

At A Glance: School of Education and Human Development

Students*

1,244
Undergraduate: 16
Graduate: 1,228

Degrees Awarded 2007‡

Graduate: 513

Faculty*

Full-time: 61
Lecturers: 66

Student-Faculty Ratio*

11:1

Degree Programs

Initial licensure programs

Administrator
Elementary Education
Secondary Education (all core subjects)
K-12 Special Education
Early Childhood Special Education
Principal

Graduate degree programs

Administrative Leadership and
Policy Studies
Counseling Psychology and
Counselor Education
Curriculum and Instruction
(English, LDE, literacy, math, science
and social studies)
Early Childhood Education
Educational Leadership and Innovation
Educational Psychology
Information and Learning Technologies
(School Library)
Initial Teacher Education
School Psychology
Special Education



Accreditation

National Council for the Accreditation of
Teacher Education (NCATE)
Council for Accreditation of Counseling and
Related Educational Programs (CACREP)
National Association of School Psychologists
(NASP)

Research Centers

Center for Collaborative Educational
Leadership
Center for Evidence Based Practices in Early
Learning
Center for Teaching and Learning with
Technology
Colorado Principal's Center
Evaluation Center
National Center for Culturally Responsive
Educational Systems
National Institute for Urban School
Improvement
PARA2 Center
Positive Early Learning Experiences Center
Professional Development in Autism Center

Alumni‡

9,382
Undergraduate: 3%
Graduate: 97%

Sample Companies Hiring Alumni

Adams County School District 12
Adams County School District 50
Aurora Public Schools
Denver Public Schools
Jefferson County Public Schools

Bragging Rights

Largest graduate school of education
in Colorado.
The School of Education and Human
Development was ranked 70th nationally
in 2007 by *U.S. News & World Report*.
Faculty hold \$38 million in grants (about
\$8 million per year).
A network of partnerships with Denver
Public Schools and a number of the
other largest metropolitan districts
enables students to gain relevant
classroom experience.

*Fall 2007 census enrollment data ‡Fiscal Year 2006-2007 data

School of Education and Human Development

Dean
Lynn Rhodes

Associate Deans
Wanda Blanchett
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Contact

Admissions
Student Services Center
Lawrence Street Center, 701
303-315-6300
education@cudenver.edu
www.cudenver.edu/sehd

Mailing Address
School of Education &
Human Development
Campus Box 106
P.O. Box 173364
Denver, CO 80217-3364

Application Deadlines

Vary by program. Visit
www.cudenver.edu/sehd/apply.

As a graduate school in the heart of the city, the School of Education and Human Development provides leadership for learning to support diverse individuals, communities and organizations. We give primary attention to the environments and personnel that support learning in the public schools, but learning also includes human growth and development in the workplace, in community services and in families.

Leadership for Learning

Urban communities depend on leaders who value diversity in race, culture, economic status and ability. As a graduate school in the heart of Denver, the School of Education and Human Development prides itself on preparing urban leaders who are committed to enhancing the life choices and chances of urban children, youth and their families. We prepare educational leaders for roles as school counselors and psychologists, Title I teachers, math and science specialists, special educators, bilingual and ESL teachers, corporate trainers, media specialists and a host of other professional educators and mental health practitioners. Our programs draw upon the rich resources of Denver's communities to graduate individuals who foster innovation and change within schools, mental health organizations and other educationally oriented businesses. We emphasize practice that links faculty, students, schools, community agencies, business and families in the shared cause of improved learning. Our entrance requirements, courses, assignments in schools and other practice settings and student evaluations all reflect the knowledge, skills and dispositions we believe will support leadership in professional practice.

Faculty Engagement in the Community

Through partnerships with schools and community services, our faculty ensure that teaching and research have an impact on educational practice in Denver's communities. The School of Education and Human Development faculty are actively involved in local and national efforts to improve schools and schools of education.

Professionals as Students

Our program and class schedules offer flexibility to meet the needs of professionals who balance graduate education with the demands of work, families and other interests.

Accreditation

The School of Education and Human Development is fully accredited by the Colorado Department of Education (CDE), the National Council for the Accreditation of Teacher Education (NCATE) and the Council for Accreditation of Counseling and Related Education Programs (CACREP) in Agency Counseling, School Counseling and Marriage and Family Therapy, and the National Association of School Psychologists (NASP) in School Psychology.

A Brief History of the School of Education and Human Development

By 1965 what is now the School of Education and Human Development had emerged from its longtime "extension" status (staffed by Boulder faculty) to become a branch campus of the School of Education (SOE) at Boulder. The Denver school was led by an associate dean who also presided over the Colorado Springs SOE branch campus. At the time, the Downtown Campus was known as the CU-Denver Center. The next year Denver's original faculty of three held joint campus appointments. For almost a decade, the growing Denver-based faculty were considered part of a single University of Colorado SOE faculty. Graduate programs—both master's and doctoral—were integrated within the university's three campuses. Differentiation of programs developed at the undergraduate level initial certification program, with the Downtown Campus offering a unique urban-oriented teacher education program by the mid-1970s.

Faculty offices originally were located in the Tower Building, which once housed the offices of Denver's tramway system (hence, the nickname "Tramway Tech," now the Hotel Teatro). In 1975 the faculty voted to separate from the Boulder campus and become the Graduate School of Educational Studies, although undergraduate courses continued. Within a few years, the initial certification program was

moved to the graduate level, and the school began conferring MA degrees in elementary and secondary education. Other master's degrees were offered in counseling and guidance, educational psychology and foundations of education. In the late 1970s, faculty offices were moved to St. Cajetan's rectory and then back to the second floor of the Tower Building. In the early 1980s, the school moved to the second floor of the CU-Denver building. In January 1988, when the North Classroom building was completed, the faculty moved once again on the fourth and fifth floors of North Classroom.

Up until 1985 the faculty was composed of about 10 professors who prepared teachers, special educators, school psychologists, reading teachers and bilingual teachers. In the latter 1980s, the faculty doubled in size through aggressive expansion, hiring a total of 10 faculty in the span of two years. The principal preparation program and a doctoral program in educational leadership were moved to Denver from Boulder in 1987. That same year the school established an instructional technology program.

In the ensuing years, the school has grown to 57 full-time faculty and a curriculum of 10 degree and 13 licensure programs, including two educational specialist degrees and a PhD program. The school's award-winning faculty leads the field in initial and continuing teacher education with specialties in language, literacy and culture; early childhood special education research; technical assistance to urban schools; leadership for paraeducator education; and the preparation of teachers and principals as well as marriage and family counselors. The School of Education and Human Development is now the largest education program in the University of Colorado system and has more graduate students than any other school of education in the state. Our remarkable growth parallels the rapid growth of the city of Denver as it becomes a majority minority city serving an urban Latino/a, African-American, Asian and Caucasian population, drawing from the Pacific Rim and the East Coast as well as Latin America. With a strong commitment to urban development and growth, the school's innovative graduate and undergraduate programs provide opportunities to work side by side with researchers and practitioners on authentic problems of practice and action-oriented research.

Programs Leading to Degrees and Licenses

The School of Education and Human Development offers a doctoral program in educational leadership and innovation, two educational specialist degrees and master's degrees in seven program areas. Students in these degree programs may pursue a variety of state licenses for teaching and school administration or may elect to earn these licenses without pursuing a graduate degree. As of spring 2003, the school has begun offering teacher licensure course work to undergraduate students in the Downtown Campus College of Liberal Arts and Sciences who wish to obtain an elementary or secondary English, math or social studies teaching license.

The school's degree programs and the associated state licenses are listed in a table that also provides contact information. The school's initial professional teacher education program prepares elementary and secondary teachers for a variety of school settings through academic work, professional studies, classroom teaching experiences and community field experiences.

Continuing Education

In cooperation with schools and other community agencies, the school's continuing education program offers a variety of graduate workshops, courses and academies. While these are designed to meet specific education and training needs of partner organizations, many of the continuing education programs articulate with the school's regular master's degree programs. For more information, call Hilary Bruce at 303-315-4949.

Front Range BOCES for Teacher Leadership

The Front Range BOCES for Teacher Leadership was established in 1998 as a Board of Cooperative Educational Services (BOCES) by the Denver Area School Superintendents' Council and the School of Education and Human Development at UC Denver. Through collaborative efforts and resource sharing, the members of the Front Range BOCES for Teacher Leadership are committed to effecting significant improvements in professional development based on National Staff Development Council standards.

Center for Collaborative Educational Leadership (CCEL)

Contact: Patrice Ball

Telephone: 303-315-4947

The CCEL was chartered in 1993 in response to the growing need for collaboration between the School of Education and Human Development, P-12 schools and related community agencies. The center's purpose is to bring increasing coherence, support and continuity to existing university-community partnerships and to expand collaborative efforts that are responsive to local needs and research and development opportunities. Contact Patricia Ball, 303-556-3937, for more information.

CCEL's partners include the Anschutz Medical Campus, the North Central Organization of Schools and Colleges and various advocacy and nonprofit local and national organizations. CCEL has conducted research and policy studies, engaged in model demonstration and program development, conducted longitudinal studies on the effectiveness of early intervention procedures, provided education and training to personnel across the country and collaborated with professional organization and local communities throughout the United States and abroad. The CCEL's work is supported by federal and state sources as well as private foundations, corporations and organizations.

Programs and Admissions

Prospective degree candidates (master's, educational specialist and PhD) should request application materials from the School of Education and Human Development Student Services Center located in the Lawrence Street Center, Suite 701, by telephone at 303-315-6300 or by e-mail to education@cudenver.edu. Information about all degrees, programs and admission requirements can be found on the school's Web site at www.cudenver.edu/sehd.

INITIAL PROFESSIONAL TEACHER EDUCATION (IPTE) PROGRAM

Program Coordinator: Cindy Gutierrez

Office: Lawrence Street Center, 711

Campus Box 106

P.O. Box 173364

Denver, CO 80217-3364

Telephone: 303-315-6300 or 303-315-4982

Fax: 303-315-6311

E-mail: education@cudenver.edu

Web site: www.cudenver.edu/sehd/ipte

Programs of Study

For more information about faculty in the initial professional teacher education program, visit www.cudenver.edu/sehd/ipte/faculty.

