



Morgridge College
of Education

CURRICULUM AND INSTRUCTION

Combined Licensure and Master's Program (CLAMP)

Student Handbook

2007-2008

The University of Denver Curriculum and Instruction Student Handbook provides prospective and admitted students with policies and procedures to assist them as they progress through the requirements of the master's degree program in Curriculum and Instruction.

In addition to this handbook, the student should also refer to the *Morgridge College of Education Bulletin* available on the handbook CD. 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.

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.

TABLE OF CONTENTS

General Information

Introduction.....	4
Morgridge College of Education Mission and Vision	4
Curriculum and Instruction Overview	
Dispositions	5
Degree Programs	6
MA with a concentration in Teacher Education.....	6
Degree Requirements.....	7
Course Requirements	10
Course Descriptions	11

Plan of Study

Advisor.....	14
Orientation	14
Course Work Plan.....	14
Course Work Plan Form	15
Capstone Examination	17
Graduation.....	19
Continuing Your Education	19

Policies and Procedures

University and Morgridge College of Education Policies and Procedures.....	20
Professionalism in C&I.....	20
University Honor Code	20
Student Support and Dismissal Protocol.....	20
DU Email	21
Student Mailboxes	22

Program Facilitators

C&I Faculty and Staff.....	23
MCE Office of Admissions & Enrollment Services.....	24
Curriculum and Instruction Student Association.....	24

INTRODUCTION

Welcome to graduate studies in the Morgridge College of Education (MCE) and the division of Curriculum and Instruction (C&I). As a college and as a division, we strive to provide you with the best possible faculty, courses, instructional strategies, and field experiences to realize your dream of becoming a highly effective scholar and educator. Throughout your career as a student in Morgridge and in C&I, you will likely encounter many intellectual and professional challenges to your views on education. And we expect to be challenged and changed, as well, by your questions, insights, and lived experiences. Together, we will work toward the development of the most effective pedagogy, curriculum, scholarship, and care for students that is needed to address the current state of education in both private and public settings.

Virginia R. Maloney, Ph.D.

Dean
Morgridge College of Education
Ammi Hyde Building
303.871.3828
gmaloney@du.edu

Paul Michalec, Ph.D.

Program Chair
Curriculum and Instruction
Wesley Hall
303.871.7952
pmichale@du.edu

MORGRIDGE COLLEGE OF EDUCATION MISSION STATEMENT

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

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

MORGRIDGE COLLEGE OF EDUCATION VISION

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

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

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

CURRICULUM AND INSTRUCTION OVERVIEW

In Curriculum and Instruction (C&I), we are educators dedicated to helping you become the best leader and change agent possible. Whether you intend to become a professor, a master teacher, curriculum developer, or consultant, C&I can help you develop into a bold leader and innovator equipped with cutting-edge research skills, creative educational visions based on established academic disciplines, moral imagination, and social responsibility. 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.

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 CLAMP, 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.

Degree Programs in C&I

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

In addition to the fine facilities at the University of Denver, there are several features of C&I that distinguish it as a strong graduate program. We are particularly fortunate to have an outstanding faculty. Professors are leaders in their fields and demonstrate a deep commitment to students’ academic and personal growth. Our students have graduated to become teachers; master teachers; professors; consultants to educational and business institutions; curriculum developers for museums, national parks, school districts and zoos; school district administrators; headmasters of private schools; teachers and curriculum developers for the Department of Defense schools, and leaders of education related non-profit organizations, both inside and outside the United States. Smaller class sizes are another distinguishing feature of our program. It enables us to learn more of one another and engage in on-going dialogues, form study groups and provide personalized advice about the direction of an essay, project or dissertation. Personal and professional relationships form and continue long after graduate school. Most C&I classes are offered so that CLAMP students can complete their degree while teaching full time.

Master of Arts with a Concentration in Teacher Education

The Combined License and Master’s Program (CLAMP) is a 52-credit MA course of study designed especially for prospective classroom teachers. The program fulfills state requirements for teaching licensure and leads to the MA in Curriculum and Instruction with a concentration in Teacher Education. Your master’s work continues as you move from completing the professional tasks associated with 40-credit licensure coursework in the Teacher Education Program (TEP) to beginning the scholarly tasks characteristic of CLAMP. Ahead of you are four C&I courses. You select two classes consistent with your deeper intellectual interests from one of six strands, including: aesthetic education, urban education, literacy, technology, content area, and gifted education. The two remaining courses (Introduction to Curriculum and Teacher as Researcher) will provide you with a grounding 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. C&I courses build on and extend the groundwork laid in TEP by furthering your ability to advocate for and teach in a classroom that is safe for all students, is pedagogically creative, values moral imagination, honors diversity, and sustains an educational mission of democracy and social justice.

