments** 3 qtr. hrs.
Takes a disciplinary approach (e.g. sociological, historical, philosophical, anthropological) to the analysis of teaching and learning environments in response to broad questions such as: What are effective teaching and learning

environments? For whom and under what circumstances? How can we create such environments? *Generally offered selected years in spring quarter.*

- CUI 4032** **Analysis of Teaching** 3 qtr. hrs.
Provides a systematic introduction to the research base that characterizes effective practice and to the array of research methods that can be employed to study teaching and teacher development. *Generally offered selected years in spring quarter.*
- CUI 4033** **The Practice of Teaching** 3 qtr. hrs.
Course explores personal, conceptual, and empirical understanding of “teaching practice.” Topics addressed have included: metaphors for teaching practice, best practices for equity and social justice, and professional development practices. *Generally offered selected years in spring quarter.*
- CUI 4034** **Curriculum and Cultural Context** 3 qtr. hrs.
This course will address the influence of cultural, political, sociological, and economic factors on curriculum at the instructional, situational, societal, and ideological levels. Students should be interested and willing to explore these issues through readings and discussion. We will be exploring various perspectives, including our own, which inform the discussion on this critical area of education. *Generally offered in summer quarter.*
- CUI 4035** **Urban Education: Problems and Perspectives** 3 qtr. hrs.
Focuses on the complex problems and unique possibilities that face teachers in culturally diverse urban schools. Students will consider both theoretical perspectives and practical, applied approaches as they explore the family, community and school environments, as well as their relationships to the academic success of children and youth in urban schools. *Generally offered in summer quarter.*
- CUI 4038** **Urban Youth Development** 3 qtr. hrs.
This course examines urban youth development from several perspectives, including the social-psychological, the cognitive/creative, the physical and health-related, and the philosophical. We will explore the emerging field of youth development in an urban context, integrate theory and practice, and analyze youth policies and their implications. *Generally offered every other year in spring quarter.*
- CUI 4040** **Teaching with Technology: Intro to Theories and Practices** 4 qtr. hrs.
This course will provide resources, practice, and guidance to teachers who wish to improve their ability to use technology effectively. The objective is to give the students experience with hardware, software, teaching techniques, and technology management strategies. *Generally offered in summer quarter.*

- CUI 4042** **Instructional Design & Web Development for Educators** 3 qtr. hrs.
Introduces presentation software, basic HTML, and web page development software. Focuses on various Learning, Instructional Design, and Learning Style Theories and how they relate to the development of technology supported pedagogy. Students will create individualized instructional web pages for use in practice.
- CUI 4045** **Technology Practicum** 2 qtr. hrs.
Under the supervision of the professor, students will generate technological applications relevant to their own work settings using ideas and concepts learned in CUI 4040.
- CUI 4058** **Teacher as Researcher** 3 qtr. hrs.
Emerging philosophical and methodological issues that arise when school practitioners undertake research within their own sites; range of research traditions including quantitative, statistical research and qualitative methodologies; mastering relevant skills and accessing resources for students to be better prepared to conduct their own inquiries and understand and solve problems. *Generally offered in winter quarter.*
- CUI 4100** **Sociocultural Foundation of Education** 3 qtr. hrs.
Examination of the expanded conceptions of diversity to include differences based on ethnicity, biethnicity, and multiethnic identity; social class, differently-abled, age, gender, and sexual orientation; implications of terrorism on America for ethnically diverse populations in our schools and on educational establishments around the world; attention to the interactions of ethnicity with social class and gender identifications in the school setting; implications of the learning of another language as well as the impact of language diversity in our schools; consideration of new conceptual frameworks for multicultural and diversity education for educators for the 21st century.
- CUI 4130** **Philosophy of Education** 3 qtr. hrs.
Focuses on 3-4 philosophers and examines the contributions their philosophical ideas have on education. Philosophers studied have included John Dewey, Cornel West, Nel Noddings, and Maxine Greene. *Generally offered every other year in spring quarter.*
- CUI 4155** **Special Topics** 1-10 qtr. hrs.
Special topics in the field of education.
- CUI 4159** **Educating Multiethnic Populations for the 21st Century** 3 qtr. hrs.
Emphasizing a worldwide view in considering how education should be delivered to children and youth for life in the 21st century, especially since the World Trade

Center Disaster of September, 2001. It is incumbent on those in teaching to find creative policies for working together with those in government and business, strategies that acknowledge our human diversity within and overall context of equality and peacefulness. This begins with raising social justice issues in the classroom in ways that encourage students to openly examine difficult and personally challenging materials, facilitating communication and understanding between members of diverse and unequal social groups.