IPTE Licensure Program Overview

The initial professional teacher education (IPTE) program fosters critically reflective inquiry about teaching and learning and the

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School of Education and Human Development Degree Programs and Associated State Licenses		
Programs	Approved Degrees	Licenses and Endorsements
ALPS: Administrative Leadership and Policy Studies	Master of Arts: Administrative Leadership and Policy Studies Educational Specialist (EdS): Administrative Leadership and Policy Studies	Principal License Administrator License
EDLI: Educational Leadership and Innovation	Doctorate: Educational Leadership and Innovation	
IPTE: Initial Professional Teacher Education	Teacher Licensure Master of Arts: Special Education	Elementary Education Secondary Education: Math, Science, Social Studies, English, Foreign Language Special Education: Generalist–K–12
CPCE: Counseling Psychology and Counselor Education	Master of Arts: Counseling Psychology and Counselor Education	Public School Counselor License: 0–21 Encouraged to apply for licensure from the State of Colorado: Couples and Family Therapy Community Agency – Interdisciplinary Community Agency – Employee Assistance Program Community Agency – Career Community Agency – Multicultural
SPSY: School Psychology	Educational Specialist (EdS): School Psychology	School Psychology License: 0–21
EPSY: Educational Psychology	Master of Arts: Educational Psychology	
ECE: Early Childhood Education	Master of Arts: Early Childhood Education	Early Childhood Special Education
LDE: Linguistically Diverse Education	Master of Arts: Curriculum and Instruction	Endorsement/emphasis: • Linguistically Diverse Education
L2CRT: Literacy, Language and Culturally Responsive Teaching	Master of Arts: Curriculum and Instruction	Endorsements/emphases: • Reading Teacher: K–6, 7–12 • Secondary English Education
C&P: Curriculum and Pedagogy	Master of Arts: Curriculum and Instruction	Endorsements/emphases: • Elementary Education • Secondary Math, Science or Social Studies
ILT: Information and Learning Technologies	Master of Arts: Information and Learning Technologies	Endorsements/emphases: • K–12 ILT Specialist/Teacher Level • School Library

development of collaborative skills necessary to work effectively with other adults on schooling issues. The IPTE program strives to meet the needs of an increasingly diverse population of students, and to productively participate in and lead school renewal by applying democratic principles in educational settings.

IPTE Program Distinctions

PROGRAM STRUCTURE

The IPTE program admits teacher candidates in two cohort groups, one in the summer/fall and one in the spring. The initial professional teacher education program includes a 12- or 18-month licensure plan. Students will be taking course work at the university and field-based work in one of UC Denver's partner schools. By enrolling in several courses together, elementary and secondary teacher candidates consider how students develop as learners over the entire K–12 school span. This collaborative approach applies to students in the general and special education program as well. This ensures that all elementary and secondary classroom teachers are well-prepared to work with students with special needs and that all special educators have a solid foundation in general education in curriculum and instruction.

PARTNER SCHOOLS

While in the licensure portion of the program, teacher candidates work in a partner school one to four days per week, depending on the internship. University courses are closely interrelated with the four internship experiences in which teacher candidates gradually assume responsibility for teaching. Elementary teacher candidates generally spend an entire academic year in a single partner elementary school, whereas secondary teacher candidates spend their four internships in one of the partner middle schools *and* one of the partner high schools. The partner schools are located in several Denver metropolitan districts with most serving large populations of low-income and/or minority students, as well as a sizeable number of students for whom English is a second language and students with special needs. Each partner school is supported by a site professor from the university one day per week and by a master teacher, called a site coordinator.

ASSESSMENT

The IPTE licensure programs require students to complete a series of performance-based assessments in: content knowledge, literacy, mathematics, differentiated instruction, democratic schooling, classroom management, instruction and assessment, and technology. All of these assessments are embedded into IPTE course work.

Passing the PLACE or PRAXIS II Content examination is also required before a candidate is eligible for a provisional teaching license in Colorado.

LICENSURE OPTIONS AND MASTER'S DEGREE

Students in the IPTE program may choose dual licensure as both general and special education teachers. Many of the courses serve as requirements for both fields.

The IPTE program design supports the concept of teacher education as an ongoing developmental process linking preservice, induction and ongoing professional growth experiences.

Upon completion of the licensure portion of the program, beginning teachers continue working toward their master's degree (an additional 15-31 semester hours) in the areas of special education, educational psychology or curriculum and instruction during their first or second year of teaching. This ensures that UC Denver's new teachers are provided with continuing support from the university while in their first few years of teaching.

IPTE Graduate Program

The IPTE graduate program at UC Denver is designed for individuals with a minimum of a bachelor's degree who seek a master's degree along with an Initial Colorado Provisional Teacher's License in the following areas:

- **Elementary Education** (K–6) (40 semester hours)
- **Secondary Education** (7–12) (37 semester hours)
 - English
 - mathematics
 - science (general science, biology, earth science, physics, chemistry)
 - social studies
 - foreign language (Spanish, French)
- **Special Education Generalist** (Ages 5–21) (58 semester hours)

DUAL GENERAL EDUCATION/SPECIAL EDUCATION

IPTE teacher candidates may earn an initial license in elementary or secondary education with an additional endorsement in special education or an initial license in special education with an additional endorsement in elementary or secondary education. For more information see the Special Education Program section in this chapter.

Requirements for Admission

The IPTE program conducts rolling admissions each semester. Please check the Web site for all current dates: www.cudenver.edu/sehd/ipre.

INITIAL PROFESSIONAL TEACHER EDUCATION INFORMATION SESSIONS

All prospective teacher candidates are strongly encouraged to attend an IPTE information session before applying to the IPTE program.

IPTE information sessions are held Mondays and begin promptly at noon and at 5:30 p.m. lasting approximately one hour. A calendar of upcoming information sessions can be viewed on the Downtown Campus Web site. Go to www.cudenver.edu/sehd/ipre.

The IPTE academic advisor will be available to meet individually with prospective students to review transcripts and provide pre-admission advising. **To more effectively facilitate this process, please bring copies of all transcripts with you.**

For more information about IPTE information sessions, call the school's Student Services Center at 303-315-6300.

IPTE PROGRAM REQUIREMENTS

- Applicants to the IPTE program must hold at least a bachelor's degree with a minimum undergraduate cumulative GPA of 2.75 for admission.
- Candidates with a GPA less than 2.75 are required to take the GRE, with a combined score of 1000 on the verbal and quantitative sections; or the Miller Analogies Test, with an average score of 400–600, before consideration for admittance.
- All elementary education candidates must have a liberal arts major or strong liberal arts concentration of at least 18 semester hours.
- All secondary education candidates must have a liberal arts background with a major or major equivalent of at least 30 semester hours in their desired teaching field.
- Special education generalist candidates must pass the PRAXIS II or PLACE elementary content exam prior to admission in IPTE.

Each candidate should meet with a School of Education and Human Development academic advisor before applying to the IPTE program. The advisor will determine whether any prerequisite courses are needed to meet minimum teaching field requirements.

The IPTE Undergraduate Program

The undergraduate teacher education program at UC Denver is a joint effort between the College of Liberal Arts and Sciences and the School of Education and Human Development. Students earn a bachelor's degree through the College of Liberal Arts and Sciences and a teaching license through the School of Education and Human Development.

This IPTE undergraduate program is dedicated to quality teacher education. To that end, our admission standards are rigorous and there are a number of program "gates" that teacher candidates go through to complete licensure.

UC Denver has selective admission standards for entering freshmen, including a 93 institutional index that includes students who are typically in the top third of their class or have a 3.4 GPA or score above a 23 on the ACT or 1100 on the SAT. Students transferring from community colleges must have a minimum of a 2.5 GPA.

Please note: The admission into the IPTE program is a separate process from admission to the university. We use a rolling admission process. Please check the Web site for dates: www.ucdenver.edu/sehd/ipte.

IPTE UNDERGRADUATE ADVISING

Undergraduate teacher candidates will have a team of individuals who work with them throughout the completion of their bachelor's degree and teacher licensure. The following are the members of your advising team:

College of Liberal Arts and Science (CLAS) Advisor

The CLAS advisor will assist you upon entry to the university through graduation. The CLAS advisor will monitor your progress through the core curriculum, pre-IPTE curriculum, eligibility requirements for the IPTE program and transfer credits. The CLAS advisor will also approve individually structured major-elementary education contracts for elementary education teacher candidates.

Faculty Advisor

A faculty advisor designated within the academic department works with undergraduate teacher education students regarding specific requirements within academic major (i.e., English, history, mathematics and political science). See the CLAS advisor for specific names and contact information.

IPTE Advisors

There are many people supporting students and programs.

- First, advisors in the School of Education and Human Development's Student Services Center (North Classroom, 5012; 303-556-2717) are able to help with questions about prerequisite completion, taking the PRAXIS II/PLACE exam and other general questions.
- For students in partner schools, the site professor is the primary advisor related to courses and internships.
- For students in their own classrooms, the university site supervisor or special education advisor will provide advising about courses, internships and practicum. Our undergraduate students should contact a CLAS advisor for specific information about their plan of study.
- Undergraduate students beginning MA courses should contact the university faculty member assigned to the option they have chosen.

IPTE UNDERGRADUATE ACADEMIC PLANNING SHEETS

Developed in collaboration with the academic departments and IPTE program faculty, advisors will work with the teacher candidates on an academic planning sheet. There is little flexibility in the program course requirements as these requirements meet and exceed the Colorado Department of Education's teacher education professional and content standards.

IPTE UNDERGRADUATE COMMUNITY COLLEGE ARTICULATION

UC Denver honors the community college articulation agreement to transfer the 60 designated semester hours from the community college to anyone admitted to the teacher licensure program. If the teacher candidate is a transfer student, he/she should work with his/her CLAS advisor early and often to ensure that all courses are transferred properly.

