

# School of Education & Human Development

**Dean**  
Lynn Rhodes

**Associate Dean**  
Luis Rene Galindo

## Contact

**Office**  
North Classroom 5012

**Telephone**  
303-556-2717

**E-mail**  
education@cudenver.edu

**Web site**  
www.cudenver.edu/sehd

*As a graduate school in the heart of the city, the School of Education & 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 & 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 & 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 & 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 & Human Development

By 1965 what is now the School of Education & 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 Denver 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 Denver 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 to our present location 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 '80s, 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 55 full-time faculty, a student body of 2,500, and a curriculum of 11 degree and 14 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 & Human Development is now the largest education program in the CU 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 & 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 Denver 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 303-556-6030.

## 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 & Human Development at UCDHSC. 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)

The CCEL was chartered in 1993 in response to the growing need for collaboration between the School of Education & 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 Health Sciences Center campuses, 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 & Human Development Student Services Center located in the North Classroom building, Room 5012, by telephone at 303-556-2717, or by e-mail to [education@cudenver.edu](mailto: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](http://www.cudenver.edu/sehd).

## DIVISION OF INITIAL PROFESSIONAL TEACHER EDUCATION (IPTE)

**Office:** North Classroom 5012

Campus Box 106

P.O. Box 173364

Denver, CO 80217-3364

**Telephone:** 303-556-2717 or 303-556-5274

**Fax:** 303-556-4479

**E-mail:** [education@cudenver.edu](mailto:education@cudenver.edu)

**Web site:** [www.cudenver.edu/sehd](http://www.cudenver.edu/sehd) or

<http://thunder1.cudenver.edu/IPTE/ogreen>

## Programs of Study

**Initial Professional Teacher Education Program Coordinator:**  
Carole Basile

## The IPTE Licensure Program Overview

The Initial Professional Teacher Education (IPTE) program fosters critically reflective inquiry about teaching and learning and the 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 participate productively in and lead school renewal by applying democratic principles in educational settings. (*continued on page 114*)

| School of Education & Human Development Degree Programs and Associated State Licenses |  |  |
|---|--|--|
| Programs  | Approved Degrees   | Licenses and Endorsements  |
| ALPS: Administrative Leadership and Policy Studies                                    | <b>Master of Arts:</b><br>Administrative Leadership and Policy Studies<br><br><b>Educational Specialist (EdS):</b><br>Administrative Leadership and Policy Studies       | Principal License<br><br>Administrator License   |
| EDLI: Educational Leadership and Innovation (doctoral program)                        | <b>PhD:</b><br>Educational Leadership and Innovation   |  |
| IPTE: Initial Professional Teacher Education  | <b>Teacher Licensure</b><br><br><br><b>Master of Arts:</b><br>Special Education  | <b>Elementary Education</b><br><b>Secondary Education:</b><br>Math, Science, Social Studies, English, Foreign Language<br><br><b>Special Education:</b><br>Generalist–K–12   |
| CPCE: Counseling Psychology and Counselor Education                                   | <b>Master of Arts:</b><br>Counseling Psychology and Counselor Education<br><br><br><br><br><br><br><br><br><br><b>Educational Specialist (EdS):</b><br>School Psychology | <b>Public School Counselor License</b><br>0–21<br><br><b>Encouraged to apply for licensure from the State of Colorado:</b><br>Couples and Family Therapy<br>Community Agency – Interdisciplinary<br>Community Agency – Employee Assistance Program<br>Community Agency – Career<br>Community Agency – Multicultural<br><br><b>School Psychology License:</b><br>0–21 |
| EPSY: Educational Psychology  | <b>Master of Arts:</b><br>Educational Psychology   |  |
| ECE: Early Childhood Education  | <b>Master of Arts:</b><br>Early Childhood Education  | Teacher 4, Early Childhood Special Education   |
| LLC: Language, Literacy, and Culture  | <b>Master of Arts:</b><br>Curriculum and Instruction   | Endorsements/emphases:<br>• Teacher of the Linguistically Diverse Endorsement:<br>K–6, 7–12, K–12<br>• Reading Teacher: K–6, 7–12<br>• English Education   |
| C&P: Curriculum and Pedagogy  | <b>Master of Arts:</b><br>Curriculum and Instruction   | Endorsements/emphases:<br>• Elementary Education<br>• Secondary Math, Science, or Social Studies   |
| ILT: Information and Learning Technologies  | <b>Master of Arts:</b><br>Information and Learning Technologies  | Endorsements:<br>• K–12 ILT Specialist/Teacher Level<br>• Dual MS in Technical Communications/ILT  |

The IPTE program at UCDHSC 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:

1. **Elementary Education (K–6)** (40 semester hours)
2. **Secondary Education (7–12)** (37 semester hours)
  - English
  - mathematics
  - science (general science, biology, earth science, physics, chemistry)
  - social studies
  - foreign language (Spanish, French)
3. **Special Education Generalist (K–12)** (57 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.

## IPTE Program Distinctions

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.

While in the licensure portion of the program, teacher candidates work in a partner school two 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 six 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.

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

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

Courses in the program are restricted to students accepted to the program. Students who register for IPTE courses will be administratively dropped from classes if they have not been admitted to the IPTE program. For additional information, please call the school's student services center at 303-556-2717.

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 UCDHSC'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.

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. 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 UCDHSC's new teachers are provided with continuing support from the university while in their first few years of teaching.

## Requirements for Admission

Admissions deadlines for the IPTE program are **September 15** for spring semester and **March 1** for summer and fall semesters.

### 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 Denver campus Web site. Go to [www.cudenver.edu](http://www.cudenver.edu) and type IPTE into the site search box for a direct link to the IPTE page.

Times: Noon and 5:30 p.m.

Location: North Classroom, Room 5018

Attending an information session is a required part of the application process for IPTE. Immediately following the information session, the IPTE academic advisor will be available to meet individually with prospective students to review transcripts and provide pre-admission advising. **To facilitate this process, bring copies of all transcripts with you.** Registration is not required. Just show up with a working copy of your transcripts for advisor evaluation.

For additional information, please call the school's student services center at 303-556-2717.

### IPTE ADVISING SESSIONS

Immediately after each information session, the IPTE academic advisor is available to review all individual's transcripts and discuss program requirements. After attending an IPTE information session, individual advising sessions are available by appointment, if needed.

All candidates must have a program advising form signed by the IPTE academic advisor before applying to the program.

The IPTE advising form is considered a contract among UCDHSC, Colorado Department of Education and the student. This contract verifies that appropriate program prerequisites have been taken or will be taken. These courses constitute a student's teachable body of knowledge.

For information contact:

Orlando Green  
IPTE Academic Advisor  
[orlando.green@cudenver.edu](mailto:orlando.green@cudenver.edu)  
303-556-5274

### IPTE PROGRAM REQUIREMENTS

Prior to application, all candidates must attend an IPTE information session for detailed information regarding admission requirements and liberal arts or content field requirements. Information sessions are held several times per month.