- CUI 4160** **Ethnicity, Class & Gender in Education** 3 qtr. hrs.
Ethnicity, Class & Gender in Education applies the concepts and theories of social science disciplines - sociology, social psychology, anthropology, historical perspectives and philosophical orientations - to the inclusive examination of the issues of racism, classism, sexism, and homophobia in education. This course seeks to conceptualize ethnicity, gender and social class as interactive systems, not as separate and independent variables, that impact students, teachers, school systems and the educational enterprise. We examine educational systems and practices that historically have disadvantaged women and peoples of color and discuss strategies and techniques for empowerment of the members of these groups.
- CUI 4161** **Ethnicity, Gender & Diversity in the Curriculum** 3 qtr. hrs.
The focus of this course is to examine and explore the complexities of teaching in contemporary educational settings in which the forces of sexism, racism and classism are found. In our society where wide diversity characterizes our student population, it has become an imperative to recognize difference and relate effective teaching to these conditions. Major trends and influences that are impacting the school curriculum are explored.
- CUI 4170** **The Arts in Education** 3-5 qtr. hrs.
This seven day institute is designed to engage participants in a challenging exploration of the creative process through workshops with professional artists in the disciplines of dance, visual arts, creative writing, music, and theatre, and to provide a greater understanding of the theory and practical applications of school reform. *Generally offered in summer quarter.*
- CUI 4172** **Aesthetic Foundations of Education** 3 qtr. hrs.
Educational enterprise from aesthetic viewpoints; examination of a number of aesthetic theories and exploration of implications for curriculum, teaching, and evaluation. *Generally offered in summer quarter.*
- CUI 4180** **History of Education in the United States** 3 qtr. hrs.
Traces historical context and development of K-12 schools in the United States from initial discovery of North and South America by Europeans to the present; understanding through examination of central issues that strongly influenced our

current educational systems – evolution of schools, religion, social and political reform, women’s issues, nationalism and ethnicity, and industrialization of the nation and world. *Generally offered every other year in fall quarter.*

CUI 4400 The Nature and Needs of Gifted Learners 3 qtr. hrs.

This course is designed to provide participants with an understanding of 1) conceptual foundations and definitions of giftedness, 2) how intelligence, creativity, and non-intelligence factors are related to giftedness, 3) the nature, development, types, and needs of gifted individuals, 4) principles and issues in the identification of gifted individuals, and 5) the major issues and tensions in the education of gifted and talented individuals. Lectures, discussions, and other class activities and assigned readings and projects will include topics such as the history and nature of the giftedness construct; theories of intelligence and creativity and their relationship to conceptions of giftedness; types of giftedness; the diversity of gifted individuals and their personal and educational needs; the role of identification in the education and development of gifted children and youth; and purposes and perspectives in gifted education.

CUI 4401 Psychological Aspects of Giftedness 3 qtr. hrs.

The psychological development of gifted children is examined through a study of current theories, models, research, and case histories. Understanding of psychological development creates a foundation for applications and practices that nurture the psycho-social-emotional development of gifted individuals. Specific topics include the psychological nature and needs of the gifted; perfectionism, stress, and underachievement; special issues for gifted boys and gifted girls; highly gifted; and pertinent theories of psychological development. Emphasis is placed on synthesis of theories and application to specific situations.

CUI 4402 Curriculum for Gifted Learners 3 qtr. hrs.

This course is designed to provide participants with an understanding of the conceptual foundations in the design and development of curriculum for gifted and talented students. Includes theories, models and processes for curriculum modification and curriculum design; strategies for adapting educational content, process, product, and learning environment based on the educational characteristics and needs of gifted learners; and curriculum design and development approaches that are effective in the intellectual and personal growth of gifted and talented learners. Content in this course is aligned with appropriate instructional strategies and techniques recommended for use with gifted and talented learners. Lectures, discussions, class activities, assigned reading and projects include topics such as a general overview of curricular principles and perspectives; critical analysis of general curriculum; issues of diversity in curriculum development and modification including cultural congruence; recommended models of curriculum development for gifted and

talented learners; and national trends in gifted education. Prerequisite: CUI 4400 and CUI 4401 or instructor's permission.