IPTE UNDERGRADUATE MAJORS

Undergraduate teacher candidates can earn a BA and a Colorado Provisional Teacher's License in the following areas:

- BA—Individually Structured Major
Elementary Education Licensure
- BA—English Literature
Secondary English Licensure
- BS—Mathematics
Secondary Mathematics Licensure
- BA—History
Secondary Social Science Licensure
- BA—Political Science
Secondary Social Science Licensure
- BA—Spanish
Secondary Spanish Licensure
- BA—French
Secondary French Licensure

IPTE Graduate Course Requirements

IPTE Elementary Courses

Elementary K–6 Licensure Total

	<i>Semester Hours</i>
IPTE 4000. Literacy Assessment and Instruction	3
IPTE 4001. Literacy Assessment and Instruction Laboratory	1
<i>(Prerequisite: IPTE 5000)</i>	
IPTE 4002. Mathematics Assessment and Instruction	2
<i>(Prerequisite: MATH 3040)</i>	
IPTE 4006. Science and Social Studies in the Elementary Curriculum	4
IPTE 4020. Exploring Diversity in Content and Pedagogy I	3
IPTE 4120. Negotiating the Classroom Culture with Children	3
IPTE 4130. Democratic Schooling: Issues of Law and Ethics	3
IPTE 4910. Pre-IPTE Internship and Site Seminar I	2
IPTE 4911. Internship and Site Seminar II	2
IPTE 4912. Internship and Site Seminar III	3
IPTE 4913. Internship and Site Seminar IV	6
MATH 3040. Mathematics for Teachers	3
SPED 4021. Exploring Diversity in Content and Pedagogy II	2
<i>(Prerequisite: IPTE 5020)</i>	
Total	37

IPTE Secondary Courses

Secondary 7–12 Licensure Total

Content Specific Methods Courses

	<i>Semester Hours</i>
Two courses required in content area (listed below)	6
IPTE 4020. Exploring Diversity in Content and Pedagogy I	3
IPTE 4025. Secondary Literacy Instruction and Assessment	3
IPTE 4026. Content Literacy Assessment and Instruction Teaching Laboratory	1
IPTE 4121. Negotiating the Classroom Culture with Adolescents	3
IPTE 4130. Democratic Schooling: Issues of Law and Ethics	3
IPTE 4910. Pre-IPTE Internship and Site Seminar I	2

IPTE 4911. Internship and Site Seminar II	2
IPTE 4912. Internship and Site Seminar III	3
IPTE 4913. Internship and Site Seminar IV	6
SPED 4021. Exploring Diversity in Content and Pedagogy II (Prerequisite: IPTE 5020)	2
SPED 4111. Teaching for the Success of All Adolescents	3
Total	37

Content Specific Methods Courses

Fall Semester

English —IPTE 4760. Theory and Methods of Teaching Secondary English	3
Foreign Language —IPTE 4690. Curriculum and Methods in Foreign Language I	3
Mathematics —IPTE 4300. Curriculum and Methods in Secondary Math	3
Science —IPTE 4351. Inquiry Science Methods	3
Social Studies —HIST 4465. Problems and Methods in Teaching History and Social Studies	3

Spring Semester

English —IPTE 4740. Adolescent Literature	3
Foreign Language —IPTE 4691. Curriculum and Methods in Foreign Language II	3
Mathematics —IPTE 4401. Assessment in Math Education	3
Science —IPTE 4350. Modern Trends in Science Education	3
Social Studies —HIST 4460. Problems and Methods in Teaching History and Social Studies I	3

Special Education Program

Office: Lawrence Street Center, 701
Telephone: 303-315-6300
Fax: 303-315-6311
E-mail: education@cudenver.edu
Web site: www.cudenver.edu/sehd

The special education program within the initial professional teacher education division offers a special education generalist license and a special education specialist endorsement as well as a master of arts degree in special education.

SPECIAL EDUCATION PROGRAM

All special education program options foster the development of critical reflection, inquiry about teaching and learning, as well as the breadth and depth in content knowledge necessary to work effectively in elementary and secondary classrooms. The program faculty promote the ability of teacher candidates to meet the needs of an increasingly diverse population of K–12 learners, as well as to participate productively in and lead school renewal.

The faculty in the program in special education value collaborative relationships between general and special educators, so we offer our teacher candidates the option of pursuing a dual endorsement in both general and special education.

SPECIAL EDUCATION GENERALIST

To be a licensed as a special education generalist for grades K–12, a teacher candidate must hold a bachelor's degree from a four-year accepted institution of higher education, have completed the plan of study from one of the program options for the preparation of special education generalist, have passed the approved elementary content and special education assessments and have demonstrated all required state and national standards.

Program options for the special education generalist include: 1) initial licensure as a special education generalist; 2) dual licensure in either elementary or secondary education and as a special education generalist; and, 3) for those who already hold a Colorado teaching license in either elementary or secondary education, an added endorsement, which is also fully online, as a special education generalist.

The time needed to complete the various special education generalist program options varies based on the needs of teacher candidates. In addition to traditional on-campus offerings, a wide selection of courses are available in online formats. During the academic year, core special education courses are scheduled in late afternoons, evenings and on Saturdays to avoid conflict with teaching responsibilities.

All teacher candidates in the generalist program develop a portfolio that documents their achievements in acquiring the knowledge, skills and disposition of the program, fulfillment of the teaching roles and demonstration of state and national standards through a series of performance based assessments (PBAs). The portfolio is validated by program faculty prior to a recommendation for licensure.

PLANS OF STUDY FOR LICENSURE AS A SPECIAL EDUCATION GENERALIST

The table on the following page delineates the course work for the special education generalist license through various program options. All classes in the special education generalist program options earn graduate credit which may apply to a graduate degree.

PLANS OF STUDY FOR LICENSURE

The table on the following page delineates required course work for the special education generalist license through four different pathways. Classes taken in the School of Education and Human Development earn graduate credit, which may apply toward a master's degree. Please see Admission Requirements section in this chapter.

COUNSELING PSYCHOLOGY AND COUNSELOR EDUCATION (CPCE) PROGRAM

Program Leader: Marsha Wiggins
Office: Lawrence Street Center, 701
Telephone: 303-315-6300
Fax: 303-315-6311
E-mail: education@cudenver.edu
Web site: www.cudenver.edu/sehd

Faculty

Information about faculty in the Division of Counseling Psychology and Counselor Education program is available online at www.cudenver.edu/sehd/cpce.

Degree

The master of arts degree in counseling psychology and counselor education prepares professionals for community/mental health agencies, private practice, family clinics, public schools, universities and business settings. Students should obtain faculty advising regarding requirements.

Programs consist of 65 semester hours (66 for the multicultural/diversity strand). Core requirements that are common to all areas of study are followed by courses specific to each program. All programs require a practicum (150 clock hours) and an internship (600 clock hours). For most students, the master's degree is a three-year program with course work for two years followed by a year of practicum and internship. All beginning students enroll in CPCE 5010, Foundations of Counseling. The community counseling, school counseling and couple and family therapy programs are nationally accredited by CACREP, the Council for the Accreditation of Counseling and Related Educational Programs.

Special Education Generalist Plan of Study					
Course Title	Semester Hours	Initial License in SPED Only	Dual Licensure Elementary	Dual Licensure Secondary	Added Endorsement
IPTE 5000. Literacy Instruction and Assessment	3	x	x		
IPTE 5001. Literacy Instruction and Assessment Lab	1		x		
IPTE 5025. Secondary Literacy Instruction and Assessment	3			x	
IPTE 5026. Secondary Literacy Instruction and Assessment Lab	1			x	
MATH 3040. Mathematics for Elementary Teachers (see SPED advisor)	3	x	x		
IPTE 5002. Mathematics Instruction and Assessment (see SPED advisor)	2	x	x		
IPTE 5006. Science and Social Studies in the Elementary or Secondary Curriculum (see SPED advisor)	4	x	x		
SPED 5111 or 5112. Teaching for the Success of All Adolescents/Children	3	x	x	x	
IPTE 5120 or 5121. Negotiating the Classroom Culture With Children/Adolescents	3	x	x	x	
IPTE 5020. Exploring Diversity in Content and Pedagogy I	3	x	x	x	
SPED 5021. Exploring Diversity in Content and Pedagogy II	2	x	x	x	
SPED 5600. Special Education for School Professionals	3	x	x	x	x
SPED 5320. The Uses of Technology in Special Education	2	x	x	x	x
SPED 5300. Collaborating in Schools and Communities	3	x	x	x	x
First/Second Content-Specific Methods Course (see advisor)	3			x	
	3			x	
SPED 5010. Instructional Strategies for Students With Special Needs	3	x	x		x
SPED 5140. Advanced Assessment in Special Education	4	x	x	x	x
SPED 5500. Transition/Secondary Issues in Special Education	2	x	x	x	x
SPED 5780. Literacy Intervention for Students With Disabilities	3	x	x	x	x
SPED 5151. Positive Behavioral Support	2	x	x	x	x
IPTE 5910 (2 cr), 5912 (3 cr) and 5913 (6 cr) Internship and Site Seminar*	11		x	x	
SPED 5910. Internship and Site Seminar Second internship, replaces IPTE 5911	2	x	x	x	x (2)
SPED 5911 (2 cr) and 5912 (3 cr): Internship and Site Seminar	5	x			
SPED 5913. Internship and Site Seminar*	1-6	x (6)	x (4)	x (4)	x (2)
TOTAL		58	63	60	26

Note: School professionals who hold a Colorado license in physical education, early childhood education or similar areas are also required to complete additional course work in elementary or secondary literacy, mathematics content and methods and human development. Evidence of professional development in differentiated content, process and activities is also required. The IPTE 5020/SPED 5021 sequence is an element of the plan of studies as well.

*The PRAXIS or PLACE content exam must be passed prior to the final internship.

All students are expected to have online computer capability for communication and instructional purposes. For students in off-campus programs, some courses may be offered via computer technology.

Admission Requirements

Successful applicants to the counseling psychology and counselor education (CPCE) program will have obtained a minimum 2.75 undergraduate GPA and will score at least 900 on the verbal and quantitative sections of the GRE or at least 396 on the Miller Analogy Test. Also, applicants will submit a current resume, a statement of goals and four letters of recommendation. Applicants meeting these minimum standards will be invited to a half-day group interview that involves program orientation, counseling simulations, a writing assignment and a group exercise.

Application materials are available by calling the Student Services Center at 303-556-2717 or coming to North Classroom, 5012. All materials must be submitted to the Student Services Center in one complete packet by the appropriate deadline: September 15 for spring semester, February 15 for summer and fall semesters. Application materials include the following:

- part I of the application for admission
- tuition classification form
- \$50 application fee (make checks payable to the University of Colorado Denver)
- written statement
- four letters of recommendation (in sealed and signed envelopes)
- two official transcripts from each higher education institution attended (in original sealed envelope)
- official GRE or MAT scores sent directly to the University of Colorado Denver (if you do not already hold a graduate degree; see CPCE application checklist)
- oath and consent
- fingerprint card

Matriculation Requirements

CPCE students must earn at least a *B* in skills-oriented courses (CPCE 5100, 5160, 6140, 7100, 5910, 5930) or must repeat these courses until they do so. In addition, all students must make a formal case presentation in CPCE 5930 (internship) to demonstrate their clinical knowledge. Students must also take a national comprehensive examination. Students may opt to write a research-based thesis instead of taking the national written examination.

Program Areas

Students accepted into the CPCE program follow one of three programs offering counseling psychology and counselor education. The couple and family therapy program follows licensure requirements designated by the state of Colorado for licensure as a marriage and family therapist. The community counseling program follows state licensure requirements for licensed professional counselor, and the school counseling program follows state department of education licensure requirements.