- 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 Graduate Record Examination, with a combined score of 1000 on the verbal and quantitative sections; or the Miller Analogies Test, with an average score of 50, 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 & 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 UCDHSC is a joint effort between the College of Liberal Arts and Sciences and the School of Education & 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.

UCDHSC 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.

### 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 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 & 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 classroom, 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

UCDHSC honors the community college articulation agreement to transfer the 60 designated credit 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

### IPTE COURSE REQUIREMENTS

| IPTE Elementary Courses<br><i>Middle Childhood (elementary) Licensure Total: 40 Credits</i> |  |
|---|--|
| MATH 3040-3   | Mathematics for Teachers   |
| IPTE 5000-3   | Literacy Assessment and Instruction  |
| IPTE 5001-1<br><i>(Prerequisite:<br/>IPTE 5000)</i>   | Literacy Assessment and Instruction Lab  |
| IPTE 5002-2<br><i>(Prerequisite:<br/>MATH 3040)</i>   | Mathematics Assessment and Instruction   |
| IPTE 5006-4   | Science in the Elementary Curriculum <i>and</i><br>Social Studies in the Elementary Curriculum |
| IPTE 5020-2   | Exploring Diversity in Content and Pedagogy I  |
| SPED 5021-2<br><i>(Prerequisite:<br/>IPTE 5020)</i>   | Exploring Diversity in Content and Pedagogy II   |
| IPTE 5120-3   | Negotiating the Classroom Culture With Children  |
| IPTE 5130-3   | Democratic Schooling: Issues of Law and Ethics   |
| SPED 5112-3   | Teaching for the Success of All Children   |
| SPED 5150-1<br><i>(Prerequisite:<br/>SPED 5112)</i>   | Individualizing Instruction for Learners With<br>Challenging Behaviors                         |
| IPTE 5910-2   | Internship and Site Seminar I  |
| IPTE 5911-2 <i>or</i><br>SPED 5910-2<br><i>(Dual TCs Only)</i>                              | Internship and Site Seminar II <i>or</i><br>Special Education Internship and Site Seminar      |
| IPTE 5912-3   | Internship and Site Seminar III  |
| IPTE 5913-6   | Internship and Site Seminar IV   |

| IPTE Secondary Courses<br><i>Young Adult (secondary) Licensure Total: 37 Credits</i> |   |
|--|---|
| <b>Content Specific Methods Courses-3</b>  | Listed Below<br>Two Courses Required in Content Area                                      |
| IPTE 5020-2  | Exploring Diversity in Content and Pedagogy I   |
| SPED 5021-2<br>(Prerequisite:<br>IPTE 5020)  | Exploring Diversity in Content and Pedagogy II  |
| IPTE 5025-3  | Secondary Literacy Instruction and Assessment   |
| IPTE 5026-1  | Content Literacy Assessment and Instruction Teaching Lab                                  |
| IPTE 5121-3  | Negotiating the Classroom Culture With Adolescents  |
| IPTE 5130-3  | Democratic Schooling: Issues of Law and Ethics  |
| SPED 5111-3  | Teaching for the Success of All Adolescents   |
| SPED 5150-1<br>(Prerequisite:<br>SPED 5111)  | Individualizing Instruction for Learners With Challenging Behaviors                       |
| IPTE 5910-2  | Internship and Site Seminar I   |
| IPTE 5911-2 <i>or</i><br>SPED 5910-2<br>(Dual TCs Only)                              | Internship and Site Seminar II <i>or</i><br>Special Education Internship and Site Seminar |
| IPTE 5912-3  | Internship and Site Seminar III   |
| IPTE 5913-6  | Internship and Site Seminar IV  |

### Content Specific Methods Courses

#### Fall Semester

**English**—IPTE 5760-3. Theory and Methods of Teaching Secondary English

**Foreign Language**—IPTE 5690-3. Curriculum and Methods in Foreign Language I

**Mathematics**—IPTE 5300-3. Curriculum and Methods in Secondary Math

**Science**—IPTE 5351-3. Inquiry Science Methods

**Social Studies**—IPTE 5465-3. Thoughtful Inquiry in Teaching Social Studies: Power, Technology, and Society

#### Spring Semester

**English**—IPTE 5740-3. Adolescent Literature

**Foreign Language**—IPTE 5691-3. Curriculum and Methods in Foreign Language II

**Mathematics**—IPTE 5401-3. Assessment in Math Education

**Science**—IPTE 5350-3. Modern Trends in Science Education

**Social Studies**—HIST 5464-3. Problems and Methods in Teaching History and Social Studies I

## Special Education Program

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 in special education degree.

### 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 shall hold a bachelor's degree from a four-year accepted institution of higher education, have completed the plan of study from one of the three 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 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. During the academic year, 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 page 113 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.

### SPECIAL EDUCATION SPECIALIST

A preliminary effort is underway to develop a program for endorsement as a special education specialist. The proposed program plan will require a core set of courses in collaboration and research, supplemented by a focused program of study in one of several areas. Submission for program approval of the special education specialist program is anticipated in spring 2007.

### PLANS OF STUDY FOR LICENSURE

The table on page 120 delineates required course work for the special education generalist license through four different pathways. Classes taken in the School of Education & Human Development earn graduate credit, which may apply toward a master's degree.

## DIVISION OF COUNSELING PSYCHOLOGY AND COUNSELOR EDUCATION

**Division Coordinator:** Marsha Wiggins Frame

**Office:** North Classroom 5012

**Telephone:** 303-556-2717

**Fax:** 303-556-4479

**E-mail:** education@cudenver.edu

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

| Special Education Generalist Plan of Study  |              |                              |                           |                          |                   |
|---|--------------|------------------------------|---------------------------|--------------------------|-------------------|
| Course Title  | Credit 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<br>(see SPED advisor)                                  | 3            | x                            | x                         |                          |                   |
| IPTE 5002. Mathematics Instruction and Assessment<br>(see SPED advisor)                               | 2            | x                            | x                         |                          |                   |
| IPTE 5006. Science and Social Studies in the Elementary or<br>Secondary Curriculum (see SPED advisor) | 4            | x                            | x                         |                          |                   |
| SPED 5111 or 5112. Teaching for the Success<br>of All Adolescents/Children                            | 3            | x                            | x                         | x                        |                   |
| IPTE 5120 or 5121. Negotiating the Classroom<br>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)<br>Internship and Site Seminar*                        | 11           |                              | x                         | x                        |                   |
| SPED 5910. Internship and Site Seminar Second internship,<br>replaces IPTE 5911                       | 2            | x                            | x                         | x                        |                   |
| 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 (4)             |
| TOTAL   |              | 58                           | 63                        | 60                       | 27                |

*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.

## Faculty

**Professor:** Andrew A. Helwig

**Associate Professor:** Marsha Wiggins Frame

**Assistant Professors:** Steven Byers, Diane Estrada, Philip Rutter

**Senior Instructor:** Susan Harding

**Clinic:** Pat Larsen, Christine Casey Perry, Ruth Possehl,  
Cindy Wang Toxby

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 66 semester hours. 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.

