



Morgridge College
of Education

CURRICULUM AND INSTRUCTION

Dual Undergraduate/Graduate Degree Program

Student Handbook

2009-2010

The University of Denver Curriculum and Instruction (C&I) Student Handbook provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of the degree programs in Curriculum and Instruction.

In addition to this handbook, the student should also refer to the *Morgridge College of Education (MCE) Bulletin* available on the handbook CD or on the MCE website. In some cases, its policies take precedence over the regulations of the C&I Student Handbook. Other institutional policies and procedures are also available on the University of Denver Graduate Studies website (www.du.edu/grad).

It is the student's responsibility to read and understand College and Program norms relating to the degree program, and to complete program requirements in a timely fashion.

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WELCOME FROM DR. PAUL MICHALEC
Program Chair of Curriculum and Instruction

Welcome to the Dual Undergraduate/Graduate Degree Program within Curriculum and Instruction (C&I). The unique nature of the Dual Degree program will allow you to earn an undergraduate degree, a Master of Arts (MA) in Curriculum and Instruction, and a recommendation for a teaching license within five years.

This handbook will serve as a general guide to the unique features of the program as well as a primer to the Morgridge College of Education (MCE) and Curriculum and Instruction policies and procedures. Please take the time to read this document and familiarize yourself with the resources in the Morgridge College of Education and within the University of Denver (DU) that will help you achieve your academic and professional goals.

In your junior year, you will take a series of three courses designed to give you a broad overview of contemporary issues in K-12 schools. Each course is linked to a field experience so that you can see real-life examples of theories we talk about in class. Additionally, all three courses will aid you in the process of making application to the Teacher Education Program.

Once you have completed the coursework and field experiences associated with the Teacher Education Program (TEP) in your fourth year, you will continue the scholarly tasks characteristic of a master's level program in your fifth year. The graduate courses in Curriculum and Instruction, *Introduction to Curriculum* and *Teacher as Researcher*, will immerse you in philosophical questions such as what to teach in schools, how to teach it, and practical skills such as ways to collect data on the effectiveness of your teaching. The next two courses are self-selected and are designed to deepen your understanding of a particular theme in education including: aesthetic education, urban education, literacy, technology, content area, and gifted education. Many of these courses are designed to build on and to extend the intellectual and practical groundwork laid out in TEP by furthering your ability to advocate for and teach in a classroom that is safe for all students, pedagogically creative, values moral imagination, honors diversity, and sustains an educational mission of democracy and social justice. Additionally, in your final year, you can select from a wide range of education courses and/or coursework in your undergraduate major/minor, all deepening your content knowledge of the subject matter you will be teaching or increasing your general knowledge of effective teaching.

One of the challenges you are likely to encounter, particularly in your fourth and fifth years of coursework, is adjusting to the academic expectations of the program. Many of the fellow graduate students you will be taking classes with may be older, career changers, and will have completed their undergraduate degree long ago. At the same time, you will also bring novel ideas and experiences to class. The potential challenge for you and your classmates will be learning to respect and honor each other as professional educators. As you navigate the administrative, instructional, and interpersonal dynamics of the Dual Degree program, the **Teacher Education Program Student Handbook** and the **Morgridge College of Education Bulletin** will serve as solid references during your journey. You will be responsible for the content in these documents, so know them well.

Please keep your instructors and advisors informed of any tensions or uncertainties that arise for you while you are enrolled in the program. The sooner we know what is going on, the sooner we can begin the process of remedying the situation; communication is key.

CURRICULUM AND INSTRUCTION FACULTY AND STAFF DIRECTORY

Don Trickel

Secondary Placement Coordinator/
Supervisor, Teacher Education Program
Wesley Hall, Room 209
303.871.6163
dtrickel@du.edu

Suzy Thompson

Elementary Placement Coordinator/
Supervisor, Teacher Education Program
Wesley Hall, Room 209
303.871.3365
sthomps1@du.edu

Nicholas J. Cutforth, Ph.D.

Associate Professor
Wesley Hall, Room 212
303.871.2477
ncutfort@du.edu

María del Carmen Salazar, Ph.D.