COUNSELING PSYCHOLOGY AND COUNSELOR EDUCATION CORE

(required in all program areas)

	<i>Semester Hours</i>
CPCE 5010. Foundations of Counseling	.3
CPCE 5100. Theory and Techniques of Counseling	.3
CPCE 5110. Group Counseling	.3
CPCE 5150. Family Therapy Theory	.3
CPCE 5330. Counseling Issues and Ethics	.3
CPCE 5400. Career Development	.3
CPCE 5810. Multicultural and Diversity Issues for Individuals and Families	.3
CPCE 5910. Practicum in CPCE	.6
CPCE 5930. Internship in CPCE	.6
EPSY 6200. Human Development Over the Life Span	.3
REM 5200. Introduction to Research Methods	.3
REM 5300. Introduction to Measurement	.3
Total	.42

ADDITIONAL REQUIREMENTS FOR PROGRAM AREA ONE: COMMUNITY COUNSELING (MA)

CPCE 5160. Techniques in Family Therapy	.3
CPCE 5280. Addictions Counseling	.3
CPCE 5820. Strategies in Agency Counseling	.3
CPCE 6250. Advanced Abnormal Psychology	.3
CPCE 7100. Advanced Theories and Techniques in Psychotherapy	.3
Two Electives	.6
Total	.21

ADDITIONAL REQUIREMENTS FOR MULTICULTURAL/DIVERSITY STRAND IN COMMUNITY COUNSELING

CPCE 5160. Techniques in Family Therapy	.3
CPCE 5280. Addictions Counseling	.3
CPCE 5820. Strategies in Agency Counseling	.3
CPCE 6250. Advanced Abnormal Psychology	.3
CPCE 7100. Advanced Theories and Techniques in Psychotherapy	.3
CPCE 5830. ST: Advanced Multicultural Counseling	.3
CPCE 5830. ST: Gender and Sexual Orientation	.3
CPCE 6100. Spiritual Dimensions of Counseling	.3
Total	.24

ADDITIONAL REQUIREMENTS FOR COMMUNITY AGENCY COUNSELING EMPHASIS IN EMPLOYEE ASSISTANCE PROGRAM (EAP)

CPCE 5160. Techniques in Family Therapy	.3
CPCE 5240. Employee Assistance Counseling	.3
CPCE 5280. Addictions Counseling	.3
CPCE 5820. Strategies in Agency Counseling	.3
CPCE 6250. Advanced Abnormal Psychology	.3
CPCE 7100. Advanced Theories and Techniques in Psychotherapy	.3
Recommend Elective: CPCE 5160-3. Techniques in Family Therapy	.3
Total	.21

ADDITIONAL REQUIREMENTS FOR COMMUNITY AGENCY COUNSELING EMPHASIS IN CAREER COUNSELING

Semester Hours

CPCE 5240. Employee Assistance Counseling	.3
CPCE 5280. Addictions Counseling	.3
CPCE 5820. Strategies in Agency Counseling	.3
CPCE 6250. Advanced Abnormal Psychology	.3
CPCE 6400. Career Counseling, Assessment, Consultation and Resources	.3
CPCE 6420. Seminar: Professional Career Counseling and Research	.3
Recommend Elective: CPCE 5160. Techniques in Family Therapy	.3
Total	.21

ADDITIONAL REQUIREMENTS FOR PROGRAM AREA TWO: PUBLIC SCHOOL COUNSELING CERTIFICATE (MA)*

CPCE 5280. Addictions Counseling	.3
CPCE 5420. Organizational Development	.3
CPCE 5800. Strategies in Public School Counseling	.6
CPCE 6140. Counseling Children, Adolescents and Their Parents	.3
CPCE 6220. Youth Challenges and Resiliency	.3
CPCE 6250. Advanced Abnormal Psychology	.3
Total	.21

* Students without teaching experience must accumulate 10 hours of observation time in a school setting. Three hundred of the 600 hours of internship must be in a concentrated environment. Full-time experience consisting of at least a four-hour block of time each day is required. Students may not do their concentrated experience in their teaching building. Three hundred (300) hours of concentrated experience are needed at both the elementary and secondary level for a K–12 program. CPCE 5150, 6140 and 7100 are necessary for students to work with school-related family issues, individual counseling and children's counseling in practicum and internship. CPCE 5160 is necessary prior to couple and family therapy. Ten hours of laboratory experiences working with youth are required as part of this course.

ADDITIONAL REQUIREMENTS FOR PROGRAM AREA THREE: COUPLE AND FAMILY THERAPY (MA)

CPCE 5160. Techniques in Family Therapy	.3
CPCE 5170. Issues in Family Studies	.3
CPCE 5180. Counseling Couples	.3
CPCE 6000. Introduction to Sex Therapy	.3
CPCE 6140. Counseling Children, Adolescents and Their Parents	.3
CPCE 6160. Advanced Assessment: Theory and Treatment in Family Systems	.3
CPCE 6250. Advanced Abnormal Psychology	.3
Total	.21

SCHOOL PSYCHOLOGY PROGRAM

Program Leader: Franci Crepeau-Hobson

Office: North Classroom, 4021 B

Phone: 303-556-6749

Fax: 303-556-4479

E-mail: education@cudenver.edu

Web site: www.cudenver.edu/sehd

Faculty

Information about faculty in the school psychology program is available online at www.cudenver.edu/sehd/spisy.

Degree

The educational specialist degree in school psychology is a 75 graduate-semester-hour program that leads to licensure in school psychology by the Colorado Department of Education, national certification in school psychology by the National School Psychology Certification Board and the educational specialist degree (EdS) in school psychology.

This NASP-approved program allows students to create individual plans for meeting program requirements on a full- or part-time basis, during summer and academic year terms and during evening and weekend hours.

The school psychology faculty have adopted a preventative model of school mental health services. Upon completion of the program, students will be able to:

- screen for and recognize the early warning signs of social, emotional or academic risk, distinguishing between these and the typical development of infants, children and adolescents (birth–age 21)
- communicate effectively and consult collaboratively with students, parents, school professionals and community leaders to enhance the academic and mental health skills of students
- incorporate data-based decision making through formal and informal assessment procedures and planning interventions that enhance students' cognitive, social-emotional and behavioral competencies
- plan, implement and evaluate the effectiveness of preventative and remedial therapeutic interventions that strengthen students' mental health and academic skills
- advocate for children and families through the application of legal, ethical and professional standards for practice

Admission Requirements

Successful applicants to the school psychology (SPSY) program will have obtained a minimum 3.0 undergraduate GPA and will score at least 1000 on the verbal and quantitative sections of the GRE. Also, applicants will submit a current resume, a statement of goals and three letters of recommendations. Applicants meeting these minimum standards will be invited to a half-day group interview that involves program orientation, a writing assignment and a group dynamics exercise.

Application materials are available by calling the Student Services Center at 303-556-2717 or coming to North Classroom, 5012. All materials must be submitted to the Student Services Center in one complete packet by the appropriate deadline—February 15 for fall semester. Application materials include the following:

- part I of the application for admissions
- tuition classification form
- \$50 application fee (make checks payable to the University of Colorado Denver)
- written statement
- three letters of recommendations (in sealed and signed envelopes)
- two official transcripts from each higher education institution attended (in the original, sealed envelope)
- official GRE scores sent directly to the University of Colorado Denver
- oath and consent
- fingerprint card

Requirements for the Educational Specialist Degree in School Psychology and licensure

Students will complete course work in child development, learning and cognition, educational methods, professional issues, assessment, counseling, intervention and consultation. Specific course requirements include one prerequisite course, 20 graduate courses and 14 graduate semester hours (1700 clock hours) of supervised experiences. Prerequisites include an undergraduate or graduate course in exceptional children and

an undergraduate or graduate course in child or adolescent development. Students will complete the following core course work:

	<i>Semester Hours</i>
CPCPE 5810. Multicultural Counseling Issues for Individuals and Families .....	.3
EPSY 5100. Advanced Child Growth and Development —or—	
EPSY 5140. Advanced Adolescent Growth and Development .....	.3
EPSY 5240. Cognition and Instruction .....	.3
REM 5100. Basic Statistics —or—	
REM 7110. Advanced Statistics .....	.3
REM 5300. Introduction to Measurement .....	.3
REM 5400. Introduction to Evaluation of Programs and Persons ...	.3
SPED 5780. Literacy Instruction for Students With Special Needs ...	.3
SPSY 5600. Functional Behavior Assessment and Planning .....	.3
SPSY 5800. Early Childhood Assessment and Intervention .....	.3
SPSY 6100. Seminar in Professional Issues in School Psychology ...	.2
SPSY 6150-4. Psychoeducational Assessment I .....	.4
SPSY 6160. Psychoeducational Assessment II .....	.3
SPSY 6200. Risk, Resilience and Prevention in School Mental Health ...	.3
SPSY 6300. Legal and Ethical Issues in School Psychology .....	.3
SPSY 6350. School-based Interventions: Children, Youth and Families .....	.4
SPSY 6400. School-based Interventions: Groups, Classrooms and Systems .....	.3
SPSY 6410. Psychoeducational Services for Linguistically Diverse Students .....	.3
SPSY 6420. Crisis Intervention, Prevention and Planning .....	.3
SPSY 6450. School-based Consultation for Mental Health Professionals .....	.3
SPSY 6500. Identifying and Planning for the Mental Health of Children and Adolescents .....	.3

SUPERVISED EXPERIENCES

SPSY 6911. School Psychology Practicum .....	.6
SPSY 6930. School Psychology Internship .....	.8
Total .....	.75

The education specialist in school psychology degree also requires satisfactory completion of two professional portfolios (pre-internship and EdS) demonstrating mastery of the program objectives and passing scores (≥ 660) on the Praxis specialty exam in school psychology.

Professional Expectations

All students in the SPSY program are expected to show a strong commitment to the program and to maintain a high academic, professional, ethical standards and sensitivity to diversity. Inappropriate or unprofessional conduct is cause for discipline or dismissal from the program.

CURRICULUM AND PEDAGOGY (C&P) PROGRAM

Office: Lawrence Street Center, 701

Telephone: 303-315-6300

Fax: 303-315-6311

E-mail: education@cudenver.edu

Web site: www.cudenver.edu/sehd

Faculty

Information about faculty in the Division of Teacher Education and Professional Learning is available online at www.cudenver.edu/c&p.

