



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

Teacher Education Program Student Handbook

**Master of Arts (MA) and Licensure
2019-2020**

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Purpose of Handbook

This handbook provides students with policies and procedures to assist them as they progress through the requirements of Morgridge's degrees and certificates. By default, students follow the handbook of the year in which they entered the program. With approval from their advisor, students may choose to follow a handbook published after they matriculated into the program.

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 every effort has been made to ensure agreement between these three documents, it is the student's responsibility to read the norms regarding degree programs in all documents and to complete various program steps in a timely fashion.

DU Graduate Bulletin

Each year, DU publishes a [graduate bulletin](#). Students will follow the bulletin that aligns with this C&I handbook – which is determined by the year in which the student matriculated into the program – unless otherwise discussed with the student's advisor. Examples of information provided in the 2019-2020 Graduate bulletin link include:

- School-, college-, and division-specific requirements and information
- Admission and enrollment policies
- Tuition and fees
- Academic requirements, policies, and procedures
 - Academic standards
 - Change of degree or program
 - Student withdrawal from the university
 - Transfer of credit
- Academic and student support services, policies, and procedures
- Course descriptions

MCE Policies and Procedures

Along with DU's Graduate Bulletin, C&I students should be familiar with [MCE's policies and procedures](#). Examples of information provided include:

- Degree planning
- Advising
 - Course plans
 - Waiver or substitution of courses
 - Non-MCE courses
- APA writing requirement
- Financial support parameters & eligibility

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 is committed to being more, doing more, and bringing about more positive change through the power of learning.

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.

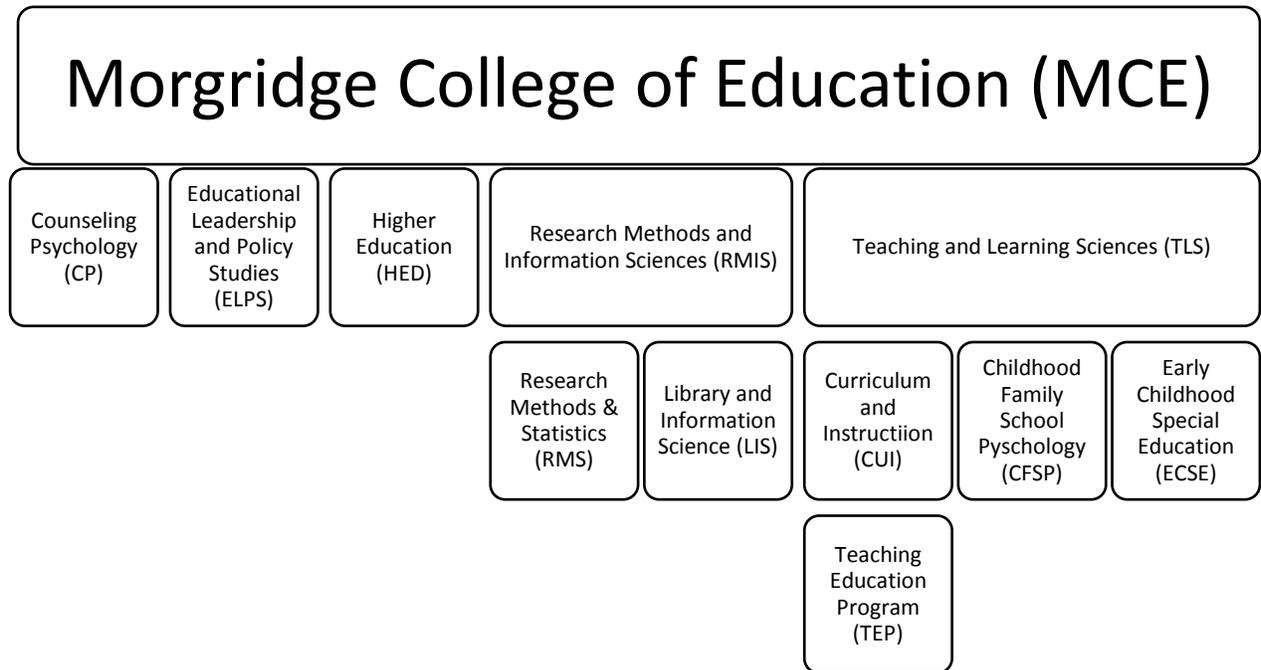
Morgridge Culture

Morgridge defines its culture through 5Cs:

- ❖ Community
- ❖ Curiosity
- ❖ Communication
- ❖ Collaboration
- ❖ Courage

MCE's Organization

The chart below depicts MCE's department organization in 2019-2020. It does not include the college's institutes, centers, or communities. *Please note the chart depicts programmatic divisions that are most pertinent to C&I students only. See's MCE's [website](#) for more information.*



Accreditation

The University of Denver and its programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA) and by other major accrediting agencies.