Assistant Professor
Wesley Hall, Room 211B
303.871.3772
msalazar@du.edu

Norma Hafenstein, Ph.D.

Assistant Professor
Director, Ricks Center for Gifted Children
303.871.2982
nhafenst@du.edu

Edith King, Ph.D.

Professor
Ammi Hyde, Room 208
303.871.2487
eking@du.edu

Paul Michalec, Ph.D.

Program Chair
Clinical Associate Professor
Wesley Hall, Room 208
303.871.7952
pmichale@du.edu

P. Bruce Uhrmacher, Ph.D.

Professor
Wesley Hall, Room 206
303.871.2483
buhrmach@du.edu

Karen Paul-Masaoka

Program Assistant
Wesley Hall, Room 205
303.871.7013
kpaulmas@du.edu

Andrea Appelhans

Grad Assistant
Wesley Hall, Room 205
303.871.2314
aappelha@du.edu

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. C&I students come to the program from a diverse array of professional backgrounds including: public educators, independent consultants, librarians, lawyers, independent film makers, technology specialists, adult educators, and food service. 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.

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 head, hand, and heart across a range of academic disciplines, educational settings, curriculum designs, philosophical commitments, and instructional strategies.

Program Philosophy and Mission

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:

- Academic engagement:** Maintaining high intellectual and scholarly expectations for all learners.
- Access and Equity:** ensuring availability of high-quality education for all learners.
- Authenticity:** teaching and leading with integrity and heart, showing up and being fully attentive and responsive.
- Community:** working together across academic disciplines, personal characteristics, community contexts, and cultural backgrounds from a commitment to mutual respect and support.
 - Innovative curriculum and pedagogy:** responding to learning challenges with novel ideas, curriculum, and teaching techniques.
 - Transformational learning and leadership:** advocating for and creating learning spaces where students, classrooms, and educational systems can flourish.

Essential threads/lenses:

- | | |
|--|----------------------------|
| -Aesthetics in Education | -Multicultural Education |
| -Alternative Education | -Foundations of Education |
| -Community Engagement/Service Learning | -Social Justice |
| -Cultural Competency | -Spirituality in Education |
| -Eco Justice/Environmental Education | -Teacher Education |
| -Gifted Education | -Technology |
| -Global Education | -Urban education |
| -Linguistic Diversity | |

Vision

Curriculum and Instruction seeks to be a leader in the development, implementation, and evaluation of curriculum and instructional strategies that integrate theory, practice and heart in pursuit of making a difference in the lives of all learners.

Dispositions

In the professional preparation of C&I graduate students, we observe, review, and assist students in the development of three learning characteristics: knowledge, skills, and dispositions.

Knowledge is most often understood as “book-knowledge” or the dominant intellectual conversations in your field of study and is measured in individual courses, academic portfolio reviews, and comprehensive exams/capstone exams. The principle **skill** students in C&I learn and apply is research and the critical consumption of educational theory, policy, implementation, evaluation, and scholarship. For doctoral students, the culmination of these skills is most evident in their dissertation research. C&I master’s students develop an understanding of how to ask good questions about their practice and how to gather and analyze data to answer those questions. C&I graduate students should demonstrate knowledge and skill competency in the areas of curriculum, instruction, diversity, authenticity, foundations, and research. A graduate of our program should be able to respond to a wide-range of curricular, practical, and policy challenges characteristic of public schools, private schools, or non-profit educational arenas.

Dispositions reside at the interface between knowledge and skills, the space between what graduate students know about the theory and practice of education and how they enact that knowledge in classrooms. Dispositions infuse actions with the unique intentions of the actor. They are important to monitor because the same action can elicit differing outcomes relative to the disposition of the actor. For instance, a graduate student can raise a question in class that challenges everyone to higher levels of intellectual engagement, or the same graduate student can raise a question in a way that feels threatening, belittling, or dismissive. Or a teacher can implement a management plan based on the best interest of the student or based on a negative set of stereotypes or a deficit orientation to student behavior.