COMBINED LICENSURE AND MASTER'S PROGRAM DEGREE REQUIREMENTS

Teacher Education Courses

Students take 40 credits of teacher education courses for recommendation in teaching licensure in one of the following areas:

- Elementary Ed (K-6)
- Secondary Ed (7-12, English, Foreign Language, Math, Science, or Social Studies)
- Art (K-12)
- Music (K-12)

Strand Courses for CLAMP

During the summer quarter after completing TEP, students take at least 6 quarter hours (usually two 3-credit courses) in one of the following areas: aesthetic education, literacy, technology, urban education, gifted education, or content area.

Please note: Strands are subject to change based on professor availability and student interest. See your advisor for current course information.

Aesthetic Foundations of Education Strand

The Aesthetic Foundation strand focuses on infusing arts in the core curriculum. Music and drawing are key components of good literacy instruction, and dance and theater can help students internalize concepts in many subject areas. The Aesthetic Education Strand is linked to the well-known Aesthetic Education Institute of Colorado (AEIC), which is held each summer on the University of Denver campus.

- CUI 4170 The Arts in Education (3 qtr.hrs.)
- CUI 4172 Aesthetic Foundations of Education (3 qtr. hrs.)

Literacy Strand

Becoming literate is one of the central purposes of elementary and secondary schools. Yet, in our increasingly diverse society, ensuring that all children achieve this goal presents profound challenges. The purpose of this course is to develop the knowledge that teachers in K-6 settings need in order to assess students' abilities, to select appropriate instructional strategies, and to design effective instructional programs leading to increased listening, speaking, reading, and writing competencies of all children. Discussions will address both theoretical issues and practical classroom approaches.

- CUI 4028 Instruction and Assessment (3 qtr. hrs.)
- CUI 4029 Issues in Literacy (3 qtr. hrs.)

Technology Strand

This strand will prepare teachers at all levels, from kindergarten through 12th grade, to effectively incorporate technology into their classrooms. The classes will focus on theoretical and practical aspects of computer assisted learning in the context of other educational reform initiatives, particularly the standards-based movement.

- CUI 4040 Teaching with Technology: Introduction to Theories and Practices (4 qtr. hrs.)
- CUI 4045 Teaching with Technology: Practicum (2 qtr. hrs.)

Urban Education Strand

This strand will focus on the complex problems and unique possibilities that face teachers in culturally diverse, urban schools. We will consider both theoretical perspectives and practical, applied approaches. Course experiences will include a combination of lectures, discussions, field trips, and guest speakers as we explore the family, community, and school environments and their relationships to the academic success of children and youth in urban schools.

- CUI 4034 Curriculum and Cultural Context (3 qtr. hrs.)
- CUI 4035 Urban Education: Problems and Perspectives (3 qtr. hrs.)

Gifted Education

The gifted strand provides teachers an introductory conceptual understanding of gifted children (their needs and appropriate educational strategies). Gifted children face unique challenges both within schools and classrooms. Courses in this strand will provide teachers with information related to the characteristics and education needs of this population. Special attention is given to the application of relevant theory in classrooms. Course experiences will include a combination of lectures, discussion, and practical application. Courses in this strand may be applied towards the Certificate in Gifted Education, required to apply for CDE endorsement as an instructor for the gifted.

- CUI 4400 Nature and Needs of the Gifted (3 qtr. hrs.)
 - CUI 4401 Psychological Aspects of the Gifted (3 qtr. hrs.)
- OR
- One of the above courses (CUI 4400, CUI 4401) and either
 - CUI 4402 Curriculum for the Gifted (3 qtr. hrs.) (instructor approval required) or
 - CUI 4403 Instructional Strategies for the Gifted (3 qtr. hrs.) (instructor approval required)

Content Area Strand

This option is available for Secondary Education students who wish to extend their knowledge of their subject area by taking graduate level courses. The Content Area Strand prepares students to develop more sophisticated curricula as a result of deeper understanding of their discipline. Specific courses (total at least 6 quarter hours, to be taken any quarter) vary by department and student background, must be graduate level, and must be approved by an advisor and the department chair. The student is solely responsible for identifying potential courses and/or arranging for a directed reading with a DU faculty member. This can be challenging at times, so be prepared for the extra work that goes along with organizing this sequence.