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 40 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 dynamics exercise.

Application materials are available by calling the Student Services Center at 303-556-2717 or coming to the North Classroom building, Room 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 at Denver and Health Sciences Center)
- 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 at Denver and Health Sciences Center (if you do not already hold a graduate degree; see CPCE application checklist)

## 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 Division follow one of four 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 licensure requirements.

### Counseling Psychology and Counselor Education Core (required in all program areas)

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

### Additional Requirements for Program Area One: Community Counseling (MA)

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

### Additional Requirements for Multicultural/Diversity Strand in Community Counseling

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

### Additional Requirements for Community Agency Counseling Emphasis in Employee Assistance Program (EAP)

- CPCE 5240-3. Employee Assistance Counseling
- CPCE 5280-3. Addictions Counseling
- CPCE 5420-3. Organizational Development
- CPCE 5820-3. Strategies in Agency Counseling
- CPCE 6250-3. Advanced Abnormal Psychology
- CPCE 7100-3. Advanced Theories and Techniques in Psychotherapy
- Recommend Elective: CPCE 5160-3. Techniques in Family Therapy

### Additional Requirements for Community Agency Counseling Emphasis in Career Counseling

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

### Additional Requirements for Program Area Two: Public School Counseling Certificate (MA)\*

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

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

## School Psychology Program

**Program Area Interim Coordinator:** Linda Baran

**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

**Senior Instructor:** Linda Baran

**Honorarium Instructors:** Hal Goldberg, Colette Hohnbaum, Linda Kanan, Todd Ognibene, Stacy Skalski, John Stanck, Steven Zucker

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 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 are/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

## 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 two prerequisite courses, 20 graduate courses, and 14 graduate semester hours (1700 clock hours total) of supervised experiences. Prerequisites include an undergraduate or graduate course in exceptional children and an undergraduate or graduate course in child or adolescent development. In addition, students will complete:

- CPCE 5810-3. Multicultural Counseling Issues for Individuals and Families
- EPSY 5100-3. Advanced Child Growth and Development
- or—
- EPSY 5140-3. Advanced Adolescent Growth and Development
- EPSY 5240-3. Cognition and Instruction
- REM 5100-3. Basic Statistics
- or—
- REM 7110-3. Advanced Statistics
- REM 5300-3. Introduction to Measurement
- SPED 5780-3. Literacy Instruction for Students With Special Needs
- SPSY 5600-3. Functional Behavior Assessment and Planning
- SPSY 5800-3. Early Childhood Assessment and Intervention
- SPSY 6100-2. Seminar in Professional Issues in School Psychology
- SPSY 6150-4. Psychoeducational Assessment I
- SPSY 6160-3. Psychoeducational Assessment II
- SPSY 6200-3. Risk, Resilience, and Prevention in School Mental Health
- SPSY 6300-3. Legal and Ethical Issues in School Psychology
- SPSY 6350-4. School-based Interventions: Children, Youth, and Families

- SPSY 6400-3. School-based Interventions: Groups, Classrooms, and Systems
- SPSY 6420-3. Crisis Intervention, Prevention, and Planning
- SPSY 6450-3. School-based Consultation for Mental Health Professionals
- SPSY 5800-3. Advanced Topics in Assessment III
- SPSY 6500-3. Identifying and Planning for the Mental Health of Children and Adolescents

### Supervised Experiences

- SPSY 6911-6. School Psychology Practicum
- SPSY 6930-8. School Psychology Internship

The education specialist in school psychology degree also requires one 3-credit elective course (students can choose one of several approved elective classes), satisfactory completion of two professional portfolios (pre-internship and EdS) demonstrating mastery of the program objectives, and passing scores on the Praxis specialty exam in school psychology.

## DIVISION OF TEACHER EDUCATION AND PROFESSIONAL LEARNING

**Office:** North Classroom 5012

**Telephone:** 303-556-2717

**Fax:** 303-556-4479

**E-mail:** education@cudenver.edu

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

## Faculty

**Associate Professors:** Karen Clark, Michael Marlow

**Assistant Professors:** Oscar Joseph, Jo Clay Olson

**Senior Instructor:** Sue Giullian

**Affiliate Faculty:** Karen Johnson, Stan Kyed

**Professor Emeritus:** William A. Juraschek

## Programs 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)

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

### ELEMENTARY MATH AND SCIENCE

27 hours of electives, chosen with advisor's approval

**SCIENCE (SECONDARY)**

SECE 5350. Issues and Problems in Science Education  
 SECE 5650. Environmental Education

21 hours of electives in science or education chosen with advisor's approval

**MATHEMATICS (SECONDARY)**

SECE 5401. Assessment in Mathematics Education  
 SECE 5400. Curriculum in Secondary Mathematics

—or—

SECE 5410. Advanced Methods and Strategies in  
 Secondary Mathematics

9 hours from the following:

ELED 5416. Math-Science Connections (Outdoors)  
 SECE 5417. Structure of Rational Numbers  
 SECE 5418. Mathematical Modeling  
 SECE 5419. Exploring the Structure of Geology Using Technology  
 SECE 5420. Teaching Mathematics to Low Achievers  
 SECE 5440. Topics in Mathematics Education

12 hours of electives from the School of Education & Human Development or the mathematics department, chosen with an advisor's approval.

**SOCIAL STUDIES (SECONDARY)****Core**

SECE 6110. Curriculum Development and School Improvement  
 FNDS 5050. Critical Issues in American Education

—or—

IPTE 5080. Principles and Practice of Change

—or—

SPED 5300. Collaborating in Schools and Communities

one 5000-level course in research and evaluation methodology (REM)

one 5000-level course in educational psychology (EPSY)

one 5000-level course in instructional technology (IT)

**Content and Pedagogy**

SECE 5464. Teaching about Ethnicity, Race, and Prejudice

HIST 5464. Problems and Methods in Teaching History/  
 Social Studies I

HIST 5465. Problems and Methods in Teaching History/  
 Social Studies II

HIST 6951. Master's Project: Advanced History Curriculum  
 Development (capstone course, to be taken in  
 final semester)

9 hours of electives, chosen with advisor's approval; history,  
 sociology, and economics strongly recommended

**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](http://www.cudenver.edu/sehd).

**INFORMATION AND LEARNING TECHNOLOGIES**

**Program Area Coordinator:** Brent Wilson

**Office:** North Classroom 5012

**Phone:** 303-556-2717

**Fax:** 303-556-4479

**E-mail:** [education@cudenver.edu](mailto:education@cudenver.edu)

**Web site:** <http://thunder1.cudenver.edu/ilt>

**Faculty**

**Professor:** Brent Wilson

**Associate Professors:** R. Scott Grabinger

**Assistant Professor:** Joanna Dunlap

**Senior Instructors:** Jody Howard, David Young

**Adjunct Professor:** David Sanger

**INFORMATION AND LEARNING TECHNOLOGIES (ILT) 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
- The school library track prepares librarians to work in K–12 libraries and learning centers. Teachers may earn a state endorsement as a teacher or school librarian.
- The dual information learning technologies and technical communications track enables students to earn simultaneously information and learning technologies (ILT) and technical communication (MS in technical communications) master's degrees.