- CUI 4403** **Instructional Strategies for Gifted Learners** 3 qtr. hrs.
This course provides a basic understanding of how to adapt curriculum for gifted learners through various instructional strategies. Strategies studied include: acceleration, enrichment, differentiation, compacting, grouping, independent study, and service learning. By selecting instructional strategies based on assessed learner needs, educators can reach many types of gifted learners in their classrooms including gifted students of poverty and gifted learners of cultural and ethnic diversity. The objectives of this class are that participants: know about and be able to define instructional strategies that meet assessed academic and affective needs of gifted learners and be able to adapt curriculum for gifted learners using learned instructional strategies. Prerequisite: CUI 4400 and CUI 4401 or instructor's permission.
- CUI 4404** **Twice-Exceptional Students** 3 qtr. hrs.
The purpose of this course is to acquaint the student with the various areas of exceptionalities typically encountered with gifted students and to provide classroom related techniques to assist the teacher in identifying and working with twice-exceptional children in an effective manner. Environmental, behavioral, motivational, emotional and educational needs are addressed. Legal responsibilities, parent communication and staff development will be emphasized. Prerequisite: CUI 4400 and CUI 4401 or instructor's permission.
- CUI 4405** **Practicum in Gifted Education** 1-3 qtr. hrs.
Students wishing to earn credit for the Practicum in Gifted Education must complete an experience in three of the five areas (Teaching, Assessment, Administration, Research, or Policy). Students must submit a Practicum Proposal outlining the intended practicum experiences. This Proposal must be approved by the practicum faculty supervisor when the practicum experiences are begun. Prerequisite: CUI 4400 and CUI 4401 or instructor's permission.
- CUI 4407** **Current Issues in Gifted Education** 3 qtr. hrs.
This course focuses on the screening and selecting of gifted and talented students. It is designed for practicing professionals - teachers, counselors, psychologists, and administrators - who must make decisions about the identification and serving of gifted and talented students. Course uses multiple assessments, both quantitative and qualitative, to identify gifted students within an increasingly diverse population (including culturally- and ethically-diverse, high-potential, linguistically-different students with unique affective needs as well as high-potential economically-disadvantaged students). Students will use data to diagnose educational needs, prescribe appropriate educational strategies and to incorporate appropriate identification strategies for identifying gifted and

talented students. Legal responsibilities and parent communication as well as staff development are emphasized. Students are required to develop an identification model based on relevant theory and current practices to be used in their particular setting. Prerequisite: CUI 4400 and CUI 4401 or instructor's permission.

- CUI 4408 Creativity: Theory and Practice** 3 qtr. hrs.
The essence of innovation is creativity, in thought, process and outcome. Classic and current theories provide a foundation for analysis of the concept of creativity. This course is designed to provide participants with an understanding of 1) the conceptual foundations and definitions of creativity; 2) how intelligence, creativity, and non-intellective factors are related to the constructs of giftedness; 3) documented brain research underlying exceptional cognition and/or creativity; 4) principles and issues in the identification and appropriate programming for creative individuals; and 5) the multiple perspectives and manifestations of creativity. Salon discussion groups, lectures, class activities and assigned readings and projects focus on the history and nature of the construct of creativity, theories of creativity, the role of innovation and transformation, assessment and measurement tools, environmental support of the creative process and creativity, and teaching and learning applications. Prerequisite: CUI 4400 and CUI 4401 or instructor's permission.
- CUI 4410 Program Development, Leadership, and Communication in Gifted Education** 3 qtr. hrs.
This course emphasizes the concepts and practices involved in development and management of school- and district-based programs for the special education of gifted and talented children and youth. The course leads to in-depth understanding of program components and systems, program planning and evaluation, program leadership, advocacy in gifted education, and communications. In addition, emphasis is placed on planning and development of staff development in relation to gifted children. This course will include extensive in-class discussion and field applications.
- CUI 4417 Independent Study: Gifted Education** 1-3 qtr. hrs.
Prerequisite: Instructor's permission
- CUI 4530 Second Language Acquisition** 3 qtr. hrs
This course will help educators to develop an understanding of first and second language learning theories. This course will also help assist educators in developing an understanding of the relationship between culture, language, and identity, and how these influence learning. In addition, we will explore effective classroom practices and instructional strategies for culturally and linguistically diverse (CLD) learners. This will be accomplished through analysis of the

connection between theory and practice in an effort to increase the academic achievement of CLD learners.