In the Dual Degree program, we value dispositions that sustain a rigorous, challenging, and collegial learning environment and we do not support dispositions that are mean spirited, derisive, or undemocratic. Examples of dispositions we hold in the program include: hard working, determined, reflective practice, sense of purpose, life-long learning, community, serving the public good, intellectual and personal flexibility, caring, creative, open minded, sense of humor, 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 and help to maintain a learning environment of “mutual respect,” “personal safety,” and “individual rights.” A fuller description of the University Honor Code can be found in the MCE Bulletin.

Program Faculty

Courses in Curriculum and Instruction are taught by tenure and clinical faculty in Curriculum and Instruction, as well as adjunct faculty members who represent a wide-range of professional and academic backgrounds. This includes private and public school educators, educational policy makers, K-12 curriculum specialists and consultants, professionals from non-profit educational settings, and current doctoral students. Many adjuncts are working professionals who bring their practical expertise and current policy knowledge to the courses they teach.

Unlike tenure and clinical faculty, adjuncts teach on a limited basis (typically one course a year) and are generally less engaged in the world of research, although they may be quite active leading workshop, presenting at conferences or consulting within their communities.

Paul Michalec, Ph.D.

Program Chair of Curriculum and Instruction

As Program Chair of Curriculum and Instruction (C&I), Dr. Michalec oversees the development, implementation, and evaluation of all programs in C&I. He reviews program handbooks, evaluates student applications, helps distribute financial aid, meets with prospective students, plans faculty meetings, teaches, conducts on research, and advises graduate students.

As the Lead Faculty for the Dual Degree program, he is also responsible for developing and implementing the curriculum, and networking across campus with other faculty members and advisors to ensure a seamless dual degree program. He is also the principle faculty instructor and advisor for the program.

Dr. Michalec has a B.S. in Environmental Education from Cornell University, a M.A. in Experiential Education from Mankato State University, and a Ph.D. in Multicultural/Social Foundations of Education from the University of Colorado at Boulder. He taught elementary science and environmental education before starting his graduate career, and served as the director of student teaching at Skidmore College before coming to the University of Denver. Dr. Michalec's teaching and scholarly areas of interest include teacher education, radical pedagogy, philosophy of education, history of education, environmental education, and spirituality in education. He believes that, above anything else, teaching is about relationships and transformative educational experiences. When Dr. Michalec is away from work, he is usually out hiking/skiing in the mountains, riding his road bike, or painting.

DUAL DEGREE MISSION AND PROGRAM THEMES

The main mission of the Dual Degree program is to prepare highly educated (academically, pedagogically, and personally) elementary and secondary teachers for schools in the United States. Additionally, the Dual Degree program will provide perspective teachers with the necessary social, political, and cultural knowledge to understand the diverse backgrounds of their potential students and to turn that understanding into effective forms of teaching. The program is organized around the following themes:

-Content Knowledge Expertise

The Dual Degree program is committed to the task of ensuring that all graduating teachers are well qualified academically to teach the content areas outlined in their job description. This goal is accomplished, in part, by linking a teacher candidate's undergraduate course selection with upper level content area courses. The essential question guiding learning in this domain is: What do you teach?

-Effective Instruction

The Dual Degree program believes that effective instruction requires both technical skill and cultural understanding. We approach teaching from an asset model rather than a deficit model. All students can achieve if their teacher offers the right combination of academic support and intellectual challenge. Knowing how to find this balance requires knowledge of curriculum, lesson planning, and the application of student-centered forms of teaching. Effective instruction also requires responsiveness to the social, cultural, and linguistic identities that students bring to school. A successful teacher will value diversity and look for ways to bridge home and school contexts. The essential question guiding learning in this domain is: How will you teach?

-Pedagogical Justification

During your teaching, a principal or a parent is likely to ask you the following question: Why do you believe that your way of teaching is better than any other approach to teaching? Knowing how to answer this question can make all the difference in your level of instructional confidence. Your answer will draw from your courses that taught you how to teach and those courses that offered you curricular or philosophical rationale for teaching in a certain style. The essential question guiding learning in this domain is: Why do you value a certain approach to teaching?