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 (Graduate Records Examination) are also required. Prospective students should consult the ILT program Web site (<http://thunder1.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 credits 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.

### PROGRAM REQUIREMENTS: eLEARNING DESIGN AND IMPLEMENTATION

Students may complete a 36-credit 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).

### PROGRAM REQUIREMENTS: 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 credits 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 credits.

### PROGRAM REQUIREMENTS: SCHOOL LIBRARY

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 credits. Students complete a plan of study consisting of courses and professional field experience.

### PROGRAM REQUIREMENTS: INFORMATION LEARNING TECHNOLOGIES AND TECHNICAL COMMUNICATIONS

The Department of Communication of the College of Liberal Arts and Sciences and the Information and Learning Technologies Program in the School of Education & Human Development jointly sponsor a dual master's degree program. This program enables students to earn simultaneously information and learning technologies (ILT) and technical communication (MS in technical communications) master's degrees. An advantage of pursuing the dual degree is that students do not need to complete both master programs in their entirety. Instead, certain course credits from each program are applied simultaneously toward the total credits needed for each degree.

*Note:* To receive Colorado teacher endorsements, students are required to pass the PLACE test in school library or instructional technology (depending on the endorsement area). This is a Colorado Department of Education requirement.

### ELEMENTARY AND SECONDARY TEACHER LEADERSHIP: ILT EMPHASIS (22 HOURS)

Students completing their initial teaching license 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 <http://thunder1.cudenver.edu/ipte/ogreen>.

### 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 <http://thunder1.cudenver.edu/ilt>.

## LANGUAGE, LITERACY, AND CULTURE

**Office:** North Classroom 5012

**Phone:** 303-556-2717

**Fax:** 303-556-4479

**E-mail:** [education@cudenver.edu](mailto:education@cudenver.edu)

**Web site:** [www.cudenver.edu/sehd](http://www.cudenver.edu/sehd)

### Faculty

**Professor:** Mark A. Clarke

**Associate Professors:** René Galindo, Sally Nathenson-Mejia, Nancy L. Shanklin, Sheila Shannon, Sheryl Taylor

**Assistant Professor:** Honorine Nocon

**Senior Instructors:** Stevi Quate, Maria Thomas-Ruzic

The program area Language, Literacy, and Culture (LLC) offers master of arts degrees in curriculum and instruction with emphases in three areas: bilingual/English as a second language, English education, and reading and writing.

The faculty of LLC believe that effective teaching requires an awareness of and the ability to respond to individual differences. LLC 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.

### Bilingual/English as a Second Language (BESL)

The bilingual/ESL 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 for individuals interested in teaching English abroad

The program is intended for:

- novice teachers who have completed their Colorado teaching credentials in the IPTE program at the graduate or postbaccalaureate level and are enrolled in the MA in curriculum and instruction with an emphasis in bilingual/ESL (see 27 credit-hour option)
- veteran elementary and secondary teachers returning to graduate studies for the master's degree (36 credit hours)
- veteran elementary and secondary teachers returning to graduate studies to acquire Colorado endorsement credentials (24 credit hours)
- individuals interested in teaching English abroad (TESOL – 15 credit hours)
- individuals interested in teaching adults (MA – 36 credit hours)

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

We emphasize 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, 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 of our course work, labs, and practica experiences are field-based, putting teacher candidates in contact with veteran teachers and English language learners. We draw heavily on recent scholarship in collaborative approaches to school-university partnerships (Goodlad, 1994) and systemic school change (Senge, 2000) in developing classroom methods and materials, curricula, and teacher development experiences.

The MA program provides a foundation in teaching English in a variety of contexts in the United States and abroad. 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.

Teachers who work in bilingual education programs or in other content areas (such as art, language arts, math, music, science, social studies, technology), but who wish to integrate ESL principles and strategies into their instruction for their ESL learners, will also find the MA program relevant to their interests and goals.

Applicants who are new to teaching, and who wish to teach in U.S. K–12 public school settings, should inquire about the Initial Professional Teacher Education program. Applicants who are new to teaching, but who do not need a teaching license (certification) for teaching in U.S. public schools, may consider the TESOL certificate to gain initial teaching experiences before applying for the MA. Each student completes an approved program, in consultation with an advisor,

consisting of 36 hours of course work. This includes a field experience, a seminar and practicum, and a program portfolio.

**PROGRAM REQUIREMENTS AND COURSES**

To earn a bilingual/ESL program master’s degree and/or endorsement, or to earn a TESOL certificate, students must complete the appropriate strand as outlined on the table below.

**CUMULATIVE PORTFOLIO OF PERFORMANCE BASED ASSESSMENTS (PBAS)**

The MA portfolio counts as the comprehensive exam for the master’s degree. The portfolio permits you to document your development over the course of your degree program.

Portfolios are reviewed by two BESL faculty members, including your advisor. Both faculty members must agree that your portfolio is acceptable in order to pass. It is important to keep your portfolio updated throughout your degree program. The portfolio process is reviewed in every class as each of the PBAs are completed in the classes. For more portfolio guidelines, visit the Web site at [www.cudenver.edu/sehd](http://www.cudenver.edu/sehd).

**PLACE EXAM FOR LINGUISTICALLY DIVERSE EDUCATION SPECIALIST ENDORSEMENT**

To complete the endorsement: Students must pass the PLACE (Program for Licensing Assessments for Colorado Educators) test for bilingual education (this test also requires a language proficiency test in Spanish) or the PLACE test for ESL; secure and submit the appropriate

**Program Requirements for Bilingual/ESL Degree/Endorsement or TESOL Certificate**

| Course   | MA No CDE Endorsement | MA and CDE Endorsement Elementary/Secondary | 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><br>LLC 5140. Multicultural Education<br>LLC 5150. Culture of the Classroom<br>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><br>LLC 5020. Workshop in Literacy and Language Teaching<br>LLC 5825. Methods and Materials of Language Teaching<br>LLC 5826. Language Teaching Lab<br>LLC 5730. Language and Literacy Across the Curriculum | Select one            | Elem: 5825<br>Sec: 5826                     | Elem: 5825<br>Sec: 5826 | Elem: 5825<br>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><br>REM 5050. Assessment for Teachers<br>REM 5080. Research for Teachers  | Select one            | Select one                                  |                         | Select one                     |                   |
| <i>One course from educational psychology:</i><br>EPSY 5110. Human Learning<br>EPSY 5220. Adult Learning and Education   | Select one            | Select one                                  |                         |                                |                   |
| Elective of student’s choice.  | Select one            | Select one                                  |                         |                                |                   |
| Portfolio  | Required              | Required                                    |                         | Required                       |                   |
| PLACE Exam   |                       | Required                                    | Required                | Required                       |                   |
| Total Credit Hours   | 36                    | 36  | 24                      | 27                             | 15                |

paperwork from the Colorado Department of Education for the endorsement for the linguistically diverse education specialist; and pay fees required for the PLACE and for the endorsement in order to add the endorsement to their teaching license.