- CUI 4531** **Supporting English Language Learners Across the Curriculum** 3-4 qtr.hrs.
This course will evaluate methods, approaches, and techniques in language teaching. This course will also explore classroom strategies and practices for content-area instruction through sheltered instruction, and socio-cultural context of second language acquisition in U. S. public schools including how teachers can support bilingualism, multilingualism, biculturalism, and multiculturalism in the mainstream classroom. Furthermore, this course will explore the needs of special education and gifted culturally and linguistically diverse learners.
- CUI 4870** **Education in International Settings** 3 qtr. hrs.
Objectives of this course include: viewing education in the 21st century as cross-cultural and international; examining the role of schooling in shaping national identity and citizenship in nation-states around the globe; and identifying promising practices and exemplary curriculum material for teaching cross-cultural perspectives and world awareness.
- CUI 5991** **Independent Study** Arr
Special projects in the field of education for the PhD students. Prerequisite: permission of instructor and program advisor.
- CUI 5994** **Seminar in Dissertation Organization and Design** 2-5 qtr. hrs.
Individualized assistance in developing the dissertation topic, issue, problem; guidance in preparation for proposal orals and application to the Institution Review Board (IRB), direction for dissertation chapter organization, writing and completion. This seminar is targeted for the student who needs support in completing the dissertation.
- CUI 5995** **Dissertation Research** Arr
A minimum of 10 hours are required, depending on the length of time it takes the student to complete his/her dissertation.
- RMS/
HED/
CFSP
COURSES** The latest course descriptions can be found on the [registrar's website](#) under **Courses & Schedules/Course Descriptions**. Enter the current quarter and choose the program (Research Methods and Stats/Higher Education/Child Family & School Psych) from the **Subject** drop-down menu; then click **Get Courses**.

PROGRAM ADVISOR

When a student is admitted to the program, a faculty advisor is assigned. Students should consult with their advisor to determine which courses and options are most appropriate for the student's interest and future career goals. *It is the responsibility of the student to make appointments to see his or her advisor at least once per academic year.*

Generally, faculty professional responsibilities include teaching, research, and service. Most faculty are on a nine-month contract during the regular academic year. They may be available to work with students during the summer at their discretion, but this time period is normally reserved for their own research and related activities.

ORIENTATION

Before the beginning of the fall quarter, students are **strongly** encouraged to attend the Morgridge College of Education and the C&I orientation. These sessions provide vital information regarding policies and procedures in relation to your program and your responsibilities as a University of Denver graduate student. It also gives you an opportunity to meet other students, faculty and staff members.

COURSE WORK PLAN

Completing a graduate degree requires a plan of study that enables one to achieve success in a timely fashion. The student is responsible for working with a program advisor to develop a course work plan to complete the student's specific program. The deadline for completion of the master's degree is five years.

The Course Work Plan provides students with an opportunity to design their course of study to meet the degree requirements of the C&I master's program. This plan enables the student to develop a schedule for taking courses and practicum experiences. By looking at the annual University of Denver class schedule on-line through the Registrar's website (www.du.edu/registrar), each student should be able to work with his/her program advisor to devise a course plan to complete the degree requirements.

It is the student's responsibility to meet with a program advisor during the student's first quarter of study to ensure that the student understands the degree requirements and secures the program advisor's signature on the form. It is strongly recommended that the student meet with his/her advisor at least once during the academic year. The original course work plan will remain in the student's file in Curriculum and Instruction. The student's program advisor must approve changes to the course work plan. The course work plan must be completed, approved, and on file in Curriculum and Instruction by the end of the second quarter of enrollment. **However, the request to transfer credits must be approved in the student's first quarter of enrollment.**

**CURRICULUM AND INSTRUCTION
 MASTER OF ARTS
 COURSE WORK PLAN**
(Students entering 2012-2013)

NAME _____ STUDENT # _____

EMAIL _____

Please discuss with your advisor the course plan most appropriate for your schedule. Students must receive a C+ in coursework to be counted toward the degree and maintain a grade-point average of 3.0 or better.