Areas of Study

Curriculum and Pedagogy Master of Arts for Practicing Teachers Science-Math-Social Studies

The curriculum and pedagogy (C&P) studies lead to an advanced master's degree in curriculum and instruction. All programs require 36 semester hours, including the C&P core or its equivalent. The core courses provide a sound basis in curriculum theory, teacher inquiry, appreciation of diversity and philosophical foundations. The various specializations allow teachers to focus in an area of interest.

Elementary teachers take the math and science concentration. Secondary teachers may choose mathematics, science or social studies.

Each of these programs is designed to prepare teachers to qualify for master certification from the National Board of Professional Teaching Standards, as well as prepare for licensure renewal with the Colorado Department of Education.

CORE (REQUIRED IN ELEMENTARY MATH AND SCIENCE, SECONDARY SCIENCE AND SECONDARY MATH)

Semester Hours

ELED/SECE 6110. Curriculum Development and School Improvement	.3
FNDS 5050. Critical Issues in American Education	.3
One 5000-level course in research and evaluation methodology (REM)	.3
Total	.9

ELEMENTARY MATH AND SCIENCE

27 semester hours of electives, chosen with advisor's approval	.27
Program Total	.36

SCIENCE (SECONDARY)

SECE 5350. Issues and Problems in Science Education	.3
SECE 5650. Environmental Education	.3
21 hours of electives in science or education chosen with advisor's approval	.21
Total	.27
Program Total	.36

MATHEMATICS (SECONDARY)

SECE 5400. Curriculum in Secondary Mathematics	
—or—	
SECE 5410. Advanced Methods and Strategies in Secondary Mathematics	.3
SECE 5401. Assessment in Mathematics Education	.3
Choose three:	
ELED 5416. Math-Science Connections (Outdoors)	.3
SECE 5417. Structure of Rational Numbers	.3
SECE 5418. Mathematical Modeling	.3
SECE 5419. Exploring the Structure of Geology Using Technology	.3
SECE 5420. Teaching Mathematics to Low Achievers	.3
SECE 5440. Topics in Mathematics Education	.3
Total	.9
12 hours of electives from the School of Education and Human Development or the mathematics department, chosen with an advisor's approval	.12
Total	.27
Program Total	.36

SOCIAL STUDIES (SECONDARY)

Semester Hours

Core

FNDS 5050. Critical Issues in American Education	
—or—	
IPTE 5080. Principles and Practice of Change	
—or—	
SPED 5300. Collaborating in Schools and Communities	.3
SECE 6110. Curriculum Development and School Improvement	.3
One 5000-level course in research and evaluation methodology (REM)	.3
One 5000-level course in educational psychology (EPSY)	.3
One 5000-level course in instructional technology (IT)	.3
Total	.15

Content and Pedagogy

HIST 5464. Problems and Methods in Teaching History/ Social Studies I	.3
HIST 5465. Problems and Methods in Teaching History/ Social Studies II	.3
HIST 6951. Master's Project: Advanced History Curriculum Development (capstone course, to be taken in final semester)	.1
SECE 5464. Teaching about Ethnicity, Race and Prejudice	.3
9 hours of electives, chosen with advisor's approval; history, sociology and economics strongly recommended	.9
Total	.19
Program Total	.34

PORTFOLIO

C&P programs require a master's project or a comprehensive portfolio for graduation. Details may be obtained from your advisor and from the "C&P Handbook" available at www.cudenver.edu/sehd.

INFORMATION AND LEARNING TECHNOLOGIES (ILT) PROGRAM

Office: Lawrence Street Center, 701

Telephone: 303-315-6300

Fax: 303-315-6311

E-mail: education@cudenver.edu

Web site: www.cudenver.edu/ilt

Faculty

Information about Information ILT faculty is available online at www.cudenver.edu/ilt/faculty.staff/index.htm.

Master's Degree

The ILT master's program helps people design and use various resources and technologies for learning. Applying sound principles of instructional design, graduates can develop learning resources such as multimedia lessons, knowledge-sharing tools and online courses. Program graduates also learn to implement learning technologies in specific professional settings—either K–12 schools or adult learning settings such as business or higher education.

Students are assigned to tracks according to their professional goals:

- The instructional design track prepares students to work in adult-learning settings such as business, higher education, nonprofits or government.
- The eLearning track prepares educators to develop online courses and learning materials, and to teach and facilitate learning in those eLearning environments.
- The K–12 teaching track helps teachers integrate technologies into schools and classrooms with a focus on improving teaching practices. Teachers may earn a state endorsement in instructional technology

Once admitted, students begin a plan of study that typically takes about two years to complete. Some students are organized into a cohort to complete courses together at a fixed sequence. Other students select

courses at a more flexible pace. Consult the ILT Web site for more information about specific plans of study, course offerings and expectations of cohort groups.

ILT faculty members also participate in the school's PhD program. Students interested in a PhD may participate in a technology-focused doctoral lab with a number of ILT faculty members. The program also delivers an online certificate on eLearning design.

Admission Requirements

Admission decisions are based on undergraduate and graduate grades, external letters of recommendation, writing samples and fit with the program as reflected in a letter of intent. In some cases, results of a test (GRE) are also required. Prospective students should consult the ILT program Web site (<http://rthunder1.cudenver.edu/ilt/>) for complete admission procedures and requirements.

PROFESSIONAL EXPECTATIONS

All students in the ILT program are expected to show a strong commitment to the program and to maintain high academic, professional and ethical standards. Inappropriate or unprofessional conduct is cause for discipline or dismissal from the program.

TECHNOLOGY EXPECTATIONS

The ILT program uses computers and related technologies either as a focus or a tool for learning. Students are expected to obtain an e-mail account and check it frequently. In addition to on-campus facilities, ILT students need convenient access to Internet-connected computers off campus, either at their place of work or at home. In addition to textbooks, software purchases may be required or recommended for specific classes.

Program Requirements

INSTRUCTIONAL DESIGN

Students complete at least 36 graduate semester hours of course work from a set of core courses and approved electives within and outside the ILT program. The plan of study is nationally accredited by NCATE and AECT and is consistent with standards for instructional designers.

eLEARNING DESIGN AND IMPLEMENTATION

Students may complete a 36 semester hours online master's degree with an eLearning emphasis. The focus of this master's track is on the planning, design, development, delivery, facilitation and evaluation of online learning resources and programs. A certificate is also available in designing Web-based learning environments (WLE).

K-12 TEACHING

Students may select a master's program or an endorsement program in instructional technology. For the full master of arts degree, students complete at least 36 graduate semester hours of course work consisting of a core set of courses and approved electives. The plan of study is accredited by NCATE and AECT and is designed in line with standards of the Colorado Department of Education. Students may also complete an endorsement-only program in ITT or ITS consisting of 24 graduate semester hours.

Elementary and Secondary Teacher Leadership: ILT Program (22 Hours)

Students completing their initial teaching license with UC Denver have an option to continue course work to obtain a postbaccalaureate certificate or master of arts in curriculum and instruction with a technology emphasis. Consult the IPTE Web site for the plan of study and other program requirements at www.cudenver.edu/ippte/ogreen.

Other Programs

The ILT program offers an endorsement in instructional technology and certificates in elearning and digital storytelling.

ENDORSEMENT-ONLY OPTIONS IN INSTRUCTIONAL TECHNOLOGY

K-12 teachers may elect to complete a 24-semester-hour program leading to state endorsement in instructional technology at the teacher or specialist level. Teachers beginning their careers may complete the initial teacher licensing program, followed by 24 semester hours for teacher-level endorsement. More experienced teachers may complete 24 semester hours for the specialist-level endorsement.

DESIGNING ELEARNING ENVIRONMENTS (DeE CERTIFICATE)

The DeE certificate is an 18-semester-hour program offered entirely online that focuses specifically on the skills needed to design and facilitate online learning opportunities for learners in K-12, higher education and corporate settings. This program is perfect for educators who are not interested in a graduate degree. More information is available at www.cudenver.edu/ilt/elearning/programs/overview.htm.

DIGITAL STORYTELLING CERTIFICATE

A 9-semester-hour certificate in digital storytelling includes face-to-face workshops as well as a 4-semester-hour online course. Participants develop digital stories using non-linear video editing programs and other presentation tools. They learn to integrate digital storytelling methods into existing courses and curricula for all ages.

Note: To receive Colorado teacher endorsements, students are required to pass the PLACE test in instructional technology. This is a Colorado Department of Education requirement.

COMPREHENSIVE EXAMINATION FOR ALL ILT STUDENTS

The comprehensive exam consists of a professional portfolio wherein students demonstrate program competencies through work products and related accomplishments. The portfolio is created throughout the student's program and submitted for faculty review the final semester. For more information, see the ILT Web site.

For complete details about ILT programs, endorsement requirements and certificates, see the ILT Web site at www.cudenver.edu/ilt.

School Library and Instructional Leadership

Office: Lawrence Street Center, 701

Telephone: 303-315-6300

Fax: 303-315-6311

E-mail: education@cudenver.edu

Web site: www.cudenver.edu/schoollibrary

FACULTY

Information about SLIL faculty is available online at www.cudenver.edu/schoollibrary.

PROGRAM REQUIREMENTS

The school library and instructional leadership program within the ILT master's degree program is a nationally recognized NCATE-AASL revised and approved school library media education program that leads to the Colorado Department of Education endorsement for school libraries. The program integrates information literacy standards through the use of collaborative planning, as approved by the American Association of School Libraries. Technology and library resources are seen as tools to increase student achievement by integrating the information literacy standards with the content standards of the classroom teacher. The program adheres to the constructivist theory of resource-based learning and promotes an appreciation of children's and adolescent literature.

The program believes that school librarians require education as a teacher as well as a librarian, as advocated by the American Library Association and the International Association of School Libraries. As a school librarian, you will provide collaborative instruction, information access and leadership through the management of your library program and the library resources. Courses are offered in a completely online program, an evening on-campus program, or a monthly Saturday cohort scheduled in communities across Colorado.

Once admitted, students begin a plan of study that typically takes about two years to complete. Consult the SLIL Web site for more information about specific plans of study, course offerings and expectations of cohort groups.

ADMISSION REQUIREMENTS

Admission decisions are based on undergraduate and graduate grades, external letters of recommendation, writing samples and fit with the program as reflected in a letter of intent. In some cases, results of a test (GRE) are also required. Prospective students should consult the SLIL program Web site (www.cudenver.edu/schoollibrary) for complete admission procedures and requirements.

PROFESSIONAL EXPECTATIONS

All students in the SLIL program are expected to show a strong commitment to the program and to maintain high academic, professional and ethical standards. Inappropriate or unprofessional conduct is cause for discipline or dismissal from the program.