Curriculum Leadership Courses

Students round out their master's program with two 3-credit courses, taken in the fall and winter quarters. "Introduction to Curriculum" explores theoretical orientations to curriculum development. In "Teacher as Researcher," students examine and discuss their own teaching practices through techniques of action research. (6 qtr. hrs. minimum)

- CUI 4020 Introduction to Curriculum (3 qtr. hrs.)
- CUI 4058 Teacher as Researcher (3 qtr. hrs.)



All students are required to complete a course work plan with their advisors. CLAMP students must take courses in their strand area and in curriculum leadership. All 12 hours of the curriculum leadership and strand courses must be taken on the DU campus. The minimum requirement for the program is 52 quarter hours.

Qtr. Hrs.

I. TEACHER EDUCATION PROGRAM.....40

II. CURRICULUM AND INSTRUCTION

A. Strand (minimum 6 credits required)

Choose two courses within selected strand.

CUI 4170 The Arts in Education3

CUI 4172 Aesthetic Foundations of Education3

CUI 4028 Literacy Instruction and Assessment3

CUI 4029 Issues in Literacy3

CUI 4040 Teaching with Technology: Intro to Theories and Practice4

CUI 4045 Teaching with Technology: Practicum2

CUI 4034 Curriculum and Cultural Context.....3

CUI 4035 Urban Education: Problems and Perspectives3

Content Area (in consultation with advisor).....6

(Gifted classes must be selected in consultation with an academic advisor).

CUI 4400 Nature and Needs of Gifted Learners3

CUI 4401 Psychological Aspects of Giftedness3

CUI 4402 Curriculum for Gifted Learners3

CUI 4403 Instructional Strategies for Gifted Learners.....3

B. Curriculum Leadership (minimum 6 credits required)

CUI 4020 Introduction to Curriculum3

CUI 4058 Teacher as Researcher.....3

COURSE DESCRIPTIONS

The following are descriptions of Curriculum and Instruction courses you might take as part of your degree program. Some of the classes are offered only certain quarters and/or years. Check the DU website under *course schedules* to find current offerings.

- CUI 4020 Introduction to Curriculum** 3 qtr. hrs
Introduces curriculum theory and curriculum as a field of study; includes study of scholars such as John Dewey, Eleanor Duckworth and Elliot Eisner, among others.
- CUI 4028 Literacy Instruction and Assessment** 3 qtr. hrs
Organized around a developmental continuum for literacy acquisition. Addresses best research-based practices that allow teachers to assess students' abilities and to select appropriate instructional strategies leading to communicative competence for all children.
- CUI 4029 Issues in Literacy** 3 qtr. hrs
Prepares educators to participate thoughtfully and critically in often-contentious discourse about literacy. Examines the research base that supports sound policy and practice regarding literacy instruction.
- CUI 4034 Curriculum and Cultural Context** 3 qtr. hrs
Influence of cultural, political, sociological and economic factors on curriculum at instructional, institutional, societal and ideological levels.
- CUI 4035 Urban Education: Problems and Perspectives** 3 qtr. hrs
Focuses on the complex problems and unique possibilities that face teachers in culturally diverse urban schools. Students will consider both theoretical perspectives and practical, applied approaches as they explore the family, community and school environments, as well as their relationships to the academic success of children and youth in urban schools.
- CUI 4040 Teaching With Technology: Introduction to Theories and Practices** 4 qtr. hrs
This course will provide resources, practice, and guidance to teachers who wish to improve their ability to use technology effectively. The objective is to give the students experience with hardware, software, teaching techniques, and technology management strategies.
- CUI 4045 Teaching with Technology: Practicum** 2 qtr. hrs
Under the supervision of the professor, students will generate technological applications relevant to their own work settings using ideas and concepts learned in CUI 4040.