Morgridge College of Education's Teacher Education Program is accredited by 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.

University of Denver Land Acknowledgement

Throughout time, over 100 different tribal nations have a history of occupying the lands now defined as the State of Colorado. It is important to recognize that the University of Denver continues to reside on lands that are held in stewardship by various Indigenous communities. DU has a troubling history with Indigenous communities; the University acknowledges that John Evans, DU founder, was culpable in the events leading up to the Sand Creek Massacre. With that knowledge in mind, it is with much gratitude that we recognize the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapahoe Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma. It is through their sacrifices that we are able to engage in learning and collaboration to further the study of higher education.

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 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. 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 district employees, 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.

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Teacher Education Program (TEP) Overview

TEP Mission Statement

The mission of the University of Denver Morgridge College of Education (MCE) Teacher Education Program (TEP) is to provide an extensive, integrated, professional experience that supports apprentice teachers in developing the dispositions, knowledge, and skills of an effective teacher of diverse learners in underserved K-12 schools. Ultimately, effective teachers engage, plan, teach, and lead to promote the growth and development of all learners, and they take an active role in their own professional development.

TEP Philosophy

The program is structured so that course work and field experiences are purposeful, connected, and cumulative. Program features such as 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 a 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 most of all, to meet the varied needs of a diverse student population and close the opportunity gaps in K-12 education.

Framework for Equitable and Effective Teaching (FEET)

The Framework for Equitable and Effective Teaching (FEET) is a framework for teaching that was developed by 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 is the result of a three-year exploratory qualitative research project by University of Denver teacher education faculty. The purpose of the research was to identify effective teacher socio-cultural interactions and instructional practices. The FEET delineates 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 and Instruction consists of 43 credits of coursework and internship, as well as a 9-credit cognate. Students who already hold an MA degree may choose the certificate option and complete only the 43 credits of coursework and internship required to apply for a CDE teaching license.

Dual-degree students in the TEP program will work with an advisor to select 9 credits of graduate course work in their undergraduate senior year. All nine hours double-count as undergraduate- and graduate-level course work and satisfy the MA cognate requirement for students who are accepted to TEP. Note: dual-degree students are required to complete the 43 credits of TEP coursework and internship that lead to licensure AFTER the undergraduate degree is fully completed. Both degrees must be earned within five years of matriculation into the undergraduate degree program.

Praxis Exam

In order to qualify for licensure and complete the MA degree, prospective TEP students must take and pass the Praxis exam associated with their content area (e.g., elementary education, secondary mathematics, etc.). Applicants who have not submitted Praxis scores upon admission may be admitted, but they will be placed on probation. Failure to provide evidence of a passing score by January 1st may result in dismissal. Information about Praxis exams can be found of the [CDE website](#).

Apprentice teachers who are seeking licensures that require multiple Praxis exams (e.g., Special Education Generalist) should take the more general Praxis exam (e.g., Elementary Education) before beginning the TEP program and the more specialized exam (e.g., Special Education) after completing coursework in their area of specialization.

Course Requirements

Please see a listing of C&I and TEP courses and descriptions in the [graduate bulletin](#). ***These courses are not offered every quarter; students should consult with their advisors to work on their coursework plan (Appendices A-D) for their degree.*** Appendix E includes a course schedule for the 2019-20 school year; although subject to change, this can also assist with your planning.

Degree Completion Timeline

Apprentice teachers have up to five years from the start of the program to complete the 52 credits required for the MA degree in Curriculum and Instruction. However, if an apprentice teacher stops taking courses, they must complete a [Leave of Absence form](#) and submit it to the Graduate School in order to indicate their intention to return at a later date.