-Teacher Selfhood

The most successful teachers tend to show up in their classrooms for reasons greater than collecting a paycheck. Students realize that their teacher cares deeply about the subject matter and these teachers constantly look for ways to introduce their students to the love of learning. Teachers like this embody a sense of calling into the profession of teaching. Teaching in a metaphysical sense is who they are in their head, heart, and spirit. The Dual Degree program will offer you many opportunities in courses and field experiences to reflect on the ways that teaching may or may not be core to your sense of selfhood. The essential question guiding learning in this domain is: What are the unique sets of passions and gifts that call you into the profession of teaching?

-Graduate Level Work

Dual Degree students are expected to approach their learning from a level of scholarly thought, critical analysis, and creative problem solving consistent with graduate school. This means paying attention to the content of academic material you read in class and reflecting on the ways that educational writings influence your thinking about schooling. In some cases, you may fully embrace an author's point of view, and in other cases you will have to support a view that suggests an author's ideas are incorrect. In either scenario, knowing how to present a pedagogical position grounded in the wider academic literature on education is essential. The essential question guiding learning in this domain is: Which intellectual tradition best supports your educational thinking and pedagogy?

**CURRICULUM AND INSTRUCTION
DUAL UNDERGRADUATE/
GRADUATE DEGREE PROGRAM
COURSE REQUIREMENTS**

Undergraduate Requirements:	183 credits
Morgridge College of Education:	60 credits
Total Hours:	243 credits
	<u>-15 credits</u> (these are double hours counted toward both degrees)
Final Total:	228 credits

Major Requirements (min. 40 credits):

Major _____
Total: _____

Additional Liberal Arts (min. 40 credits):

Total: _____

University Requirements:

CAMPUS CONNECTION	_____	1.0	_____
CREATIVE EXPRESSION	_____	4.0	_____
FRESHMAN ENGLISH (12 Credits)	_____	4.0	_____
	_____	4.0	_____
	_____	4.0	_____
ARTS & HUMANITIES FOUNDATIONS (8 Credits)	_____	4.0	_____
	_____	4.0	_____
SOCIAL SCIENCES FOUNDATIONS (8 Credits)	_____	4.0	_____
	_____	4.0	_____
NATURAL SCIENCES FOUNDATIONS (8 Credits)	_____	4.0	_____
	_____	4.0	_____
MATH CORE	_____	4.0	_____
	_____	4.0	_____

Additional State Requirements:

ARTS & HUMANITIES	_____	4.0	_____
SOCIAL SCIENCES (must be a history course)	_____	4.0	_____

MATH & COMPUTER SCIENCE _____ 4.0 _____

NATURAL SCIENCES _____ 4.0 _____

MCE Requirements: 60 Credits

Note: Courses below are determined by licensure track.

All Candidates:

TEP 3590 Literacy	6.0	_____
TEP 3016 Persp Amer Education	6.0	_____
TEP 3010 Educ Psych	3.0	_____
CUI 3801 Iss. in K-12 Education	3.0	_____
CUI 3990 Srv. Learning in Comm.	3.0	_____
CUI 3991 Independent. Study	2.0	_____
CUI 4020 Intro to Curriculum	3.0	_____
CUI 4058 Teacher as Researcher	3.0	_____
CUI xxxx _____	3.0	_____
CUI xxxx _____	3.0	_____

Elementary Candidates:

TEP 3561 Elem. Curriculum I	4.0	_____
TEP 3562 Elem. Curriculum II	4.0	_____
TEP 3571 Elem. Art, Music, PE	3.0	_____
TEP 3690 Elem. Student Tch	14.0	_____

Secondary Candidates:

TEP 3600 Intro to Sec Methods	5.0	_____
TEP 3670 Diversity in Education	2.0	_____
TEP 3610-3640 Sec. Content	4.0	_____
TEP 3790 Sec. Student Tch	14.0	_____

K-12 Art/Music/Foreign Language Candidates:

TEP 3581 Elem. Music Methods OR	5.0	_____
TEP 3781 Elem. Art Methods OR	5.0	_____
TEP 3600 Intro to Sec Methods (For. Lang.)	5.0	_____
TEP 3582 Sec. Music Methods OR	4.0	_____
TEP 3782 Sec. Art Methods OR	4.0	_____
TEP 3650 For. Lang. Methods	4.0	_____
TEP 3670 Diversity in Education	2.0	_____
TEP 3690 / TEP 3790 Student Tch	14.0	_____