- CUI 4058** **Teacher as Researcher** 3 qtr. hrs
Emerging philosophical and methodological issues that arise when school practitioners undertake research within their own sites; range of research traditions including quantitative, statistical research and qualitative methodologies; mastering relevant skills and accessing resources for students to be better prepared to conduct their own inquiries and understand and solve problems.
- CUI 4170** **The Arts in Education** 3 qtr. hrs
This seven day institute is designed to engage participants in a challenging exploration of the creative process through workshops with professional artists in the disciplines of dance, visual arts, creative writing, music, and theatre, and to provide a greater understanding of the theory and practical applications of school reform.
- CUI 4172** **Aesthetic Foundations in Education** 3 qtr. hrs
Educational enterprise from aesthetic viewpoints; examination of a number of aesthetic theories and exploration of implications for curriculum, teaching, and evaluation.
- CUI 4400** **The Nature and Needs of Gifted Learners** 3 qtr. hrs
Provides the foundational background necessary for understanding and working effectively with gifted and talented learners, including the nature and definition of giftedness; types of giftedness; the relationship of giftedness to intelligence and creativity; the relationship between giftedness and child, adolescent, and adult development; and the special educational needs of gifted learners. Emphasis is also placed on the identification of giftedness, including models and systems of identification, identification instruments, and special issues related to identification of sub-populations of gifted students.
- CUI 4401** **Psychological Aspects of Giftedness** 3 qtr. hrs
Focus on the psychological development of gifted children and adolescents, including current cognitive and developmental theory, interaction between giftedness and social-environmental context, and implications of the psychology of giftedness for education. Specific topics include the psychological needs of gifted individuals, exceptionally gifted individuals, perfectionism, underachievement, stress, gender-related issues, and motivation.
- CUI 4402** **Curriculum for Gifted Learners** 3 qtr. hrs
Emphasizes both the conceptual foundations and field practice in the design and development of curriculum especially for gifted and talented students. Includes theories, models, and processes for curriculum modification and curriculum design; strategies for adapting educational content, process, product, and learning environment based on the educational characteristics and needs of gifted learners; curriculum design and development approaches that are especially effective with

gifted learners, including curriculum compacting, integrated curriculum, independent study, and project-and problem-based learning and assessment.

- CUI 4403** **Instructional Strategies for Gifted Learners** 3 qtr. hrs
Focuses on models and strategies for teaching gifted and talented learners, and on instructional decision-making based on matching instructional approaches to the salient learning characteristics and needs of gifted students. Includes specific emphasis on classroom-based differentiated instruction; individualized programming; flexible grouping strategies; acceleration approaches; dialoguing and questioning strategies; enrichment programming; and instructional responsiveness to the affective needs of gifted learners. Will include field assignments.
- CUI 4991** **Independent Study** Arr
Special projects in the field of education. Prerequisite(s): permission of faculty advisor.

PROGRAM ADVISOR

When a student selects a strand for his/her degree program, a faculty advisor is assigned. Students should consult with their advisor to determine which courses and options are most appropriate for the student's interest and future career goals. *It is the responsibility of the student to make appointments to see his or her advisor.* The CLAMP Coordinator is also available to assist you through the remaining courses of the program.

ORIENTATION

In the spring quarter, students are **required** to attend the Combined Licensure and Master's Program orientation. You will hear from various faculty advisors about the content of each strand area and complete your course work plan for this final phase of your master's degree. The session provides vital information regarding policies, procedures and financial aid as you move into the next phase of your degree program.

COURSE WORK PLAN

Completing a graduate degree requires a plan of study that enables one to achieve success in a timely fashion. The student is responsible for working with a program advisor to develop a course work plan for the remaining course requirements in their C&I master's program.

After the course work plan has the proper signatures, students must file it with the Curriculum and Instruction (C&I) Office. The student's program advisor must approve any changes to the course work plan. If any changes occur during your program, request a Change of Course Work Plan form from the MCE Office of Admissions and Enrollment Services, have your advisor sign the form, and then file it with your original course work plan in the C&I Office.

NAME _____ STUDENT # _____

ADDRESS _____

PHONE _____ EMAIL _____ DATE _____

Please discuss with your advisor the course plan most appropriate for your schedule.

A. TEP REQUIREMENTS (40 credits total)			
B. CURRICULUM AND INSTRUCTION			
STRAND (6 credits)	Course Number	Quarter Completed	Credits
The Arts in Education	CUI 4170		3
Aesthetic Foundations of Education	CUI 4172		3
Literacy Instruction and Assessment	CUI 4028		3
Issues in Literacy	CUI 4029		3
Teaching with Technology	CUI 4040		4
Teaching with Technology: Practicum	CUI 4045		2
Curriculum and Cultural Context	CUI 4034		3
Urban Education: Problems and Perspectives	CUI 4035		3
Content Area*			6
Nature and Needs of Gifted Learners*	CUI 4400		3
Psychological Aspects of Gifted Learners*	CUI 4401		3
Curriculum for Gifted Learners*	CUI 4402		3
Instructional Strategies for Gifted Learners*	CUI 4403		3