MA Cognate (9 credits)

A 9-credit hour cognate is required to complete the MA degree. The cognate allows apprentice teachers an opportunity to develop expertise in a targeted area, thus deepening their knowledge and potential competitiveness in the job market. Apprentice teachers will complete a coursework plan indicating which cognate courses they intend to complete. Tuition costs may vary depending on the number of credits for which you are registered in each quarter. Therefore, the total cost of the program may vary depending on the timing of your cognate courses. Please consult with the Director of Financial Aid before making your cognate selection to ensure you are aware of tuition and financial aid implications.

Transfer of Credit Policy

The Teacher Education Program may accept up to nine transfer credits. Acceptance of transfer credits will be at the discretion of the program faculty. If accepted, the credits will count toward the MA or cognate, and not the credits tied to licensure. The following conditions must be met:

- The courses were a part of a teacher education program or another similar education program
- Our faculty reviews the transcripts to help select 9 applicable credits. Ideally, these will be up to three related courses that are similar to one of our 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 also 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 Morgridge College of Education and the Teacher Education Program.

Academic Advising

Upon entering the program, each apprentice teacher will be assigned a TEP faculty advisor. The TEP advisor is the first line of communication between the program and the apprentice teacher. You will be added to a Canvas site called "TEP Advising." The purpose of this site is to assist you in progressing through the program. Requirements for licensure and MA completion outside of coursework are assignments in this Canvas site. You are responsible for contacting your advisor if you have questions or concerns. Failure to complete the items in Canvas may result in delayed fieldwork, licensure, and/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)

Professional Behavior

Professionalism in teaching standards covers a wide range of attributes, including, but not limited to: apprentice teachers' interactions with faculty, apprentice teachers' interactions with peers, apprentice teachers' interactions in field placements, apprentice teachers' interactions with university supervisors, apprentice teachers' dispositions toward public school students/teachers/parents, as well as apprentice teachers' attire, language, and commitment to the tasks associated with the TEP curriculum.

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 hold the following responsibilities regarding communication:

- 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 Program 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 hold these responsibilities to all apprentice teachers regarding communication:

- 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.

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 Program 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 won’t 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

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). Each additional absence per course will result in an additional grade letter deduction. 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.

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

Grades

TEP is a performance-based program. Proficiency is determined through evaluating course grades and field observations.

In a performance-based program, grades are indicators of the following: (1) your timely progress in understanding and applying the knowledge base needed to perform at a proficient level, (2) your intellectual engagement with the process of becoming a teacher, and (3) your ability to think, speak, and write at a graduate level.

Apprentice teachers must maintain at least a 3.0 GPA throughout the program or risk potential termination from the program. If the apprentice teacher’s grade point average falls below 3.0 at any time during the program, the apprentice teacher may be removed from the fieldwork placement at the discretion of the Program Director. A grade lower than a “C” renders the credit unacceptable for meeting TEP and MCE degree requirements. Therefore, if a student receives a C- or lower, they will have to retake the course.

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 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. It is the student's responsibility to initiate the incomplete process by immediately communicating with their instructor prior to the end of the quarter. For more information, 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. The apprentice teacher may not be recommended for licensure if any of the aforementioned requirements are not met.

Colorado Department of Education (CDE) Institutional Recommendation

As you near the end of the TEP program, you 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), we encourage you to begin the process to submit your Initial License Application. We highly recommend you wait until the 3rd week of June to submit your application to CDE because grades will not be posted on your official transcript until this time. Once the application is processed, you have two weeks to complete the application and submit your transcripts or you will forfeit the application fee. The Colorado Department of Education (CDE) is the official licensing agency and the application process begins electronically on [their website](#). The steps associated with completing this task are as follows:

- Begin the initial teaching license application online at the Colorado Department of Education.
- Complete the top portion of the Approved Program Verification Form and upload it to the Canvas advising site.
- The Academic Services Associate (ASA) will verify that you have successfully completed all TEP courses, internship requirements, and that you have submitted transcripts documenting any provisional course work you were notified of upon admission to the program.
- When spring quarter grades have been posted (by mid-June), and the ASA has confirmed that you've completed all of the program requirements, the signed form will be scanned and posted in Canvas for you.
- Once you submit your application to CDE, you should expect at least three weeks before your "initial" Colorado teaching license is issued; plan accordingly when you begin applying for teaching positions.

If you need a letter indicating that you are close to completing program requirements for employment purposes, please contact the ASA.

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 very 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 very 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 more easily apply for jobs 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 of 2019. I expect that my [elementary, secondary – content area] license will be conferred by the Colorado Department of Education in July of 2019.