CURRICULUM AND INSTRUCTION
DUAL UNDERGRADUATE/GRADUATE DEGREE PROGRAM
 Academic Course Overview and Sequence

	Fall	Winter	Spring
<u>Year 1</u> (undergraduate degree.)			
<u>Year 2</u> (undergraduate degree.)			
<u>Year 3</u> (undergraduate degree plus 100 hrs service learning.)	CUI 3991 (2) With service learning.	CUI 3801 (3) With service learning.	CUI 3990 (3) With service learning.
<u>Year 4: <i>Elementary</i></u> (Elementary Teaching License through the Teacher Education Program.)	TEP 3690 (1) TEP 3590 (3) TEP 3561 (4) TEP 3571 (3) TEP 3016 (3) Field Experience (12 days)	TEP 3690 (1) TEP 3590 (3) TEP 3562 (4) TEP 3010 (3) TEP 3016 (3) Field Experience (23 days)	TEP 3690 (12) Student Teaching (65 days)
<u>Year 4: <i>Secondary</i></u> (Secondary Teaching License through the Teacher Education Program.)	TEP 3790 (1) TEP 3590 (3) TEP 3600 (5) TEP 3670 (2) TEP 3016 (3) Field Experience (12 days)	TEP 3790 (1) TEP 3590 (3) TEP 3610, 3620, 3630, 3640 (4) TEP 3010 (3) TEP 3016 (3) Field Experience (23 days)	TEP 3790 (12) Student Teaching (65 days)
<u>Year 4: <i>K-12 Art/Music/Foreign Language</i></u> (K-12 Art/Music/Foreign Language Teaching License through the Teacher Education Program.)	TEP 3690 (1) TEP 3590 (3) TEP 3781 or 3581 or 3600(5) TEP 3670 (2) TEP 3016 (3) Field Experience (12 days)	TEP 3790 (1) TEP 3590 (3) TEP 3782 or 3582 or 3650 (4) TEP 3010 (3) TEP 3016 (3) Field Experience (23 days)	TEP 3790 (12) Student Teaching (65 days)
<u>Year 5</u> (undergraduate courses, advanced courses in the discipline, advanced courses in education.)	CUI 4020 (3) CUI xxxx (3) (An upper level education course in the student's area of interest.) Electives (6) additional courses in education or advanced courses in undergraduate major.	CUI 4058 (3) CUI xxxx (3) (An upper level education course in the student's area of interest.) Electives (6) additional courses in education or advanced courses in undergraduate major.	Electives (12) additional courses in education or advanced courses in undergraduate major/minor.

COURSE DESCRIPTIONS

Please see the University of Denver on-line catalog for a full list of TEP and CUI course descriptions.

CUI 3801 Current Issues in K-12 Education

This course will introduce prospective K-12 educators to the contemporary social, political, pedagogical, and curricular context of schooling. Major areas of analysis and discussion will include: gender, social class, cultural competency, linguistically diverse education, funding, sexual orientation, educational policy, and diversity. The course will attempt a critical, reflective, and balanced view of schooling for the purpose of helping students develop the ability to interpret and respond to the challenges associated with teaching in modern schools. Course work will be paired with a service learning field experience in an urban educational setting characterized as linguistically and culturally diverse.

CUI 3990 Service Learning in Community

This course provides students with the opportunity to serve in the community and to reflect on their service experiences in a classroom setting through structured and meaningful reflection sessions. Students will examine a variety of topics, including the nature and significance of service-learning, motives for service, community action as a means for positive social change, and the relationship between service-learning, social justice, and civic responsibility. (For students in the Dual Degree Program, this course will continue the development and understanding of themes and topics outlined in CUI: 3801. Special emphasis will be placed on preparation for teaching linguistically and culturally diverse students in urban schools.)

CUI 3991 Independent Study

This course will allow students, through the lens of their developing professional identity as an educator in K-12 settings, the flexibility to conduct a more extensive research project on a topic of personal interest. The focus, structure, and learning outcomes of the study will be developed in conjunction with the student's academic advisor in Curriculum and Instruction.