Booklets about the PLACE tests for the state of Colorado as well as information for test registration are available in the hall just outside of North Classroom 5012, or visit their Web site at [www.place.nesinc.com](http://www.place.nesinc.com).

## COURSE SCHEDULING

During the fall and spring semesters, university courses are offered in the late afternoon and evening. Most courses 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, or five Saturdays. In the summertime, three- to eight-week sessions are available.

## TIMELINE

A master's degree must be completed within seven years from the date of your first course as a regularly admitted student. If your degree takes longer than that, you will need to demonstrate competence to an appropriate faculty member, typically either by taking an exam or by retaking a course. Some exceptions may exist on dates for transferred courses or other circumstances. Exceptions should be discussed with your advisor.

## PLANNING

Most students take three and a half years to complete a degree. For practicing full-time teachers, we recommend taking one course per semester. Students do have the option of taking more classes. Students may simultaneously complete requirements for the MA and endorsement for the linguistically diverse education specialist. Plan carefully because courses are intended to build upon each other, and some courses are only offered once a year.

## English Education

The master's program in secondary English education is designed to enhance the preparation of middle and high school English/language arts teachers. In addition to the curriculum and instruction core (6 hours), 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 & Human Development that add further depth to their preparation as English teachers, especially in the areas of composition and/or literature. Special consideration is given to working with diverse ethnic populations. Students interested in English education should see faculty in the Secondary Literacy Network (Quate, Shanklin).

## PROGRAM REQUIREMENTS

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

- 30 graduate credit hours in English education
- 6 graduate credit hours of core courses
- performance-based assessments that culminate in a portfolio submitted in the final semester of the program as fulfillment of the MA comprehensive exam requirement
- students complete the following series of courses in English and English education
- each student's course plan is developed in conjunction with his/her advisor

## Required Courses

- LLC 5030-3. Language and Literacy: Acquisition, Processes, and Cognition, Part I
- LLC 5055-3. Linking Assessment and Instruction in Language and Literacy, Part I

- LLC 5740-3. Adolescent Literature
- LLC 5760-3. Theory and Methods of English Education
- LLC 5910-3. Foundations of Language, Literacy, and Culture
- LLC 6911-3. Seminar and Practicum in Literacy and Language, Grades 7–12+

Four additional courses (12 credit hours) from the English department or School of Education & Human Development with advisor's approval.

## Core Courses

To meet this requirement, English education students need to select two courses: one Research and Evaluation Methodology (REM) course and one from the three remaining areas (EPSY, FNDS, LLC).

Please review the English Education program section of the School of Education & Human Development Web site for the recommended course sequence.

- EPSY 5100-3. Advanced Child Growth and Development
- EPSY 5140-3. Advanced Adolescent Growth and Development
- EPSY 5220-3. Adult Learning and Education
- EPSY 6200-3. Human Development Over the Lifespan
- FNDS 5050-3. Critical Issues in American Education
- FNDS 5420-3. History and Philosophy of Education: Twentieth Century America
- LLC 5140-3. Multicultural Education
- LLC 5150-3. Culture of the Classroom
- LLC 5160-3. Foundations of Bilingual Education
- REM 5000-3. Orientation to Research and Measurement in Education
- REM 5050-3. Assessment for Teachers
- REM 5080-3. Research for Teachers
- REM 5100-3. Basic Statistics
- REM 5200-3. Introduction to Research Methods
- REM 5300-3. Introduction to Measurement

## COURSE SCHEDULING

During the fall and spring semesters, university courses are offered in the late afternoon and evening. Most courses 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](http://www.cudenver.edu) on the registrar's page.

## ACTIVE STATUS IN THE GRADUATE SCHOOL

Students must complete their programs within seven years, maintaining a grade point average of 3.0. Students typically take four courses each calendar year. Failure to enroll for three contiguous semesters will result in a requirement to resubmit part I of the application for admission and a letter of intent. Support courses are available if students need help in language skills or improving their writing.

## 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 reflection on the student's development over the course of the degree program.

## Reading and Writing

The master's program is designed to prepare teachers in K–6 or 7–12. Students interested in an elementary focus should see faculty in the Early Literacy Network (Nathenson-Mejia, Taylor). Those interested in secondary and adult literacy, should see faculty in the Secondary Literacy Network (Shanklin, Quate).

Reading is a credentialed program meeting the Colorado Department of Education requirements for reading teacher endorsement. Therefore, students who obtain a master's degree in reading education from UCDHSC

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, the master's program is at the forefront of the field. Reading, writing, and oral language are approached from a socio-psycholinguistic 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 curriculums 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, with a reading teacher endorsement at one of two levels: K–6 or 7–12.

#### CORE CURRICULUM (6 HOURS)

3 hours from REM 5000, REM 5050, REM 5080, REM 5100, REM 5200, REM 5300

3 hours from LLC 5140, LLC 5150, LLC 5160, FNDS 5050, FNDS 5420, EPSY 5100, EPSY 5140, EPSY 5220, EPSY 6200

#### READING AND WRITING CURRICULUM—K–6 ENDORSEMENT (30 HOURS)

\_\_\_\_\_ -3. Elective

\_\_\_\_\_ -3. a children's literature course

LLC 5020-3. Workshop in Literacy and Language Teaching

LLC 5030-3. Language and Literacy: Acquisition, Processes, and Cognition, Part I

LLC 5055-3. Linking Assessment and Instruction in Language and Literacy, Part I

LLC 5060-3. Linking Assessment and Instruction in Language and Literacy, Part II

LLC 5710-3. Primary Literacy: Pre-3rd Grade

—or—

LLC 5720-3. Writing: Process, Development, and Teaching—Gr. 3–12

LLC 5730-3. Language and Literacy Across the Curriculum

LLC 5910-3. Foundations of Language, Literacy, and Culture

LLC 6910-3. Seminar and Practicum in Literacy and Language, K–6

#### READING AND WRITING CURRICULUM—7–12 ENDORSEMENT (30 HOURS)

\_\_\_\_\_ -3. Elective

LLC 5020-3. Workshop in Literacy and Language Teaching

LLC 5030-3. Language and Literacy: Acquisition, Processes, and Cognition, Part I

LLC 5055-3. Linking Assessment and Instruction in Language and Literacy, Part I

LLC 5060-3. Linking Assessment and Instruction in Language and Literacy, Part II

LLC 5720-3. Writing: Process, Development, and Teaching—Gr. 3–12

LLC 5730-3. Language and Literacy Across the Curriculum

LLC 5740-3. Adolescent Literature

LLC 5910-3. Foundations of Language, Literacy, and Culture

LLC 6911-3. Seminar and Practicum in Literacy and Language, 7–12+

#### ADDING A READING TEACHER 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.) Also, 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.