Job postings will be available on the [Teaching Jobs listserv](#). Please subscribe to the listserv if you are interested in receiving this information.

For international students, U.S. immigration regulations do not permit a foreign national to work in the United States without appropriate immigration status. Student visas are designed to allow international students to come to the U.S. and obtain a degree or academic credential, however, these are not work visas. Colorado law indicates that only those foreign nationals who are legally allowed to reside AND WORK in the U.S. are eligible for licensure in this state. Apprentice teachers with F-1 or J-1 student visas will not qualify for licensure with a student visa. However, F-1 students who complete their program of study are typically eligible to apply for Optional Practical Training (OPT) at the end of their course of study. This program allows students one year to work full time in the U.S. in their field of study. Students who receive OPT are issued a temporary Employment Authorization Document (EAD card), and this may give them the legal right to reside and work in the U.S. To obtain Colorado Licensure, apprentice teachers will be required to apply for and obtain work status prior to applying for licensure. Please contact the University of Denver's [International Student & Scholar Services](#) for additional information.

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. Elementary and secondary apprentice teachers complete fieldwork in one placement site for the entire academic year. K-12 apprentice teachers may complete fieldwork in two sites. 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.

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:
 - Fall: 30 days, 240 hours
 - Winter: 30 days, 240 hours
 - Spring: 45 days, 360 days
 - 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.

Mentors expect consistency for their classrooms and their students. You should look carefully at your school’s calendar at the beginning of the year and talk with your mentor about your presence in the classroom through November and December. While we expect you to be in your placements consistently, we also encourage you to observe other master teachers when you are able. Work with your mentor teacher about any necessary absences. Your University supervisor can help facilitate this conversation.

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.

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

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 finger printing 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.

Field Work Attendance

Apprentice teachers are required to attend all field placement days. Apprentice teachers must complete a field work log each quarter and submit the log to their supervisor and upload their logs to Canvas. The field logs provide essential documentation for completion of program requirements. If an apprentice teacher does not submit field work logs, the Program Director will be unable to recommend licensure to the Colorado Department of Education. Provide a copy of the log to your mentor and your supervisor. Apprentice teachers must make up any excused days at their school site by the end of the quarter in which an absence occurs. Consistent attendance in the field placement is required. Recurrent absences, late arrival, or unexcused absences from the field placement is an indicator of unprofessionalism and may result in probation or termination. In order to be recommended for licensure, apprentice teachers must complete 840 hours of field work.

If it is necessary to miss a field placement day, apprentice teachers must contact their mentor teacher and their university supervisor at least one week prior to a planned absence; arrangements should be made at this point to make up the absence. In the case of an emergency in which prior notification is impossible, apprentice teachers should contact their mentor teacher and their university supervisor before the school day begins. Apprentice teachers may also need to notify school office personnel. This

practice will vary by school site; apprentice teachers are responsible for following the school site's practices regarding teacher absences.

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.

In order 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 for students,
- 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 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 Program 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: Program 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. 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 Program Director begins the process to dismiss the student from the program if an alternative placement cannot be found or is not appropriate.

Probation and Termination Protocol

The Teacher Education Program (TEP) in the Morgridge College of Education (MCE) 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. When this process is working effectively, quarterly evaluations of course work and field experience performance should be an accurate reflection of student learning and performance.

All program faculty and staff are responsible for continuously monitoring the progress of students through the program's curriculum and field experiences. 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 so as to be able 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 Program Director will follow the policies and procedures outlined in this handbook and in the Graduate Bulletin. 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.
- 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 and Termination

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 Program Director. The Program Director will gather information from the university supervisor and all instructors regarding the apprentice teacher's struggles. If appropriate, the Program Director will have an initial discussion with the apprentice teacher to discuss the struggles and discuss next steps.

If it is determined that the apprentice teacher is underperforming and risks termination from the program, one of three actions will occur: (1) a probation and remediation plan will be developed in conjunction with the apprentice teacher, which if not 100% successfully completed, could be grounds for termination; (2) the apprentice teacher will be suspended from field placement activities; or (3) the apprentice teacher will be terminated from the program.

Probation and Remediation Plan

When the TEP faculty decides to place an apprentice teacher on 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 Program Director will write a formal probation letter outlining the substance of the meeting and procedures. A draft of the letter will be presented to the department chair before it is sent to the apprentice teacher. A copy will be placed in the apprentice teacher's academic file. If 100% of the expectations 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.