	Course #	Credit Hours	Expected Term of Completion
A. CURRICULUM (minimum 12 credits)			
Introduction to Curriculum	CUI 4020	3	
Models of Curriculum	CUI 4021	3	
B. INSTRUCTION (minimum 12 credits)			
C. DIVERSITY (minimum 3 credits)			

D. FOUNDATIONS (minimum 3 credits)			
F. RESEARCH (minimum 6 credits)			
Education Research & Measurement	RMS 4900	4	
G. COGNATE (minimum 9 credits)			

SUMMARY

Credit Hours

A. Curriculum	(12)	
B. Instruction	(12)	
C. Diversity	(3)	
D. Foundations	(3)	
E. Research	(6)	
F. Cognate	(9)	
TOTAL	(45)	

In addition, a final comprehensive paper is to be submitted to the advisor (and passed) during the last quarter of study.

Student's Signature _____

Advisor's Signature _____

Cognate Advisor's Signature (if applicable) _____



UNIVERSITY OF
DENVER

Morgridge College
of Education

CURRICULUM AND INSTRUCTION
**MASTER OF ARTS with a concentration in
 GIFTED EDUCATION**
COURSE WORK PLAN
(Students entering 2012-2013)

NAME _____ STUDENT # _____

ADDRESS _____

PHONE _____ EMAIL _____ DATE _____

Please discuss with your advisor the course plan most appropriate for your schedule. Students must receive a C+ in coursework to be counted toward the degree and maintain a grade-point average of 3.0 or better.

	Course Number	Credit Hours	Expected Term of Completion
A. GIFTED EDUCATION (minimum 25 credits)			
The Nature & Needs of Gifted Learners	CUI 4400	3	
Psychological Aspects of Giftedness	CUI 4401	3	
Curriculum for Gifted Learners	CUI 4402	3	
Instructional Strategies for Gifted Learners	CUI 4403	3	
Twice-Exceptional Students	CUI 4404	3	
Practicum in Gifted Education <i>(Credit hours are dependent upon experience and set by your advisor).</i>	CUI 4405	1-3	
Current Issues in Gifted Education	CUI 4407	3	
Creativity: Theory and Practice	CUI 4408	3	
Program Development, Ldrshp, and Comm in Gifted Ed	CUI 4410	3	
B. CURRICULUM, TEACHING AND LEARNING (min 9 credits)			

C. FOUNDATIONS (minimum 3 credits)			
D. RESEARCH AND INQUIRY (min 6 credits)			
E. DIVERSITY (minimum 3 credits)			

SUMMARY

**Credit
Hours**

A. Gifted Education	(25)	
B. Curriculum, Teaching and Learning	(9)	
C. Foundations	(3)	
D. Research and Inquiry	(6)	
E. Diversity	(3)	
TOTAL	(46)	

In addition, a final comprehensive paper is to be submitted to the advisor (and passed) during the last quarter of study.

Student's Signature _____

Advisor's Signature _____

FINAL COMPREHENSIVE PAPER for Master of Arts and MA/Gifted students

There are no comprehensive exams for students admitted to the 2012 – 2013 academic school year programs. Rather, during the last quarter of the student's period of enrollment, the student will turn in to his or her advisor a five page paper that addresses the following question:

Synthesize and analyze what you have learned thus far in this program. How do the ideas, theories, research methods and critical (and/or transformational experiences) you encountered contribute (or not contribute) to your professional and intellectual life?

The paper must be turned in by the fifth week of the quarter. An assessment of pass/fail will be ascertained. If the evaluation is a 'fail,' the student will be given the paper during the seventh week of the quarter and it must be returned to the advisor by the last day of final's week. Failure to turn in this paper as prescribed could result in a delay of graduation.

Students will be evaluated on the following:

- Ability to identify and integrate concepts from research, theory, and practice
- Ability to write with coherence and clarity
- Ability to support judgments by citing appropriate references to literature, authorities in the field, and critical experiences
- Ability to include only relevant data in the answer.

GRADUATION

Completing a master's degree in the Morgridge College of Education (MCE) deserves celebration. The University of Denver and the Morgridge College of Education applaud your hard work and great accomplishment. Please follow the appropriate guidelines so that you are able to graduate when you intend to do so. Students should check with the MCE Office of Admissions and Enrollment Services to verify that all paperwork is complete.