**Please see advisor before signing up for content or gifted courses.*

CURRICULUM LEADERSHIP (6 credits)	Course Number	Quarter Completed	Credits
Introduction to Curriculum	CUI 4020		3
Teacher as Researcher	CUI 4058		3

SUMMARY		
A. TEP	(40)	
B. STRAND	(6)	
C. CURRICULUM LEADERSHIP	(6)	
TOTAL	(52)	

Date _____

Student's Signature _____

Advisor's Signature _____

CAPSTONE EXAMINATION

Purpose

The purpose of the CLAMP Capstone 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 CLAMP Capstone 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:

CLAMP Capstone	<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>
-----------------------	--

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

An application for graduation must be turned into the Office of Graduate Studies **one quarter prior to the quarter you plan to graduate**. Failure to file this application will automatically delay the date of graduation to a subsequent quarter. Official deadlines are on-line at www.du.edu/grad/deadlines.html

The application and other important graduation information is available on the Office of Graduate Studies website at <http://www.du.edu/grad/gradinfo/graduation.html>

CONTINUING YOUR EDUCATION

A word from Professor Paul Michalec, Program Chair of Curriculum and Instruction:

It is never too early to think about earning a Ph.D.! While I recognize that you are just beginning your master's degree, I know that some of you will want to continue on in a doctoral program. And for those of you who enjoy the university life, why not begin your doctorate as soon as you finish your master's?

You may be thinking, "I need to teach more before I begin a doctoral program!"

Indeed teaching is important, but look at it this way. The Curriculum and Instruction doctoral program can take between 5-7 years depending on how full-time or part-time you enroll. That means by the time you finish the doctoral program you could simultaneously have taught for the same number of years.

The Curriculum and Instruction doctoral program offers classes in the late afternoons (4:00-6:30) and early evenings (7:00-9:30). Many of our students attend part time so that they can continue teaching. Our doctoral program can meet the needs of students interested in one or more of the following themes: Urban, Aesthetic, Cross-Cultural, International, Gifted, Technology, Spirituality in Education and Teacher Education, as well as research.

For more information, see the Curriculum and Instruction website found under the Morgridge College of Education homepage at the University of Denver (www.du.edu/education).

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 Admissions and Enrollment Services, and online at www.du.edu/education.

PROFESSIONALISM IN C&I

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

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

UNIVERSITY HONOR CODE

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

The Honor Code fosters and advances an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth the highest standard of academic excellence. Members of the University community, including students, faculty, staff, administrators and trustees, must not commit any intentional misrepresentation or deception in academic or professional matters. (See http://www.du.edu/facsen/honor_code.html for complete statement).

STUDENT SUPPORT AND DISMISSAL PROTOCOL

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

1. Arrange a one-on-one meeting with the student to discuss the faculty member's concerns and to seek the student's input on how to address the concern. The goal of this meeting is to work toward an agreement that will allow the student to remain in the program and come up to speed on program academic or professional expectations;
2. Meet with the C&I Program Chair for coaching on how to most effectively address the faculty member's concerns; or
3. Consult with units across campus regarding support resources such as writing, peer counseling, or academic counseling. A list of services is available in the MCE Bulletin under the section titled: "Personal Support."

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

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

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

UNIVERSITY OF DENVER (DU) EMAIL

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 MAILBOXES

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

**CURRICULUM AND INSTRUCTION
FACULTY AND STAFF**

Nicholas J. Cutforth, Ph.D.

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

María del Carmen Salazar, Ph.D.

Clinical Assistant Professor
Lead Faculty, Boettcher Teachers
Program
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

Debra Austin, Ph.D., J.D.

Adjunct Faculty
Ricketson Law Building, Room 330J
303.871.6205
daustin@law.du.edu

Amy S. Bechtum

Assistant Director
Wesley Hall, Room 203
303.871.2517
abechtum@du.edu

Karen Paul-Masaoka

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

Caitlin Lindquist

Graduate Assistant
clindqui@du.edu

OFFICE OF ADMISSIONS & ENROLLMENT SERVICES

Beginning with initial program inquiry and thereafter, the Office of Admissions & Enrollment Services (OAES) assists prospective, special, and admitted students in understanding the procedures and obtaining the necessary forms to secure financial aid, arrange examinations, and complete your degree program. The Curriculum and Instruction staff work in partnership with OAES to provide services for our C&I students. Should you have any procedural questions, please contact a staff member in either office. Regarding more academic matters, you should consult with your program advisor.

CURRICULUM & INSTRUCTION STUDENT ASSOCIATION

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