Suspension of Field Placement

An apprentice teacher exhibiting unprofessional behavior may be temporarily suspended by the Program 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 Termination

Termination 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 termination, or 3) additional concerns emerge that meet the criteria for probation. For information on the policies and procedures related to probation and termination 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.

Appendix A: TEP Coursework Plan

Master of Arts with a Concentration in Elementary Education

Student Name:	Student ID #:		
Student Email:	Academic Advisor:		
Master of Arts & Teaching Licensure	Course Number	Completion Date	Credit Hours
TEP Field Experience			
Field Experience	TEP 4690	Fall	1
Field Experience	TEP 4690	Winter	4
Field Experience	TEP 4690	Spring	4
TEP Coursework			
Elementary Science/Social Studies Methods	CUI 4502	Summer	3
Teaching and Learning Environments	CUI 4031	Summer	3
Foundations of Education for Linguistically Diverse Learners	CUI 4529	Summer	3
Foundations of Special Education	TEP 4010	Summer	3
Curriculum, Instruction & Assessment I	CUI 4540	Fall	3
Literacy Instruction I	TEP 4590	Fall	3
Elementary Math Methods	CUI 4503	Fall	4
Curriculum, Instruction & Assessment II	CUI 4541	Winter	3
Literacy Instruction II	TEP 4591	Winter	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring	3
Workshop: Gifted and Talented Education	CUI 4411	Spring	3
Licensure Minimum Credit Hours			43
Master of Arts Cognate			
List 3 courses below from one of the approved TEP cognates.			
			3
			3
			3
Cognate Minimum Credit Hours			9
Total Minimum Credit Hours			52

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Appendix B: TEP Coursework Plan

Master of Arts with a Concentration in Secondary Education

Student Name:	Student ID #:		
Student Email:	Academic Advisor:		
Master of Arts & Teaching Licensure	Course Number	Completion Date	Credit Hours
TEP Field Experience			
Field Experience	TEP 4690	Fall	1
Field Experience	TEP 4690	Winter	4
Field Experience	TEP 4690	Spring	4
TEP Coursework			
Mathematics across the Content Areas	CUI 4505	Summer	3
Teaching and Learning Environments	CUI 4031	Summer	3
Foundations of Education for Linguistically Diverse Learners	CUI 4529	Summer	3
Foundations of Special Education	TEP 4010	Summer	3
Curriculum, Instruction & Assessment I	CUI 4540	Fall	3
Literacy Instruction I	TEP 4590	Fall	3
Methods in Secondary Schools: TEP 4610, 4620, 4630, or 4640	TEP 4__	Fall	4
Curriculum, Instruction & Assessment II	CUI 4541	Winter	3
Literacy Instruction II	TEP 4591	Winter	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring	3
Workshop: Gifted and Talented Education	CUI 4411	Spring	3
Licensure Minimum Credit Hours			43
Master of Arts Cognate List 3 courses below from one of the approved TEP cognates.			
			3
			3
			3
Cognate Minimum Credit Hours			9
Total Minimum Credit Hours			52

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Appendix C: TEP Coursework Plan

Master of Arts with a Concentration in K-12 Education: Special Education

Student Name:	Student ID #:		
Student Email:	Academic Advisor:		
Master of Arts & Teaching Licensure	Course Number	Completion Date	Credit Hours
TEP Field Experience			
Field Experience	TEP 4690	Fall	1
Field Experience	TEP 4690	Winter	4
Field Experience	TEP 4690	Spring	4
TEP Coursework			
Mathematics across the Content Areas	CUI 4505	Summer	3
Teaching and Learning Environments	CUI 4031	Summer	3
Foundations of Education for Linguistically Diverse Learners	CUI 4529	Summer	3
Foundations of Special Education	TEP 4010	Summer	3
Curriculum, Instruction & Assessment I	CUI 4540	Fall	3
Literacy Instruction I	TEP 4590	Fall	3
Professional, Leadership & Ethical Issues in SpEd: Birth to 21	CFSP 4315	Fall	3
Special Topics in Special Education: Learning Differences	CFSP 4317	Fall	1
Curriculum, Instruction & Assessment II	CUI 4541	Winter	3
Literacy Instruction II	TEP 4591	Winter	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring	3
Family-School Partnership & Consultation	CFSP 4330	Spring	3
Licensure Minimum Credit Hours			43
Master of Arts Cognate List 3 courses below from the Special Education Cognate.			
Exceptionalities in Education: High incidence Disabilities	CFSP 4305	Fall	3
Learning Theories and Behavior Analysis	CFSP 4312	Winter	3
Special Education & Gifted Education Legal Issues	CFSP 4302	Spring	3
Cognate Minimum Credit Hours			9
Total Minimum Credit Hours			52