PROGRAM ADVISOR

When a student is admitted to the Undergraduate/Graduate Dual Degree program, a Morgridge College of Education (MCE) faculty advisor is assigned. Students should still consult with their undergraduate advisor and the MCE 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 advisors on a regular basis.*

ORIENTATION

As part of the Dual Degree program, students participate in the 40-credit Teacher Education Program (TEP). During this time, students are **required** to attend the TEP Orientation, generally held in mid to late August, and are responsible in fulfilling all other orientation and new student requirements associated with TEP. The two-day orientation provides vital information regarding policies and procedures in relation to the altered course schedule in TEP, field placement and student teaching responsibilities, and expectations as an MCE graduate student. It also gives you an opportunity to meet other students, faculty and staff members.

REGISTRATION

It is the student's responsibility to register within the University's official registration time period. All students should register online via webCentral (<http://webcentral.du.edu>) during their designated registration time.

Students should check their current Enrollment Status online before attempting to register. The *Check Enrollment Status* page provides information including a student's individual time assignment for priority registration, registration holds that will block registration if not cleared and other items that may affect the student's ability to register.

- Once logged in to [webCentral](#), select the "myWeb" tab, choose "Student and Financial Aid", click on "Check your Registration Status", select the term and submit.

Students can register at or after their assigned registration time through the last business day prior to the first day of the quarter. Students who do not register prior to the first day of the quarter will be assessed a *late-registration service charge* that cannot be waived.

For your third year, you will need to submit a "Graduate Credit for an Undergraduate Student" form for prior to registering for your 300-level courses in Curriculum and Instruction. The form is available on the Center for Academic Advising website (<http://www.du.edu/thecenter>). Please confer with your faculty advisor to ensure all paperwork is completed in a timely manner.

COMPREHENSIVE EXAMINATION

Purpose

The purpose of the Comprehensive Examination is to provide students with the opportunity to demonstrate the ability to integrate the information and knowledge of curriculum theory and practice acquired during the degree program.

The exam is offered once each quarter. Students take the capstone exam no earlier than the quarter in which they are taking their final class. Each student must register in advance for the capstone exam according to University deadlines with the MCE Office of Admissions and Enrollment Services. There will be a registration fee.

Format

The exam is a take-home test with four interrelated questions. You will be given two weeks to prepare your response (10-12 pages), which should be organized, coherent, and carefully proofread. The purpose of the exam is to articulate or make a persuasive argument for your new understandings of: what it means to be a teacher, the nature of education, and practice teaching. You will be asked to consider your teaching and scholarship through the following four lenses and questions: content knowledge (“What will you teach?”), pedagogy (“How will you teach?”), philosophy (“Why will you teach the way you teach?”), and heart (“Why are you called to teaching over other professions?”).

Your response to these questions will be reviewed by Curriculum and Instruction faculty along two dimensions. The first is your ability to describe your core beliefs and practices on teaching (more of a personal narrative). And the second dimension is your ability to present a scholarly/defensible point of view for your beliefs and practices (more of an analytic/academic narrative). Where appropriate, you will be expected to provide citations and quotes to support your personal and academic understandings of what it means to be the kind of educator you find yourself becoming as you near completion of your master’s degree in Curriculum and Instruction.

Unless otherwise indicated on the examination, readers of examinations consider the following criteria in evaluating exams:

- degree of intellectual power shown
- evidence of background of factual information
- extent to which discussion was directed to the essential points
- ability to express in clear and concise language

Criteria

Accuracy in addressing the questions

Without omitting parts of a question and without answering questions that were not asked.

Ability to write with coherence and clarity

While few questions can be answered by a simple yes or no, as a teacher you are required often to take what seems to be the best and/or most responsible position in terms of the evidence you have available at that time. In writing your responses in this examination, ask yourself if a reader is able to identify clearly and directly the point of view you are developing. At this level of study, you should be able to express yourself in clear and direct prose. Are you developing your responses logically and coherently? Poorly stated and illogically presented responses obscure rather than illuminate. Can a reader follow the structure of your argument? Do you use correct grammar, construction, form?

Competence in applying information

To take a position on an issue is more than to repeat your own biases. You need to provide evidence in the form of bibliographic references, specific data, and quotations (direct or indirect) from authorities to substantiate the points you make. As a scholar in the field you are expected to be able to demonstrate that your opinions are well-informed.

