

# TEACHING AND LEARNING SCIENCES

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The Department of Teaching and Learning Sciences at Morgridge offers a variety of doctoral, educational specialist, masters, and certificate degrees in three core academic programs: **School Psychology, Curriculum and Instruction, and Teacher Education**. Please see below for the full list of degrees available in each subject area.

## PROGRAM: SCHOOL PSYCHOLOGY

### Doctor of Philosophy in School Psychology

The School Psychology (SP) Ph.D. program is designed to prepare highly competent, collaborative, ethical, and self-reflective scientist-practitioners who can problem-solve and share decision-making with others to optimize social, emotional, cognitive, academic, and behavioral outcomes for typically and atypically developing children and youth. The learning objectives aim to produce professionals who are competent in *consultation, assessment, intervention, and scholarship/advocacy* as they work on behalf of individuals, families, schools, and communities. These competency areas are defined as follows:

- *Consultation*: to collaborate in strengths-based, problem-solving, interdisciplinary teams with families, teachers, administrators, and other school and community personnel and to demonstrate appropriate interpersonal relations and professional dispositions and work characteristics;
- *Assessment*: to demonstrate evidence-based and culturally competent decision-making regarding selection, administration, and interpretation of assessments;
- *Intervention*: to employ data-based decision-making and systems-thinking that links assessment outcomes to effective individual, family, and group change and to deliver preventative, remedial strategic accommodations, intervention, and crisis services in a timely and professional manner;
- *Scholarship and Advocacy*: to apply, translate, and expand upon scientifically-based pedagogy and professional practice; able to advocate for the needs of children and families, to respect the dignity and worth of all persons, to exhibit compassion and self-awareness, and to demonstrate strong listening, oral and written communication skills.

The curriculum provides a strong foundation and core knowledge base in developmental, psychological, and learning theories, general and special education, and legal, ethical, and professional standards of practice. Professional skills and advanced training are required in research, measurement, program evaluation, assessment, prevention, intervention, and consultation with family, school, and community professionals. All SP applied experiences are designed within the *CoRE* framework. Ph.D. students gain competencies in conducting original research, grant writing, advanced qualitative and quantitative analysis, research design, and statistics. Graduates assume positions as administrators, university professors, and educational evaluators. Ph.D. students are expected to gain a high level of independent and collaborative research involvement with a faculty advisor.

### Program Accreditation

The SP Ph.D. program is fully accredited by the National Association of School Psychologists (NASP). The Ph.D. program is also accredited by the American Psychological Association (APA).

Ph.D. graduates are assured eligibility for the National Certificate in School Psychology (NCSP), pending the completion of an internship consistent with NASP standards and a passing score on the National School Psychology Examination administered by the Educational Testing Service (ETS) as a part of the Praxis II Series. For further information, visit <http://www.nasponline.org/certification/NASPAproved.aspx>

### Educational Specialist Degree in School Psychology

The School Psychology (SP) Educational Specialist (Ed.S.) degree prepares professionals in all aspects of school psychology services to work with children and families from birth to age 21 in school or community settings. All graduates of the Ed.S. program are eligible for a Colorado Department of Education license in School Psychology and the NASP National Certification (NCSP) after the successful completion of all coursework and passing the Praxis II licensing exam.

### Program Accreditation

The SP Ed.S. Degree is fully accredited by the National Association of School Psychologists (NASP).

Graduates are assured eligibility for the National Certificate in School Psychology (NCSP), pending the completion of an internship consistent with NASP standards and the attainment of a passing score on the National School Psychology Examination administered by the Educational Testing Service (ETS) as a part of the Praxis II Series. For further information, visit <http://www.nasponline.org/certification/NASPAproved.aspx>

### Educational Specialist Degree in School Psychology (Rural Hybrid)

The School Psychology (SP) Educational Specialist (Ed.S.) Rural Hybrid program is designed for people living in rural Colorado communities who want to pursue a graduate degree in school psychology without relocating to a university campus. The program's hybrid modality enables students to

engage in virtual coursework from home during the school year and attend in-person class on campus in the summer. Applicants should identify with a rural Colorado community and plan to work as a school psychologist within this community throughout training and post-graduation.

### **Program Accreditation**

The SP Ed.S (Rural Hybrid) Degree is fully accredited by the National Association of School Psychologists (NASP).

Graduates are assured eligibility for the National Certificate in School Psychology (NCSP), pending the completion of an internship consistent with NASP standards and the attainment of a passing score on the National School Psychology Examination administered by the Educational Testing Service (ETS) as a part of the Praxis II Series. For further information, visit <http://www.nasponline.org/certification/NASPAproved.aspx>

## **Educational Specialist Degree in School Psychology with a Concentration in Early Childhood School Psychology**

The SP Educational Specialist (Ed.S.) degree with Early Childhood School Psychology Concentration prepares professionals to work with children and families from birth to age 21. This degree requires an additional 12 hours of integrated core and practical coursework. All graduates of the Ed.S. program are eligible for a Colorado Department of Education license in School Psychology and the NASP National Certification (NCSP), after the successful completion of all coursework and passing the Praxis II/National Association of School Psychology licensing exam.

### **Program Accreditation**

The SP Ed.S./ECSP Degree is fully accredited by the National Association of School Psychologists (NASP).