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

**Appendix D: TEP Coursework Plan:
Master of Arts with a Concentration in K-12 Education (Art and Spanish)**

Student Name:	Student ID #:		
Student Email:	Academic Advisor:		
Master of Arts & Teaching Licensure	Course Number	Completion Date	Credit Hours
TEP Field Experience			
Field Experience	TEP 4690	Fall	1
Field Experience	TEP 4690	Winter	4
Field Experience	TEP 4690	Spring	4
TEP Coursework			
Mathematics across the Content Areas	CUI 4505	Summer	3
Teaching and Learning Environments	CUI 4031	Summer	3
Foundations of Education for Linguistically Diverse Learners	CUI 4529	Summer	3
Foundations of Special Education	TEP 4010	Summer	3
Curriculum, Instruction & Assessment I	CUI 4540	Fall	3
Literacy Instruction I	TEP 4590	Fall	3
Methods in K-12 Schools: Art (TEP 4520) or Spanish (TEP 4650)	TEP 4____	Fall	4
Curriculum, Instruction & Assessment II	CUI 4541	Winter	3
Literacy Instruction II	TEP 4591	Winter	3
Curriculum, Instruction & Assessment III	CUI 4542	Spring	3
Workshop: Gifted and Talented Education	CUI 4411	Spring	3
Licensure Minimum Credit Hours			43
Master of Arts Cognate			
List 3 courses below from one of the approved TEP cognates.			
			3
			3
			3
Cognate Minimum Credit Hours			9
Total Minimum Credit Hours			52

Student's Signature _____ Date _____

Advisor's Signature _____ Date _____

Appendix E: TEP Course Schedule 2019-2020

Orientation July 8, 9am-2pm Summer Quarter 2018: July 8- Aug. 30		
Course	Date/Time	Credits
CUI 4529 Foundations of Education for Linguistically Diverse Learners <i>(choose one section)</i>	Hybrid Online (secondary) Face-to-face sessions: July 9, 11, 16, 18, 23 10:00am-12:30pm	3
	Hybrid Online (secondary) Face-to-face sessions: July 9, 11, 16, 18, 23 1:00-3:30pm	
	Hybrid Online (elementary) Face-to-face sessions: July 9, 11, 16, 18, 23 1:00-3:30pm	
CUI 4505 Math across the Content Areas <i>(choose one section: Secondary and K-12)</i>	July 9, 11, 16, 18, 19, 22, 23, 24 9:30am-12:35pm	3
	July 9, 11, 16, 18, 19, 22, 23, 24 1:00-4:05pm	
CUI 4502 Elementary Science and Social Studies Methods for Cultural Linguistic Diversity <i>(Elementary only)</i>	July 9, 11, 16, 18, 19, 22, 23, 24 9:30am-12:35pm	
CUI 4031 Teaching and Learning Environments <i>(choose one section)</i>	Hybrid Online July 25-Aug 23 Face-to-face sessions: July 25, 30, Aug 1, 6, 8 10:00-12:20	3
	Hybrid Online July 25-Aug 23 Face-to-face sessions: July 25, 30, Aug 1, 6, 8 10:00-12:20	
	Hybrid Online July 25-Aug 23 Face-to-face sessions: July 25, 30, Aug 1, 6, 8 1:00-3:20	
TEP 4010 Foundations of Special Education <i>(choose one section)</i>	Hybrid Online July 25-Aug 23 Face-to-face sessions: July 25, 30, Aug 1, 6, 8 1:00-3:20	3
	Hybrid Online July 25-Aug 23 Face-to-face sessions: July 25, 30, Aug 1, 6, 8 1:00-3:20	
	Hybrid Online July 25-Aug 23 Face-to-face sessions: July 25, 30, Aug 1, 6, 8 10:00-12:20	
Total Summer: 12 credits		