TECHNOLOGY EXPECTATIONS

The SLIL program uses computers and related technologies either as a focus or a tool for learning. Students are expected to obtain an e-mail account and check it frequently. In addition to on-campus facilities, SLIL students need convenient access to Internet-connected computers off campus, either at their place of work or at home. In addition to textbooks, software purchases may be required or recommended for specific classes.

PROGRAM REQUIREMENTS

School library students also have a choice between endorsement-only and full master's programs. The master's program requires a minimum of 36 graduate semester hours. Students complete a plan of study consisting of courses and professional field experience. To receive Colorado teacher endorsement, students are required to pass the PLACE test in school library. This is a Colorado Department of Education requirement.

Requirements for LDE Program (Degree/Endorsement or TESOL Certificate)

Course	MA No CDE Endorsement	MA and CDE Endorsement	CDE Endorsement Only	IPTE to MA and CDE Endorsement	TESOL Certificate
LLC 5910. Foundations of Language, Literacy and Culture	Required	Required	Required	Required	
<i>One course from culture options:</i> LLC 5140. Multicultural Education LLC 5150. Culture of the Classroom LLC 5160. Foundations of Bilingual Education	Select one	Select one	Select one	Select one	
LLC 5070. Linguistic Analysis of English	Required	Required	Required	Required	Required
LLC 5030. Language and Literacy Acquisition I	Required	Required	Required	Required	Required
LLC 5820. Techniques in Teaching ESL	Required	Required	Required	Required	Required
LLC 5050. Linguistic and Cultural Issues in Linking Assessment and Instruction	Required	Required	Required	Required	Required
<i>One course from field-based teaching options:</i> LLC 5020. Workshop in Literacy and Language Teaching LLC 5825. Methods and Materials of Language Teaching LLC 5826. Language Teaching Laboratory LLC 5730. Language and Literacy Across the Curriculum LLC 5770. Effective Literacy Instruction for Second Language Learners	Select one	Elem: 5825 Sec: 5826	Elem: 5825 Sec: 5826	Elem: 5825 Sec: 5826	5826
LLC 5035. Language and Literacy Acquisition II	Required	Required			
LLC 6912. Seminar and Practicum	Required	Required	Required	Required	
<i>One course from research and evaluation methodology:</i> REM 5050. Assessment for Teachers REM 5080. Research for Teachers	Select one	Select one		Select one	
<i>One course from educational psychology:</i> EPSY 5110. Human Learning EPSY 5220. Adult Learning and Education	Select one	Select one			
Elective of student's choice.	Select one	Select one			
Portfolio	Required	Required	Required	Required	
PLACE Exam		Required	Required	Required	
Total Semester Hours	36	36	24	27	15

COMPREHENSIVE EXAMINATION FOR ALL SLIL STUDENTS

The comprehensive exam consists of a professional portfolio wherein students demonstrate program competencies through work products and related accomplishments. The portfolio is created throughout the student's program and submitted for faculty review the final semester. For more information, see the ILT Web site. For complete details about the SLIL program and endorsement requirements, see the ILT Web site at www.cudenver.edu/schoollibrary.

LINGUISTICALLY DIVERSE EDUCATION (LDE) PROGRAM

Office: Lawrence Street Center, 701

Telephone: 303-315-6300

Fax: 303-315-6311

E-mail: education@cudenver.edu

Web site: www.cudenver.edu/sehd/lde

Faculty

Information about faculty in this program is available at www.cudenver.edu/sehd/lde.

The faculty of linguistically diverse education (LDE) believe that effective teaching requires an awareness of and the ability to respond to individual differences. LDE faculty also emphasize the importance of teachers as scholars and reflective practitioners. In particular, teachers must understand how linguistic and cultural diversity affect their teaching. Two themes run throughout all program offerings. The first concerns the importance of recognizing a variety of literacies—"home" literacies, school literacy, "mainstream" literacy, first and second language literacies—and to develop teaching practices that utilize an understanding of the complexity of literacy development across language contexts. The second theme involves the meaningful use of language and literacy to improve the quality of one's life. As an approach to teaching, this theme emphasizes the creation of diverse, rich environments in which learners experience oral and written language as part of authentic tasks, and where concern for the cultural and linguistic heritage of the students is evident.

Program Options

The LDE program offers options leading to the following:

- a master of arts in curriculum and instruction
- the Colorado Endorsement for Linguistically Diverse Education
- a Teaching English to Speakers of Other Languages (TESOL) certificate
- a Content Instruction for English Learners (CIEL) certificate
- a Culturally Responsive Urban Education (CRUE) certificate

The program is intended for:

- novice teachers who have completed their Colorado teaching credentials in UC Denver's initial professional teacher education (IPTE) licensure program at the graduate level and are enrolled in the MA in curriculum and instruction with an emphasis in LDE (see 27 semester-hour option)
- veteran elementary and secondary teachers returning to graduate studies for the master's degree (36 semester hours)
- veteran elementary and secondary teachers returning to acquire Colorado endorsement credentials (24 semester hours)
- individuals interested in teaching English abroad (TESOL: 15 semester hours)
- veteran elementary and secondary teachers returning to graduate studies for a certificate to aid them in helping their English language learners succeed (CIEL: 9 semester hours)
- elementary and secondary teachers who desire preparation in better meeting the needs of culturally diverse learners (CRUE: 9 semester hours)
- individuals interested in teaching adults (MA: 36 semester hours)

The MA is a field-based professional development program involving university faculty and practicing LDE instructors in public school and intensive English settings. Courses, laboratories and practica emphasize scholarly approaches to complex problems of practice and feature interactive, collaborative and practical approaches to working with English language learners.

We advocate a sociocultural approach to issues of language and learning, acknowledging the legitimacy of linguistic and cultural differences and recognizing that academic settings represent important socializing forces in students' lives. Because of this, we emphasize the "whole learner" in our teaching and in teacher education and teacher development, understanding that individuals do not merely add a language to their repertoire of communication but make fundamental identity adjustments as they progress in their studies. For this reason, all our course work, laboratories and practica experiences are field-based, putting our program participants in contact with veteran teachers and English language learners. We draw heavily on recent scholarship in collaborative approaches to school-university partnerships and systemic school change in developing classroom methods and materials, curricula and teacher development experiences.

The MA program also provides a foundation in teaching English in a variety of contexts in the United States and abroad. Teachers who work in LDE programs or in other content areas (such as art, language arts, math, music, science, social studies or technology), but who wish to integrate LDE principles and strategies into their instruction for their English language learners, will find the MA program relevant to their interests and goals.

Course work includes language teaching methodology, language acquisition, applied linguistics, cross-cultural education, curriculum development, literacy and other areas. This program has been developed as an advanced course of study for practicing teachers or individuals with some teaching experience.

Applicants who are new to teaching, and who wish to teach in U.S. K–12 public school settings, should inquire about the IPTE program. Applicants who are new to teaching, but who do not need a teaching license (certification) because they do not wish to teach in U.S. public schools, may consider the TESOL certificate to gain initial teaching experiences before applying for the MA.

Program Requirements and Courses

To complete the LDE program and earn a master's degree and/or endorsement, or to earn a TESOL certificate, students must complete the appropriate course work as outlined in the table on the previous page. Those considering the CRUE certificate will find course requirements at www.cruecenter.org/certification.html. Students interested in the CIEL certificate must complete the following:

	<i>Semester Hours</i>
LLC 5030. Language and Literacy Acquisition I	
—or—	
LLC 5070. Linguistic Analysis of English	3
LLC 5050. Linguistic and Cultural Issues in Linking Assessment and Instruction	
—or—	
LLC 5820. Techniques in Teaching ESL	
—or—	
LLC 5825. Methods and Materials of Language Teaching	
—or—	
LLC C 5826. Language Teaching Laboratory	3
LLC 6912. Seminar and Practicum	3
Total	9

CUMULATIVE PORTFOLIO OF PERFORMANCE BASED ASSESSMENTS (PBAS)

The portfolio is required for the CDE endorsement, counts as the comprehensive exam for the master's degree and permits you to document your development over the course of your program.

Portfolios are reviewed by LDE faculty members. At least two faculty members must agree that the portfolio is acceptable in order to pass. The portfolio process is reviewed in every class as each of the PBAs is completed in the classes, helping students to update their portfolios throughout the program. For more portfolio guidelines, visit the Web site at www.cudenver.edu/sehd/lde.

PLACE EXAM FOR LINGUISTICALLY DIVERSE EDUCATION ENDORSEMENT

To add the endorsement to their teaching license, students must pass the PLACE (Program for Licensing Assessments for Colorado Educators) exam for linguistically diverse education, secure and submit the appropriate paperwork from the Colorado Department of Education, and pay fees required for the PLACE and for the endorsement paperwork.

Information about PLACE is online at www.place.nesinc.com.

Course Scheduling

During the fall and spring semesters, most university courses are offered in the late afternoon and evening and meet for three hours once a week over a 16-week semester. Some alternative course schedules are available, such as meeting on five Friday-evening/all-day Saturday combinations. In the summer semester, three- to eight-week sessions are

offered, and courses may be in the morning, afternoon or evening. A current schedule of courses is available online at www.cudenver.edu/registrar.

Planning

For practicing full-time teachers, we recommend taking one course each fall and spring semester and up to two courses each summer. Students may simultaneously complete requirements for the MA and the endorsement for linguistically diverse education. Support for course planning is available in LDE advising sessions—usually held once in fall and once in spring. These sessions help students build their programs around course sequences and availability (some courses are offered only once per year).

Active Status in the Graduate School

Students must complete their programs within seven years, maintaining a GPA of 3.0. Students typically take four courses each calendar year. Failure to enroll over three contiguous semesters will result in a requirement to resubmit part I of the application for admission and a letter of intent.