An application for graduation must be turned in to the Office of Graduate Studies **two quarters prior to the quarter you plan to graduate**. Failure to file this application will automatically delay the date of graduation to a subsequent quarter. Official deadlines are on-line at <http://www.du.edu/currentstudents/graduates/graduationinformation.html>.

UNIVERSITY OF DENVER AND MORGRIDGE COLLEGE OF EDUCATION POLICIES AND PROCEDURES

Students should refer to the Morgridge College of Education (MCE) Bulletin for specific policies and procedures on academic matters such as transferring credit, time limits, incomplete grade policies, registration, academic appeals procedures, continuous enrollment, and other

information. The Bulletin is available on the handbook CD, in the MCE Office of Admission and Enrollment Services, and online at www.du.edu/education.

PROFESSIONALISM IN C&I

Examples of the kinds of professional principles we hold in Curriculum and Instruction include: hard working, determined, sense of purpose, life-long learning, community, serving the public good, intellectual and personal flexibility, caring, creative, open -minded, willing to receive and give reasoned criticism, and a willingness to push oneself intellectually.

These norms of behavior support the wider set of dispositions set out in the University Honor Code stated below and help to maintain a learning environment of “mutual respect,” “personal safety,” and “individual rights.” The C&I program supports professional ethical standards and behavior. If necessary, students may be dismissed for not adhering to the accepted professional codes of conduct/behavior.

UNIVERSITY HONOR CODE

All members of the University community are entrusted with the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. The Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The Honor Code fosters and advances an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth the highest standard of academic excellence. Members of the University community, including students, faculty, staff, administrators and trustees, must not commit any intentional misrepresentation or deception in academic or professional matters.

(See http://www.du.edu/facsen/honor_code.html for complete statement).

STUDENT SUPPORT AND DISMISSAL PROTOCOL

Curriculum and Instruction faculty have the responsibility to monitor the academic and professional development of students they advise as well as the students in their classes. If a student appears to be performing substantially below academic and professional expectations, the faculty member should consider one of the following steps.

1. Arrange a one-on-one meeting with the student to discuss the faculty member’s concerns and to seek the student’s input on how to address the concern. The goal of this meeting is to work toward an agreement that will allow the student to remain in the program and come up to speed on program academic or professional expectations;

2. Meet with the C&I Program Chair for coaching on how to most effectively address the faculty member's concerns; or
3. Consult with units across campus regarding support resources such as writing, peer counseling, or academic counseling. A list of services is available in the MCE Bulletin under the section titled: "Personal Support."

If the issues persist, the program director, faculty member, and student will meet to review the case. The program chair, in consultation with other C&I faculty, will determine whether or not to develop a formal remediation plan or dismiss the student from the program. Dismissal protocol and appeals process is outlined in the MCE Bulletin under the section titled: "Disruptive Classroom Behavior Policy".

Curriculum and Instruction students may be dismissed from the program when their academic or professional performance falls below accepted standards for a graduate student. Academic standards are principally defined in the Morgridge College of Education Bulletin which states that any student with a GPA lower than 3.0 can be "...warned, put on probation, suspended, or dismissed" from a program. If a student's GPA stays lower than 3.0 for three consecutive quarters the student will be dismissed from the program. Where appropriate, C&I faculty should direct students to University resources designed to provide students with academic support, such as the writing center, academic counseling, or disability services.

Professionalism standards cover a wide range of student attributes including but not limited to student/faculty interactions, student/student interactions, student dispositions toward public school students or teacher, and learning the program curriculum. In cases involving student/faculty conflicts, the program chair should follow the procedures outlined in the Morgridge College of Education Bulletin. Typically this entails conversations with the student, which may or may not include a student advocate, regarding his/her behavior. Issues of professionalism around dispositions, attire, or language should also be initially handled with one-on-one communication with the student.

UNIVERSITY OF DENVER (DU) EMAIL

DU provides email forwarding to off-campus email service providers. Students will maintain their firstname.lastname@du.edu mailing address but must set up a "preferred" off-campus email address to which their mail automatically will be forwarded. Instructions on how to forward your DU email are found at:

http://www.du.edu/studentemail/media/documents/preferred_email_instructions.pdf.

firstname.lastname@du.edu email addresses will be used in campus applications such as Blackboard, Portfolio and the online student directory. Official University communications will be sent to the firstname.lastname@du.edu address. ***It is important that students maintain their "preferred" off-campus address and email account to insure that important information from University offices, faculty and colleagues is received.***

The University sends much of its correspondence solely through email. This includes policy announcements, emergency notices, financial aid notifications, meeting and event notifications, course syllabi and requirements, and correspondence between faculty, staff, and students. Such correspondence is mailed only to the University Official Email address.