#### MA AND ADDITION OF READING TEACHER ENDORSEMENT, GRADES K–6, TO INITIAL PROFESSIONAL TEACHER EDUCATION (27 HOURS)

MA in curriculum and instruction with a reading teacher endorsement, when added to Initial Professional Teacher Education licensure program completed at the graduate or postbaccalaureate level (requires two years teaching experience at the point of applying for the endorsement).

REM 5080-3. Research for Teachers

LLC 5020-3. Workshop in Literacy and Language Teaching

LLC 5030-3. Language and Literacy: Acquisition, Processes, and Cognition, Part I

LLC 5055-3. Linking Assessment and Instruction in Language and Literacy, Part I

LLC 5060-3. Linking Assessment and Instruction in Language and Literacy, Part II

LLC 5910-3. Foundations of Language, Literacy, and Culture

A children's literature course, under advisement—3

LLC 6910-3. Seminar and Practicum in Literacy and Language, K–6

Choose one:

LLC 5710-3. Primary Literacy: Pre-3rd Grade

LLC 5720-3. Writing: Process, Development, and Teaching—Gr. 3–12

#### MA AND ADDITION OF READING TEACHER ENDORSEMENT, GRADES 7–12, TO INITIAL PROFESSIONAL TEACHER EDUCATION (27 HOURS)

MA in curriculum and instruction with a reading teacher endorsement, when added to Initial Professional Teacher Education licensure program completed at the graduate or postbaccalaureate level (requires two years teaching experience at the point of applying for the endorsement).

REM 5080-3. Research for Teachers

LLC 5020-3. Workshop in Literacy and Language Teaching

LLC 5030-3. Language and Literacy: Acquisition, Processes, and Cognition, Part I

LLC 5055-3. Linking Assessment and Instruction in Language and Literacy, Part I

LLC 5060-3. Linking Assessment and Instruction in Language and Literacy, Part II

LLC 5720-3. Writing: Process, Development, and Teaching—Gr. 3–12

LLC 5740-3. Adolescent Literature (waived if taken as part of English licensure)

LLC 5910-3. Foundations of Language, Literacy, and Culture

LLC 6911-3. Seminar and Practicum in Literacy and Language, 7–12+

## DIVISION OF ADMINISTRATIVE LEADERSHIP AND POLICY STUDIES

**Division Coordinator:** Connie Fulmer

**Office:** North Classroom 5012

**Phone:** 303-556-2717

**Fax:** 303-556-4479

**E-mail:** education@cudenver.edu

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

### Faculty

**Professor:** Rodney Muth

**Associate Professor:** Connie L. Fulmer

**Assistant Professor:** Dorothy Garrison-Wade

**Senior Instructors:** Frank Bingham, Kenneth Reiter

**Emeritus:** Michael Murphy

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 administrator or principal professional license is required for people seeking building-level administrative positions in Colorado.

## Programs

The ALPS faculty offer master's and educational specialist degrees in addition to the program for the principal or administrator license. Along with face-to-face cohorts in the Denver metro area, the division offers an online licensure program for students living too far from the university to make attendance a possibility as well as an international school leadership certificate program for international students.

### PRINCIPAL OR ADMINISTRATOR LICENSE

ALPS offers a program that leads to endorsement for the provisional license for **principal** or **administrator**. Following completion of a master's degree and a district-sponsored induction program, the professional license for principal or administrator can be awarded by the Colorado Department of Education.

The current program is geared primarily toward preparation for the principal license. Students interested in preparing for the administrator license will have knowledge and skill requirements that differ somewhat from the expectations for the principal license. The variations are outlined both in the domain requirements (see domain list below) and in the portfolio products necessary to complete the program.

The program leading to the principal or administrator license requires at least 32 graduate credit hours. Program credits are organized into four learning domains delivered over four consecutive semesters. Denver metro-area cohorts are delivered in four 8 credit hour courses. Cohorts start at one or more locations each semester.

### Learning Domain Requirements

#### Semester

|        |  |
|--------|--|
| First  | EDUC 5751-8. Principal/Administrator Licensing I   |
| Second | EDUC 5752-8. Principal/Administrator Licensing II  |
| Third  | EDUC 5753-8. Principal/Administrator Licensing III |
| Fourth | EDUC 5754-8. Principal/Administrator Licensing IV  |

Each distance-learning cohort starts each summer in June with a weeklong boot camp in Denver and ends the following summer with a weekend in July. Distance-learning cohorts are delivered in three 9 credit hour courses and one 5 credit hour course:

|        |  |
|--------|--|
| Summer | EDUC 5751-9. Principal/Administrator Licensing I   |
| Fall   | EDUC 5752-9. Principal/Administrator Licensing II  |
| Spring | EDUC 5753-9. Principal/Administrator Licensing III |
| Summer | EDUC 5754-5. Principal/Administrator Licensing IV  |

The program is project-based, and students 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 specifically seeking an administrator license must complete 6 additional credits of EDUC 6930. Clinical Practice for Administrative Leadership and meet the state standards for school administrators.

### INTERNATIONAL LEADERSHIP CERTIFICATE PROGRAM

ALPS faculty offer an online international school leadership certificate program (ISLCP) for students outside the United States of America. This 12 credit hour certificate includes the following 3-credit courses:

- EDUC 5100-3. Curriculum and Program Development and Evaluation
- EDUC 5700-3. Administrative Leadership in Educational Organizations
- EDUC 5720-3. Supervision of the Curricular and Instructional Program of the School
- EDUC 5730-3. Administering the School Improvement Process

### MASTER OF ARTS (MA)

This degree is designed for those who do not hold a graduate degree and who seek a Colorado principal or administrator license through ALPS. Usually aspirants to the master's degree will complete 9 credit hours beyond the 32 required in the licensing program, for a total of 41 credit 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:

- an advanced psychological foundations of education course (not EPSY 5000) or a special education course
- social/philosophical foundations or multicultural education; most foundations courses are acceptable (after approval from an advisor) except FNDS 5000
- a research and evaluation methodology or statistical methods course (not REM 5000)

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 an MA degree and who seek a Colorado principal or administrator license through ALPS. Generally, for the specialist degree students will complete 9 credit hours that constitute an area of focus, in addition to the 32 required in the licensing program. Candidates must also successfully complete a comprehensive exam paper, reflecting on how the three EdS classes will help toward the role of principal or administrator.

## Admission Criteria/Guidelines

### LICENSING PROGRAM, MASTER OF ARTS (MA), AND SPECIALIST IN EDUCATION (EDS)

Admission to the ALPS licensing and MA/EdS programs is competitive. The division seeks students who possess (a) high intellectual ability, (b) strong academic backgrounds, and (c) clear leadership potential. Below are the minimum requirements for admission.