Requirements for Reading and Writing Program (Degree/Endorsement Options)

Course	ELEMENTARY (K–6)			SECONDARY (7–12)		
	MA & CDE Endorsement	Post-IPTE MA & CDE Endorsement	CDE Endorsement Only	MA & CDE Endorsement	Post-IPTE MA & CDE Endorsement	CDE Endorsement Only
LLC 5020. Workshop in Literacy and Language Teaching	Required		Required	Required	Required	Required
LLC 5810. Workshop in Language Acquisition and Development	Required	Required	Required	Required	Required	Required
LLC 5910. Foundations of Language, Literacy and Culture	Required	Required	Required	Required	Required	Required
LLC 5710. Primary Literacy: Pre-Third Grade	Required	Required	Required			
LLC 5720. Writing: Process, Development and Teaching—Grades 3–12	Required	Required	Required	Required	Required	Required
LLC 5730. Language and Literacy Across the Curriculum	Required		Required	Required		Required
Children’s literature course, per advisor approval	Select one	Select one	Select one			
LLC 5740. Adolescent Literature				Required	Required (waived if taken as part of English licensure)	Required
LLC 6910. Seminar and Practicum in Literacy and Language, K–6	Required	Required	Required			
LLC 6911. Seminar and Practicum in Literacy and Language, 7–12+				Required	Required	Required
LLC 5055. Linking Assessment and Instruction in Language and Literacy, Part I	Required	Required	Required	Required	Required	Required
LLC 6915. Seminar and Practicum in Literacy Professional Development	Required	Required		Required	Required	Required
Core course in Research and Evaluation Methodology (REM) – see list on page 150	Select one	5080		Select one	5080	
Interdisciplinary core course – see list on page 150	Select one			Select one		
Elective of student’s choice				Select one		
Portfolio	Required	Required		Required	Required	
PLACE Exam	Required	Required	Required	Required	Required	Required
Total Semester Hours	36	27	27	36	27	27

LITERACY, LANGUAGE AND CULTURALLY RESPONSIVE TEACHING (L2CRT) PROGRAM

Office: Lawrence Street Center, 701

Telephone: 303-315-6300

Fax: 303-315-6311

E-mail: education@cudenver.edu

Web sites: www.cudenver.edu/sehd/literacy and www.cudenver.edu/sehd/englished

Faculty

Information about faculty in this program is available online at www.cudenver.edu/sehd/literacy.

The faculty of literacy, language and culturally responsive teaching (L2CRT) believe that effective teaching requires an awareness of and the ability to respond to individual differences. L2CRT faculty also emphasize the importance of teachers as scholars and reflective practitioners. In particular, teachers must understand how linguistic and cultural diversity affect their teaching. Two themes run throughout all program offerings. The first concerns the importance of recognizing a variety of literacies—“home” literacies, school literacy, “mainstream” literacy, first and second language literacies—and to develop teaching practices that utilize an understanding of the complexity of literacy development across language contexts. The second theme involves the meaningful use of language and literacy to improve the quality of one’s life. As an approach to teaching, this theme emphasizes the creation of diverse, rich environments in which learners experience oral and written language as part of authentic tasks, and where concern for the cultural and linguistic heritage of the students is evident.

Reading and Writing Option

This master’s program is designed for K-6 and 7-12 teachers. Those interested in elementary reading and writing should communicate with Professors Espinoza, Nathenson-Mejia or Taylor. Those interested in secondary and adult reading and writing should communicate with Professor Shanklin (see Web site for faculty contact information).

Reading is a credentialled program meeting the Colorado Department of Education requirements for reading teacher endorsement. Therefore, students who obtain a master’s degree emphasizing reading education from UC Denver are certified to hold positions in public and private schools as special developmental and remedial reading teachers in K–6 or 7–12. This program is also valuable for elementary and secondary teachers who wish to enhance reading and writing instruction in their classrooms.

By placing emphasis on the reading, writing and oral language development of culturally, linguistically and academically diverse student populations, this master’s program is at the forefront of the field. Reading, writing and oral language are approached from a socio-psycho-linguistic perspective that emphasizes the learner’s construction of meaning rather than the learning of isolated skills. Importance is placed on using theory, inquiry and personal reflection to inform classroom practice. The program prepares teachers to become decision makers capable of developing learner-centered curricula where each student’s reading and writing abilities are assessed to address developmental or special needs.

CURRICULUM

Course offerings lead to an MA degree in curriculum and instruction with an emphasis in reading and writing, as well as a reading teacher endorsement, at one of two levels: K–6 or 7–12.

Those who have completed UC Denver’s initial professional teacher education (IPTE) licensure program at the graduate level must earn an additional 27 semester hours to obtain the MA and endorsement. Those who completed licensure through other means must earn an additional 36 semester hours to obtain the MA and endorsement.

Teachers may add a reading teacher endorsement to an already-earned master’s degree in education by taking those courses listed under the chosen endorsement level. (In the state of Colorado, the reading teacher endorsement cannot simply be added to a bachelor’s degree.) Electives and core courses are not required. Two additional courses must be taken in other areas specified by the Colorado Department of Education. In many cases, previous master’s degree courses will satisfy this requirement.

Secondary English Education Option

The master’s program in secondary English education is designed to enhance the preparation of middle and high school English/language arts teachers. Students complete course work in language development, assessment and field experiences. With the help of their advisor, they also select specific courses from the English Department or within the School of Education and Human Development that provide a well-rounded repertoire of knowledge and skills to fulfill the needs of an English educator. Special consideration is given to working with diverse ethnic populations. Students interested in English education should see Professor Shanklin (see Web site for faculty contact information).

PROGRAM REQUIREMENTS

To earn a master of arts degree in curriculum and instruction with an emphasis in secondary English education, students must complete the following:

- 30 graduate semester hours in English education
- 6 graduate semester hours of core courses
- performance-based assessments that culminate in a portfolio finalized in the last semester of the program as fulfillment of the MA comprehensive exam requirement

Each student’s course plan is developed in conjunction with his/her advisor. Please review www.cudenver.edu/sehd/englished for recommended course sequence.

	<i>Semester Hours</i>
LLC 5055. Linking Assessment and Instruction in Language and Literacy, Part I	.3
LLC 5740. Adolescent Literature	.3
LLC 5760. Theory and Methods of English Education	.3
—or—	
LLC 5835. Special Topics: Advanced Theories and Methods of English Education	.3
LLC 5810. Workshop in Language Acquisition and Development	.3
LLC 5910. Foundations of Language, Literacy and Culture	.3
LLC 6911. Seminar and Practicum in Literacy and Language, Grades 7–12+	.3
Research and Evaluation Methodology core course (see list on the following page)	.3
Interdisciplinary core course (see list on the following page)	.3
Four electives, per advisor approval, from the English department and/or the School of Education and Human Development. Either LLC 5720, Writing: Process, Development and Teaching—Grades 3-12, or ENGL 5110, Denver Writing Project, is strongly recommended. Courses in working with English language learners and in instructional technology may also be helpful. For the technology course, please contact the professor about prerequisite knowledge.	.12
Total	.36

PROGRAM REQUIREMENTS—WHEN ADDED TO INITIAL PROFESSIONAL TEACHER EDUCATION

MA in curriculum and instruction with emphasis in secondary content leadership (English), when added to UC Denver’s IPTE licensure program completed at the graduate level:

- 18 graduate semester hours
- performance-based assessments that culminate in a portfolio finalized in the last semester of the program as fulfillment of the MA comprehensive exam requirement

Each student's course plan is developed in conjunction with his/her advisor. Please review www.cudenver.edu/sehd/englished for recommended course sequence.

Semester Hours

FNDS-5050. Critical Issues in American Education	
—or—	
IPTE 5080. Principals and Practice of Change	
—or—	
SPED 5300. Collaborating in Schools and Communities	3
REM 5080. Research for Teachers	3
Four electives, per advisor approval, from the English department and/or the School of Education and Human Development. Either LLC 5720, Writing: Process, Development and Teaching—Grades 3-12, or ENGL 5110, Denver Writing Project, is strongly recommended. Courses in working with English language learners and in instructional technology may also be helpful. For the technology course, please contact the professor about prerequisite knowledge.	12
Total	18

Core Courses

Research and Evaluation Methodology

REM 5000. Orientation to Research and Measurement in Education . . .	3
REM 5050. Assessment for Teachers	3
REM 5080. Research for Teachers	3
REM 5100. Basic Statistics	3
REM 5200. Introduction to Research Methods	3
REM 5300. Introduction to Measurement	3

Interdisciplinary

EPSY 5100. Advanced Child Growth and Development	3
EPSY 5140. Advanced Adolescent Growth and Development	3
EPSY 5220. Adult Learning and Education	3
EPSY 6200. Human Development Over the Lifespan	3
FNDS 5050. Critical Issues in American Education	3
FNDS 5420. History and Philosophy of Education: Twentieth Century America	3
LLC 5140. Multicultural Education	3
LLC 5150. Culture of the Classroom	3
LLC 5160. Historical and Legal Foundations of Bilingual Education	3
LLC 5820. Techniques in Teaching ESL	3

Cumulative Portfolio

The MA portfolio counts as the comprehensive exam for the master's degree. The portfolio is an accumulation of the performance based assessments completed during program courses and reflects on the student's development over the course of the degree program. Reading and writing students must include confirmation of Reading Teacher PLACE exam registration in their portfolios.

Course Scheduling

During the fall and spring semesters, most university courses are offered in the late afternoon and evening and meet for three hours once a week over a 16-week semester. Some alternative course schedules are available, such as meeting on five Friday-evening/all-day Saturday combinations. In the summer semester, three- to eight-week sessions are offered, and courses may be in the morning, afternoon or evening. A current schedule of courses is available online at www.cudenver.edu/register.

Planning

For practicing full-time teachers, we recommend taking one course each fall and spring semester, and up to two courses each summer. Plan carefully because courses are intended to build upon each other, and some courses are only offered once a year.

Active Status in the Graduate School

Students must complete their programs within seven years, maintaining a GPA of 3.0. Students typically take four courses each calendar year. Failure to enroll over three contiguous semesters will result in a requirement to resubmit part I of the application for admission and a letter of intent.

ADMINISTRATIVE LEADERSHIP AND POLICY STUDIES (ALPS) PROGRAM

Office: Lawrence Street Center, 701
Telephone: 303-315-6300
Fax: 303-315-6311
E-mail: education@cudenver.edu
Web site: www.cudenver.edu/sehd/alps

Faculty

For information about faculty in this area, visit www.cudenver.edu/sehd/alps.

The primary responsibility of the administrative leadership and policy studies (ALPS) faculty is to prepare leaders for public education in Colorado and the nation. Currently, the principal license is required for people seeking building-level administrative positions in Colorado.

Programs

PRINCIPAL/ADMINISTRATOR LICENSURE PROGRAM

ALPS offers course work that leads to the initial license for principal or administrator. Having earned an initial license, those who have obtained a master's degree and who go on to complete a district-sponsored induction program may then be awarded a professional license by the Colorado Department of Education.

Geared primarily toward preparation for the initial principal license, ALPS's 32 semester-hour program is project-based, requiring students to present evidence of meeting both state and national standards through performance based assessments. A 400-hour clinical-practice experience is integrated throughout the four-semester program.

Students develop a portfolio during the principal licensure program. Portfolios not finalized by the end of the fourth semester must be completed within the two subsequent semesters (not including summer).