Assessment:

Written examinations are assigned a code number and graded by at least two readers who must agree on the score. If the readers are unable to agree on a score, an additional reader is assigned by the Associate Dean of the Morgridge College of Education. The additional reader scores the examination without knowing the scores given by the primary readers, and the majority score is finally assigned to the exam. Students may appeal exam evaluations using the Appeal Procedure for Graduate Student Grievances.

The following scoring categories are utilized to grade exams:

Comp Exam	<p>-Pass with Honors</p> <p>-Pass</p> <p>-Conditional Pass: The student is given a limited time to rewrite and resubmit a portion of the exam.</p> <p>-Fail: The student has the option to retake the test when it is offered again.</p>
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Notification of Exam Results

You will be notified in writing of the results of your examination. It takes approximately 4-6 weeks for the exams to be scored and the results to be sent.

Questions About Exams

Any questions regarding the written exam process should be directed to the MCE Office of Admissions and Enrollment Services. Any questions regarding the nature of content of exams or how to prepare for them should be directed to your advisor.

GRADUATION

Completing a dual degree through 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. Undergraduate and graduate applications for graduation must be turned into the appropriate offices by the official deadlines. Students should check with the MCE Office of Admissions and Enrollment Services to verify that all paperwork is completed in a timely manner.

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.

UNIVERSITY OF DENVER HONOR CODE

www.du.edu/honorcode

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.

Rationale. The *Code* was developed following discussions among a broad range of constituencies within the University encompassing students, faculty, staff, administrators, and trustees. The *Honor Code* is a living document that will evolve with time. In order to better foster and advance an environment of ethical conduct in the academic community of the University both substantive requirements and enforcement procedures may be amended by the University to reflect experience gained from its implementation.

Authority. Any modification of the *Honor Code*, other than to the procedures governing its enforcement, must be approved by the Board of Trustees upon recommendation from the

Provost. Modifications and variations in procedures governing enforcement of the *Code*, including the use of alternative procedures in specific context as mandated by federal or state law, are subject to the approval of the Provost. In addition, upon recommendation from a Dean or the Faculty Senate, the Provost, in his or her sole discretion, may permit individual units or divisions of the University to adopt and implement area-specific descriptions of conduct violative of the *Honor Code*, provided that such descriptions do not authorize or condone conduct prohibited by, or inconsistent with, the *Code*.

Enforcement. The *University of Denver Honor Code Procedures Governing Students* shall govern and be followed in the case of any student at the University who is accused of violating the *Honor Code*. The University's *Faculty Personnel Guidelines Relating to Appointment, Promotion, and Tenure* shall govern and be followed in the case of any faculty member who is accused of violating the *Honor Code*. The University's *Employee Handbook of Personnel Guidelines & Procedures* shall govern and be followed in the case of any non-faculty employee who is accused of violating the *Honor Code*. The By-Laws, or other Board policies, of Colorado Seminary or the University of Denver shall govern and be followed in the case of any trustee who is accused of violating the *Honor Code*. Any conflict or dispute concerning which procedure governs in the enforcement of this *Honor Code* shall be resolved by the Provost, or, in the case of the trustees, by the Board of Trustees.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The University of Denver complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment." Students have the right to inspect their education records at the University and to request amendment to those records if they believe them to be inaccurate. The FERPA law, and its implementing regulations, may be viewed in the Office of the Registrar, University Hall, B133 or online at www.du.edu/registrar/general/privacypolicy.html.

UNIVERSITY OF DENVER (DU) EMAIL

The University has adopted a policy that all official University correspondence will be sent to DU email address **only**. Your DU email address is the venue with which the faculty, staff, and University communicate with you. Important information on policies, emergency notices, meeting and even notifications, course syllabi and requirements, room changes, financial aid, correspondence between faculty and staff with students, etc. will all come to you through your DU email. Students are responsible for all information sent to them via their University assigned email account. If you prefer an alternative address, please make sure that you set up your DU email to be forwarded to your email of choice. This can be accomplished through "myWeb" on webCentral. See the University's email policy at <http://www.du.edu/uts/policies/1email.html>.

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.