Faculty, staff, and students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications. Faculty, staff, and students have the responsibility to recognize that certain communications may be time-critical.

C&I PORTFOLIO COMMUNITY

Curriculum & Instruction maintains a portfolio site on the University of Denver's Portfolio Community at <https://portfolio.du.edu>. Its purpose is to provide a central location for job/internship postings, program information and forms, and announcements for proposals or research opportunities. Students are encouraged to visit the site regularly for updated information.

STUDENT MAILBOXES

Each C&I student has a student mailbox (hanging folder) located in the file cabinet on the third floor of Ruffatto Hall. This cabinet is inter-department mail only and is often where faculty members will return papers or projects. It is the student's responsibility to check his/her mailbox on a regular basis. Space is limited.

OFFICE OF ACADEMIC SERVICES

The Office of Academic Services (OAS) provides essential assistance in submitting forms related to coursework and in understanding college and university academic policies. However, the faculty member assigned as the Academic Advisor should be the primary resource for decisions related to choice of courses.

For any questions related to academic requirements, including the comprehensive exam and graduation application, contact the Office of Academic Services, located in Suite 310 of Ruffatto Hall. OAS also sends out a weekly e-newsletter every Friday which will keep you up to date on deadlines and events happening at MCE. OAS can be reached at 303-871-2112 or oas@du.edu.

CURRICULUM & INSTRUCTION STUDENT ASSOCIATION

The Curriculum and Instruction Student Association (CISA) provides an avenue for C&I students to connect and interact with other members of the Morgridge College of Education community; attend presentations on topics of interest; participate in mentoring; and gain assistance in all phases of their academic program. Being part of a supportive network of individuals contributes to a successful, satisfying graduate student experience. We encourage you to make the most of your time at the University of Denver by participating in CISA.

PROFESSIONAL ORGANIZATIONS

- General organizations
 - American Educational Research Association (AERA): also join divisions and SIGs (Special Interest Groups) www.aera.net
 - American Association for Teaching and Curriculum (AATC) <http://www.aatc.org/>
 - Association for Supervision and Curriculum Development (ASCD) www.ascd.org
- Interest based organizations
 - National Association of Multicultural Education (NAME) www.name.org
 - National Art Education Association (NAEA) <http://www.naea-reston.org/>
 - National Council on Family Relations (NCFR) <http://www.ncfr.org/>
 - National Association for Bilingual Education (NABE) <http://www.nabe.org/>

JOURNALS

- Usually each of the major professional organizations publishes its own journals
 - AERA: American Educational Research Journal, Educational Researcher
 - AATC: Curriculum and Teaching Dialogue
- Chronicle of Higher Education

**CURRICULUM AND INSTRUCTION
FACULTY AND STAFF**

Bruce Uhrmacher, Ph.D.
Professor
Program Coordinator
Ruffatto Hall 344
Phone: 303-871-2483
Email: buhmach@du.edu

Maria del Carmen Salazar, Ph.D.
Assistant Professor
Ruffatto Hall 348
Phone: 303-871-3772
Email: msalazar@du.edu

Nicole Russell, Ph.D.
Assistant Professor
Ruffatto Hall 355
Phone: 303-871-2487
Email: nicole.m.russell@du.edu

Paul Michalec, Ph.D.
Clinical Associate Professor
Ruffatto Hall 343
Phone: 303-871-7952
Email: pmichale@du.edu

Norma Hafenstein, Ph.D.
Clinical Assistant Professor
Director
Ricks Center for Gifted Children
Phone: 303-871-2982
Email: nhafenst@du.edu

Kimberly Hartnett-Edwards, Ph.D.
Assistant Professor
Ruffatto Hall 347
Phone: 303-871-2720
Email: Kimberly.hartnett-edwards@du.edu

Karen Paul-Masaoka
Academic Services Associate
Ruffatto Hall 311
Phone: 303-871-7013
Email: kpaulmas@du.edu