Students interested in preparing for the initial administrator license must meet knowledge and skill requirements that include but go beyond the expectations for the principal license. In addition to the work for the principal licensure program, students seeking the administrative credential must create new projects or expand existing projects to meet requirements of the administrator standards. Students seeking an administrator license must also complete 6 semester hours of EDUC 6930, Clinical Practice for Administrative Leadership. Clinical practice activities and additional projects must be developed to meet the state standards for school administrators. *Note: Experienced school or district leaders already holding a principal license should see the Executive Leadership Program (below) for pursuing administrator licensure.*

Denver Metro-Area Cohorts

Denver metro-area cohorts are delivered in four 8-semester-hour courses over four consecutive semesters. Cohorts start at one or more

locations each semester and involve a combination of weekly in-person meetings and online work.

Semester Hours

EDUC 5751. Principal/Administrator Licensing I	8
EDUC 5752. Principal/Administrator Licensing II	8
EDUC 5753. Principal/Administrator Licensing III	8
EDUC 5754. Principal/Administrator Licensing IV	8
Total	32

Distance-Learning Cohorts

Distance-learning cohorts start each summer in June with a weeklong boot camp in Denver, meet over several intensive weekends during the subsequent fall and spring semesters, and end with a weekend the following summer. Online work is completed in between the in-person sessions. Distance-learning cohorts are delivered in three 9-semester-hour courses and one 5-semester-hour course:

Semester Hours

EDUC 5751. Principal/Administrator Licensing I	9
EDUC 5752. Principal/Administrator Licensing II	9
EDUC 5753. Principal/Administrator Licensing III	9
EDUC 5754. Principal/Administrator Licensing IV	5
Total	32

MASTER OF ARTS (MA)

The MA is designed for those who do not already hold a graduate degree. Usually master's students will complete 9 semester hours beyond the 32 required in the licensure program, for a total of 41 semester hours of course work after the bachelor's degree.

For the MA degree, students must select at least one course in each of the following three areas:

- educational research
- educational foundations/multicultural education
- educational psychology/special education

Specific course listings are at www.cudenver.edu/sehd/alps.

Candidates must also successfully complete a comprehensive exam paper, reflecting on how the three MA classes will help them in the role of principal or administrator.

SPECIALIST IN EDUCATION (EdS)

The EdS degree program affords the opportunity for advanced graduate study and is available to those who already hold a master's degree. Generally for the specialist degree students will complete 9 semester hours that constitute an area of focus, in addition to the 32 required in the licensure program. Candidates must also successfully complete a comprehensive exam paper, reflecting on how the three EdS classes will help them in the role of principal or administrator.

EXECUTIVE LEADERSHIP PROGRAM

Designed for principals and central-office administrators who, already holding a principal license, wish to obtain an initial administrator license in Colorado and prepare for careers as superintendents. Meeting over four semesters, the program involves a combination of intensive weekends and online work.

EDUC 7000. Special Topics—Charting the Course: Preparing Future Superintendents for Success	3
EDUC 7002. Special Topics—The Name of the Game: District Improvement and Learning for All	3
EDUC 7004. Special Topics—Leading from the Left Seat: School Board and Community Relations	3
EDUC 7006. Special Topics—People Make the Difference: Personnel, Labor Relations, Contract Negotiations	3
Total	12

The executive leadership program does not lead to a degree.

Admission Criteria/Guidelines

PRINCIPAL/ADMINISTRATOR LICENSURE PROGRAM, MASTER OF ARTS (MA) AND SPECIALIST IN EDUCATION (EdS)

Admission to the ALPS principal/administrator licensure and MA/EdS programs is competitive. The faculty seek students who possess (a) high intellectual ability, (b) strong academic backgrounds and (c) clear leadership potential. The following are the minimum requirements for admission.

- GPA: undergraduate—2.75 or better on a 4-point scale; graduate—3.0 or better
- examination scores. Either, not both: Miller Analogy Test (MAT)—44 or higher; GRE—900 or higher, combined verbal and quantitative scores. Although a minimum has not been set, the analytical part of the GRE also will be considered. (If undergraduate GPA is 2.75 or higher, GRE/MAT scores are waived. The MAT/GRE is also not required of applicants who already hold a graduate degree or have completed 24 hours of graduate-level (not postbaccalaureate) course work with at least a 3.0 GPA.)
- positive review of letters of recommendation and resume
- high-quality writing sample

For complete admission requirements and materials, please visit www.cudenver.edu/sehd/alps or call 303-315-6300.

EXECUTIVE LEADERSHIP PROGRAM

Admission is competitive. The faculty seek students who hold a Colorado principal license and have at least two years of post-licensure administrative experience. Complete admission requirements and materials are available at www.cudenver.edu/sehd/elp.

Additional Program Information

Individuals interested in any of these programs are encouraged to contact ALPS faculty. Conferences prior to application are encouraged and welcomed. Following admission, students are expected to maintain frequent contact with assigned advisors to plan, develop and complete their programs of study.

EARLY CHILDHOOD EDUCATION (ECE) PROGRAM

Office: Lawrence Street Center, 701
Telephone: 303-315-6300
Fax: 303-315-6311
E-mail: education@cudenver.edu
Web site: www.cudenver.edu/sehd/

Faculty

More information about faculty in this division is available online at www.cudenver.edu/sehd/.

Master's Degree

The early childhood education (ECE) program leads to a master's degree in early childhood education (early childhood accomplished teacher focus) and/or licensure in early childhood special education (early childhood special education specialist). The program prepares leaders who will enrich the life experience of young children (birth to 8) and their families through a variety of professional roles.

The ECE program is interdisciplinary in focus, drawing on university resources and the clinical expertise of various community professionals. There is a strong emphasis on fieldwork and practicum experiences in both regular and special education concentrations. Field experiences are a part of each course and provide an opportunity for each student to gain

knowledge, abilities and dispositions while interacting with children, families, program staff and community agencies. Practicum experiences are designed to allow students to apply knowledge and practice skills in a closely supervised environment.

The program also offers students opportunities to pursue three areas of specialization: 1) infant/toddler specialist, 2) early childhood mental health education specialist and 3) challenging behavior/autism specialist.

CURRICULUM

The master's degree in early childhood education with an endorsement in early childhood special education (ECSE) requires 49 semester hours of course work including 6 hours of practicum. Forty semester hours are required for the ECSE specialist endorsement only. The master's degree in early childhood typically requires 40 semester hours of course work, including 3 semester hours of practicum. Selecting an area of specialization adds 3 to 6 semester hours depending on the specialized roles.

The early childhood accomplished teacher focus and the early childhood special education focus share course content in:

- language development and disorders
- child growth and development, differences and disorders
- learning approaches with young children
- measurement and evaluation
- basic statistics/research methods
- multicultural education
- research and current issues
- early childhood curriculum and program development for inclusive classrooms
- working collaboratively with parents and families
- program administration/leadership

The early childhood special education program provides specialized training in:

- screening and assessment of young children
- intervention strategies with infants and preschoolers
- behavior management
- working as a member of the transdisciplinary team
- cognitive and socioemotional development and disorders
- treatment of children who have neurological impairment and chronic illness
- challenging behaviors and autism

The early childhood regular education program provides specialized training in:

- language acquisition and development
- literacy instruction
- infant/toddler development
- early childhood mental health and social competence

ECE-CARES

Project Director: Suzanne Adams
Office: Lawrence Street Center, 626
Telephone: 303-315-4950

Faculty

Information about ECE-CARES faculty is available at www.cudenver.edu/sehd/facstaff.

Specialization

The ECE-CARES focus provides in-depth training in competencies related to working with: (a) children and families experiencing stress and violence; and (b) children with behavior challenges. The specialization consists of one additional course, ECE 5202, dealing with stress, violence and behavioral challenges in young children, as well as appropriate classroom intervention strategies.

EDUCATIONAL PSYCHOLOGY (EPSY) PROGRAM

Office: Lawrence Street Center, 701
Telephone: 303-315-6300
Fax: 303-315-6311
E-mail: education@cudenver.edu
Web site: www.cudenver.edu/sehd/

Faculty

Information about educational psychology faculty is available online at www.cudenver.edu/sehd/.

Master's Degree

The MA program in educational psychology prepares students to facilitate the teaching/learning process. Thus, many students pursue the degree to enhance their skills as professional classroom teachers. The degree also provides skills necessary for a variety of roles where knowledge of learning, development and research is essential; examples would include teaching at the community college level, teaching adults and conducting program evaluation. Other students seek the MA as preparation for advanced study in educational psychology.

Note, too, that many students in the school's initial professional teacher education program—as well as interns in the alternative teacher licensure programs conducted by the Stanley British Primary School, the Boulder Journey School and Friends' School—also seek the MA degree in the Division of Educational Psychology.

AREAS OF STUDY

Four major areas of concentration are available—human learning, child growth and development, research and evaluation and individualized programs (such as adult learning). Regardless of the concentration area selected, all students must:

- take 9 semester hours of core courses required by the School of Education and Human Development
- demonstrate competence in educational psychology by successfully completing a minimum of 36 semester hours of relevant course work (9 of which are the core)
- complete either a master's thesis (4 semester hours, MA Plan I) or an independent study project (3 to 4 semester hours, MA Plan II), the latter involving the collection of data bearing on a given problem and its analysis and interpretation in writing
- perform satisfactorily on a written comprehensive examination (typically during the last term enrolled in regular courses)
- complete the degree on a timely basis, usually within three years

Research and Evaluation Methodology

Office: Lawrence Street Center, 701
Telephone: 303-315-6300
Fax: 303-315-6311
E-mail: education@cudenver.edu
Web site: www.cudenver.edu/sehd/

Faculty

To find information about faculty in this division visit www.cudenver.edu/sehd/facstaff.

Emphasis Track

There is a REM emphasis track within the educational psychology master's degree program; students can select either an evaluation/data analysis focus or an assessment focus. This area also provides classes to all education graduate programs, offering courses in research methods, evaluation, statistics, assessment and measurement.

EDUCATIONAL LEADERSHIP AND INNOVATION (EDLI) DOCTORAL PROGRAM

Office: Lawrence Street Center, 701

Telephone: 303-315-6300

Fax: 303-315-6311

E-mail: education@cudenver.edu

Web site: www.cudenver.edu/sehd/edli

The doctoral program in the School of Education and Human Development is not admitting new students for 2008. We expect to begin accepting applications in early 2009 to admit a new class for summer or fall 2009. To keep current on the progress of this work, please visit our Web site as early as September 2008.

Note that faculty and administrators have revised the program's previous curriculum, requirements and admissions processes. Information found in any printed material dated before September 2008 pertains only to students already in the program, not to future admits.