- grade point average: 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; Graduate Record Examination (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](http://www.cudenver.edu/sehd) or call 303-556-2717.

### INTERNATIONAL SCHOOL LEADERSHIP CERTIFICATE PROGRAM (ISLCP)

Admission to ISLCP is competitive. The division seeks students who possess (a) high intellectual ability, (b) strong academic backgrounds, and (c) clear leadership potential. Below are the materials required for application:

- nondegree application
- U.S. \$25 application fee. U.S. check or international money order made out to the University of Colorado at Denver and Health Sciences Center (UCDHSC).
- resume
- written statement

- two letters of recommendation
- copy of diploma or degree-bearing transcript for last degree received. Applicants must submit complete and “official” academic records. Official academic records are records that are directly sent by the issuing institution to the student in a sealed envelope to be submitted by the student as part of the complete application packet. If the documents are not written in English, they must be translated by a certified translator. The translation must be literal, and no conversion of grades should be attempted by the translator.

For more details on admission requirements and standards, please visit [www.cudenver.edu/sehd](http://www.cudenver.edu/sehd) or call 303-556-2717.

### ADDITIONAL PROGRAM INFORMATION

Individuals interested in any of these programs are encouraged to contact ALPS faculty to discuss them. 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.

## DIVISION OF EDUCATIONAL PSYCHOLOGY

### Early Childhood Education (ECE)

**Division Coordinator:** William L. Goodwin

**Program Team Leader:** Suzanne Adams

**Office:** North Classroom 5012

**Phone:** 303-556-2717

**Fax:** 303-556-4479

**E-mail:** [education@cudenver.edu](mailto:education@cudenver.edu)

**Web site:** [www.cudenver.edu/sehd](http://www.cudenver.edu/sehd)

### Faculty

**Professors:** William L. Goodwin, Phillip S. Strain

**Associate Professor:** Donna Wittmer

**Assistant Research Professor:** Suzanne Adams

The Early Childhood Education 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 credit 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:** North Classroom 4025 E

**Telephone:** 303-556-6293

### Faculty

**Assistant Research Professor:** Suzanne Adams

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

**Division Coordinator:** William L. Goodwin

**Program Team Leader:** Ellen Stevens (on temporary assignment)

**Office:** North Classroom 5012

**Phone:** 303-556-2717

**Fax:** 303-556-4479

**E-mail:** [education@cudenver.edu](mailto:education@cudenver.edu)

**Web site:** [www.cudenver.edu/sehd](http://www.cudenver.edu/sehd)

### Faculty

**Professors:** Laura Goodwin, William L. Goodwin

**Associate Professors:** Alan Davis, Ellen Stevens, Kenneth Wolf

**Assistant Professor:** Nancy Leech

**Adjunct Faculty:** Patty Meek

**Emeritus:** Kaoru Yamamoto

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 CONCENTRATION

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 hours of core courses required by the School of Education & Human Development
- demonstrate competence in educational psychology by successfully completing a minimum of 36 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

**Division Coordinator:** William L. Goodwin

**Program Team Leader:** Alan Davis

**Office:** North Classroom 5012

**Phone:** 303-556-2717

**Fax:** 303-556-4479

**E-mail:** education@cudenver.edu

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

## Faculty

**Professors:** Laura D. Goodwin, William L. Goodwin

**Associate Professors:** Alan Davis, Kenneth Wolf

**Assistant Professor:** Nancy Leech, Gregory Diggs

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.

## DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP AND INNOVATION (EDLI)

The PhD in educational leadership and innovation prepares individuals for applied leadership roles in education and related services. As schools and organizations respond to shifting economic, political, and cultural pressures, leaders must be able to integrate theoretical and practical knowledge by cultivating habits of analysis, inquiry, and judgment to formulate policy and change. The PhD in educational leadership and innovation assists students in developing strategies for applying knowledge to difficult problems of practice.

Graduates of the program acquire broad practical knowledge that will help them understand and address problems encountered in work settings. In addition, they acquire the analytic and research tools needed to gather, interpret, and use information effectively to lead organizations in change.

## Admission Procedures

### PREREQUISITES

The typical applicant will hold a master's degree in education or a related field. Students accepted for doctoral work are expected to have content area expertise in a foundational area, as well as knowledge and skills in basic research methodology and design. Course work completed at the master's level in basic statistics and research design will have prepared the student to complete the doctoral core successfully.

Doctoral study is not intended to lead to Colorado licensure for teachers, related services personnel, or administrators. Students are expected to hold professional licensure in a field when applying for study at the doctoral level. Exceptions would be individuals who do not intend to work as direct service providers or administrators in the public schools.

### ADMISSION STANDARDS

To be admitted to the program, the applicant must submit evidence of the following:

- master's degree in a relevant field with a GPA of 3.2 or higher
- Graduate Record Examination score (verbal + quantitative) of 1100 or higher recommended; current scores (i.e., within the past five years) must come directly from ETS; students may submit ETS examinee copies of older scores (between 6 and 10 years old)
- international students: minimum TOEFL score of 550 (paper based), 213 (computer based), or 79 (Internet based)
- evidence of writing ability (writing samples in the form of projects, reports, academic papers, instructional materials)
- professional commitment to leadership and innovation in education
- clear purpose for pursuing doctoral work in education

*Note:* The likelihood of an applicant being admitted without the informed support of an EDLI faculty member within a research lab is slight. To assure the best possible review of materials, applicants should contact faculty members and visit the respective research labs that closely coincide with their interests. See more information about research labs in the following pages and at [www.cudenver.edu/sehd](http://www.cudenver.edu/sehd).

### APPLICATION PROCESS

To apply for admission, contact the following office to obtain a graduate student application package:

University of Colorado at Denver and Health Sciences Center  
 School of Education & Human Development Student Services Center  
 Campus Box 106  
 P.O. Box 173364  
 Denver, CO 80217-3364  
 303-556-2717  
 Fax: 303-556-4479  
 E-mail: [education@cudenver.edu](mailto:education@cudenver.edu)  
 Web site: [www.cudenver.edu/sehd](http://www.cudenver.edu/sehd)

Admission to the PhD program occurs only once a year, for the summer semester. To be considered by the admissions committee, a completed graduate application must be received by January 15.

The admissions committee meets to review completed files. Based on their review, applicants may be interviewed by the admissions committee. Applicants will receive written notification of the committee's decision.

### SPECIAL STUDENT STATUS

Before being officially accepted into the program, applicants may enroll as "nondegree" students. Upon admittance to the PhD program, up to 9 credit hours of prior course work, including credits taken at UCDHSC, may be accepted toward the student's program. These credits must be graduate hours from an accredited university. Credits applied to a master's degree may not be applied to the PhD.

## Financial Aid

A number of graduate assistantships are available within the School of Education & Human Development. Opportunities include working with faculty members on research studies, working in computer labs, or helping teach classes. Graduate assistants typically work 12 hours per week, and tuition reimbursement may be included.