Fall Quarter 2018: Sept. 9- Nov. 11		
Course	Date/Time	Credits
CUI 4540 Curriculum, Instruction, and Assessment I <i>(choose one section)</i>	Mondays 10-12:20 (Secondary)	3
	Mondays 10-12:20 (Elementary)	
	Mondays 1:00-3:20 (Secondary)	
TEP 4590 Literacy Instruction I <i>(choose one section)</i>	Mondays 10-12:20 (Secondary)	3
	Mondays 1:00-3:20 (Secondary)	
	Mondays 1:00-3:20 (Elementary)	
CUI 4503 Elementary Math Methods <i>(Elementary only)</i>	Mondays 4:00-6:50pm	4
TEP 4610: English in Secondary School <i>(Secondary English only)</i>	Mondays 4:00-6:50pm	
TEP 4620 Social Science in Secondary School <i>(Secondary Social Studies only)</i>	Mondays 4:00-6:50pm	
TEP 4630 Science in Secondary School <i>(Secondary Science only)</i>	Mondays 4:00-6:50pm	
TEP 4640 Math in Secondary School <i>(Secondary Math only)</i>	Mondays 4:00-6:50pm	
TEP 4520 K-12 Art Methods <i>(Art only)</i>	Mondays 4:00-6:50pm	
CFSP 4317 Special Topics in Special Education: Learning Differences <i>(Special Education only)</i>	Mondays 3:30-4:20	1
TEP 4690 Field Experience <i>(Select section with your assigned supervisor)</i>	3 days in field: Tues, Wed, Thurs Small Group Meetings: Mondays 9:00-9:50am Weeks 1, 3, 5, 7, and 9	1
Cognate #1 <i>(Dual-degree students have already completed cognate courses)</i>	Time varies. See cognate schedule	3
Total Fall: 14 credits with cognate 11 credits without cognate		

Winter Quarter 2019: Jan. 6- Mar. 16 (No Classes Jan. 20 MLK Day)		
Course	Date/Time	Credits
CUI 4541: Curriculum, Instruction, and Assessment II <i>(Choose one section)</i>	Mondays 10-12:20 (Secondary)	3
	Mondays 10-12:20 (Elementary)	
	Mondays 1:00-3:20 (Secondary)	
TEP 4591 Literacy Instruction II <i>(Choose one section)</i>	Mondays 10-12:20 (Secondary)	3
	Mondays 1:00-3:20 (Secondary)	
	Mondays 1:00-3:20 (Elementary)	
TEP 4690 Field Experience <i>(Select section with your assigned supervisor)</i>	3 days in field: Tues, Wed, Thurs Small Group Meetings: Weeks 1, 2, 5, 9 Mondays, 9-10am Whole Group Meeting Week 7: Feb. 17, 9-10	4
Cognate #2 <i>(Dual-degree students have already completed cognate courses)</i>	Time varies. See cognate schedule	3
Total Winter: 13 credits with cognate 10 credits without cognate		

Spring 2019: April 1- June 3 (No Classes May 27 Memorial Day)		
Course	Date/Time	Credits
CUI 4542: Curriculum, Instruction, and Assessment III <i>(choose one section)</i>	Hybrid Online March 27- May 6 Face-to-Face Meetings: Apr. 1, 8, 15, 22 9:00-11:20am	3
	Hybrid Online March 27- May 6 Face-to-Face Meetings: Apr. 1, 8, 15, 22 9:00-11:20am	
	Hybrid Online March 27- May 6 Face-to-Face Meetings: Apr. 1, 8, 15, 22 11:30-1:50pm	
CUI 4411: Workshop: Gifted and Talented Education <i>(choose one section)</i>	Hybrid Online March 27-May 6 Face-to-Face Meetings: Apr. 1, 8, 15, 22 11:30-1:50pm	3
	Hybrid Online March 27-May 6 Face-to-Face Meetings: Apr. 1, 8, 15, 22 11:30-1:50pm	
	Hybrid Online March 27-May 6 Face-to-Face Meetings: Apr. 1, 8, 15, 22 9:00-11:20am	
TEP 4690 Field Experience <i>(Select section with your assigned supervisor)</i>	3-5 days in field: April 1-April 25: Tuesday-Thursday April 29-June 7: Monday-Friday Whole Group Meeting: May 23 5:00-7:00pm	4
Cognate #3 <i>(Dual-degree students have already completed cognate courses)</i>	Time varies. See cognate schedule	3
Total Spring: 13 credits with cognate 10 credits without cognate		