Educational or corporate internships are also available from a number of cooperating businesses, agencies, and schools. Internships range from 20 hours per week to working the entire summer on a project.

Research assistantships are often available as part of externally sponsored research and development projects undertaken by School of Education & Human Development faculty. Depending on student interests and expertise, assistantships may consist of work on special projects, assisting in research, development, evaluation, or training activities.

## Program Requirements

The University of Colorado Graduate School stipulates that all PhD students must complete their degree requirements within an eight-year period. A course of study is negotiated with a program committee, which is formed after admission to the program. A minimum of 70 semester hours of course work beyond the master's degree is required: 50 hours of course work/labs and 20 hours of dissertation credit, plus any necessary prerequisite courses. (Typically, programs run about 75 hours.)

Over the course of the program, students construct a portfolio of products that serves as the basis for an annual review by their advisor and program committee. These reviews ensure that satisfactory progress is being made. The first review serves as the qualifying review, successful completion of which is required for the student to be fully admitted to the program. The last, which occurs when all of the program requirements and portfolio entries have been completed, serves as the comprehensive review, the successful completion of which admits the student to candidacy.

### RESIDENCY REQUIREMENT

The residency requirement consists of two consecutive semesters of full-time graduate-level enrollment (5 hours). Many students combine traditional course work with labs and projects to meet this requirement.

### CONTINUOUS ENROLLMENT

The Graduate School requires that students be actively enrolled in school throughout their program. Should a leave of absence become necessary, the student must contact his or her advisor and notify the Student Services Center in the School of Education & Human Development in writing.

A doctoral student attending parttime can be expected to complete courses and labs and be ready for the comprehensive review within three years.

### COURSE REQUIREMENTS

#### Leadership and Innovation

(8 credit hours)

- EDLI 7100-3. Leadership and Innovation in Education
- EDLI 7300-3. Individual and Organizational Change
- EDLI 7700-2. Doctoral Pro Seminar (course taken first summer—1 credit; second summer—1 credit)

#### Discipline

(12 credit hours)

Select four of the following:

- EDLI 7710-3. Theoretical Bases of Instructional Technology
- EDLI 7712-3. Seminar: Learning Theory and Learners

- EDLI 7833-3. Culture and Critical Theory  
Organizational Course or Alternative (3)
- Policy Course or Alternative (3)

#### Inquiry

(12 credit hours)

Required

- EDLI 7000-3. Doctoral Seminar in Research Methods

Select three of the following:

- REM 6100-3. Methods of Qualitative Inquiry
- REM 7050-3. Methods of Survey Research
- REM 7100-3. Advanced Methods of Qualitative Inquiry
- REM 7110-3. Intermediate Statistics
- REM 7120-3. Advanced Methods of Quantitative Inquiry and Measurement

#### Electives

(6 credit hours)

Working with your advisor, you select a minimum of 6 credit hours of elective courses.

#### Dissertation

(20 credit hours minimum)

- EDLI 7010-3. Dissertation Planning and Design
- EDLI 8994-1 to 10. Doctoral Dissertation PhD

### DOCTORAL RESEARCH LAB

(12 credit hours minimum)

- EDLI 7600 to 7610

The doctoral research labs play a pivotal role in the EDLI program. We are committed to improving professional practice through a scholarship of practice. We reject the strict binary oppositions of research versus practice, theoretical versus applied, and academic versus “real world.” We acknowledge the value of practitioner research and encourage mutual respect and support for different scholarly roles for diverse members of universities, schools, and other organizations. The research labs provide the community within which you accomplish your scholarly goals. The following are areas addressed by research labs.

- cognitive science and learning
- early childhood education
- innovative designs of environments for adult learners
- inquiry—professional development
- leadership and policy studies
- leadership capacity
- learning and activity
- linguistic and cultural diversity
- literacy and responsive teaching
- postsecondary teaching/learning
- research evaluation methodology
- teacher education
- urban schools

Students are required to enroll in a lab in their second semester and to maintain enrollment in labs until the required number of semester hours has been accumulated. Participation in labs beyond the required credit accumulation is strongly encouraged. The labs provide an opportunity for students and faculty to develop communities of practice—networks of collegial support for scholarly work.

### Annual Reviews

The student's program committee will conduct annual reviews of the student's work. The first review (the preliminary review) finalizes admission into the program; the last review constitutes the comprehensive exam and advances the student to candidacy. These reviews occur prior to acceptance of dissertation work.

## ANNUAL REVIEW

Every student who is accepted into the program receives provisional admission. The provisional status continues until the first annual review is successfully completed. This annual review satisfies the university requirement that the student is qualified for doctoral study. The first annual review of the portfolio provides students with explicit feedback about their progress and program planning. Students must successfully complete their first annual review within four semesters of provisional admission into the program. Students work with their program advisor to develop a three-person program committee for portfolio reviews. Students are responsible for contacting their advisor to convene a program committee for the first annual review.

The student can request the first annual (preliminary) review after completing 9 hours of course work, including at least one doctoral seminar. Guidelines for the preliminary review and subsequent annual reviews are set forth in the “EDLI Student Handbook.” *At a minimum*, the portfolio will contain the following for the preliminary review:

- a student’s program committee membership
- a statement of professional values and goals
- identification of three focus areas to guide the student’s program planning, with an initial rationale and selected bibliography
- a plan of study developed in consultation with the program committee
- records of courses taken and grades, including at least one doctoral seminar
- a plan for preparing portfolio products
- two products

## COMPREHENSIVE REVIEW

A student undergoes a comprehensive review after completing the following tasks:

- successful completion of at least 50 hours of course work (not counting dissertation hours)

- completion of a portfolio that includes products demonstrating depth and breadth in focus areas
- The comprehensive review consists of two components:
- portfolio review
  - oral responses to questions about the portfolio products and the student’s knowledge

## Dissertation

Following successful completion of the comprehensive review and advancement to candidacy, students must register for a minimum of 5 dissertation credits each semester of their dissertation work, as well as the semester in which the dissertation oral examination is held. If unable to register for at least 5 credits, they must request a leave of absence from the PhD program until able to complete the minimum dissertation requirement. Students may take up to a year’s leave of absence before they are disenrolled from the program.

Students select a dissertation advisor to supervise and guide the dissertation process. The dissertation advisor must hold graduate faculty status in the School of Education & Human Development. The advisor and student invite additional committee members as needed to provide the substantive and methodological support to complete the dissertation. The dissertation advisor and the student will set a time for the final examination after the dissertation has been accepted by the dissertation advisory committee. The examination will be conducted by a committee appointed by the graduate dean and will consist of at least four members of the graduate faculty, one of whom must be from outside the student’s program and represent the regular graduate faculty of the university at large. This committee would normally be composed of the dissertation advisory committee and additional persons for a total of at least four. The format for dissertations is described in the “Theses and Dissertation Guidelines,” although alternative formats may be proposed to the dissertation committee for approval by the Graduate School.