Graduates are assured eligibility for the National Certificate in School Psychology (NCSP), pending the completion of an internship consistent with NASP standards and a passing score on the National School Psychology Examination administered by the Educational Testing Service (ETS) as a part of the Praxis II Series. For further information, visit <http://www.nasponline.org/certification/NASPAproved.aspx>

## **Education Specialist Degree in School Psychology with a Concentration in Addictions**

The School Psychology (SP) Educational Specialist (Ed.S.) degree with an Addictions Concentration prepares professionals to intervene early, with children and adolescents, to address and prevent substance abuse. This degree requires an additional 12 hours of core and practical coursework. All graduates of the Ed.S. program are eligible for a Colorado Department of Education license in School Psychology and the NASP National Certification (NCSP) after the successful completion of all coursework and passing the Praxis II licensing exam.

### **Program Accreditation**

The SP Ed.S./AC Degree is fully accredited by the National Association of School Psychologists (NASP).

Graduates are assured eligibility for the National Certificate in School Psychology (NCSP), pending the completion of an internship consistent with NASP standards and the attainment of a passing score on the National School Psychology Examination administered by the Educational Testing Service (ETS), part of the Praxis II Series. For further information, visit <http://www.nasponline.org/certification/NASPAproved.aspx>

## **Interim Master of Arts in School Psychology (for EdS and PhD students only)**

A M.A. in School Psychology is available as an interim degree for EdS and PhD students. This concentration requires a minimum of 45 quarter hour credits, including a 200-hour practicum, but it does not lead to licensure as a professional school psychologist on its own.

### **PROGRAM: CURRICULUM AND INSTRUCTION**

#### **Doctor of Philosophy in Curriculum and Instruction**

Curriculum and Instruction (C&I) Ph.D. students take a wide range of courses in curriculum, instruction, foundations, diversity, and research. The program is particularly well suited for students interested in becoming higher education faculty and leaders in schools and colleges of education. Dissertation topics cover a broad assortment of theoretical and practical topics in schools or associated institutions or communities. Additionally, students are encouraged to consider enrolling in courses in other academic units in the Morgridge College of Education and throughout the University in order to enhance or expand their educational experience. Specializations are offered in the following areas: Curriculum Studies, Gifted Education, STEM Education, Culturally and Linguistically Diverse Education, and Special Education.

#### **Doctor of Education in Curriculum and Instruction**

The Curriculum and Instruction (C&I) EdD is designed to prepare educational practitioners as experts of curriculum and instruction, capable of engaging in problems and challenges in a variety of educational institutions and contexts, particularly at the school or district level. The aim of this program is to produce graduates who are leaders and innovators in education, equipped with cutting-edge applied research skills, creative educational visions based on established academic disciplines, moral imagination, curricular expertise, and commitments to issues of equity and social responsibility. Specializations are offered in the following areas: Curriculum Studies, \*Gifted Education, STEM Education, Culturally and Linguistically Diverse Education, and Special Education.

\*Gifted EdD is available fully online or in-person.

#### **Master of Arts in Curriculum and Instruction**

This degree program is designed with the individual student's background and career goals in mind. Most students prepare for traditional and non-traditional positions in education that require planning, consulting, research, curriculum development, evaluation and policy-making. Instructional

coaching is established in a profession that is increasingly gaining national attention. Many school districts across the US, including several in Colorado, are implementing instructional coaching as a component of transformative school reform. Specializations are offered in the following areas: Curriculum Studies, Gifted Education, STEM Education, Culturally and Linguistically Diverse Education, and Special Education.

## **Master of Arts in Curriculum and Instruction with a Concentration in Teacher Education Program-Elementary/Secondary/K-12**

The Teacher Education Program (TEP) offers an intensive, integrated, professional preparation experience. The program is structured similarly to clinical preparation models where coursework and field experiences are purposeful, connected, gradual, and cumulative. Program features such as small class sizes, built-in peer support, high academic standards, and a year-long residency in closely supervised field experiences in linguistically and culturally diverse settings promote student success in mastering the competencies of an effective teacher. Apprentice teachers can complete this program in one year, earning both teaching licensure and a master's degree.

Apprentice teachers are required to complete 840 hours of field experience in diverse public school classrooms. Apprentice teachers are required to be at their fieldwork site three days a week during the fall and winter quarters and four-five days a week in the spring quarter. A gradual release of responsibility leads to solo teaching throughout the year-long residency.

The mission of the TEP concentrations is to provide an extensive, integrated, professional experience that supports apprentice teachers in developing the dispositions, knowledge, and skills of an effective teacher of diverse learners in under-served K-12 schools. Ultimately, effective teachers engage, plan, teach, and lead to promoting the growth and development of *all* learners, and they take an active role in their own professional development.

### **Dual Undergraduate-Graduate Program in Teacher Education**

The Dual Undergraduate-Graduate Degree program in Teacher Education concentration is an approved program in which the University of Denver Undergraduate student begins taking classes toward a teaching license and a graduate degree program prior to earning a baccalaureate degree. Both degrees must be earned within five years of matriculation into the undergraduate degree program. Dual-degree students in the TEP program will select a cognate consisting of 9 credits of graduate course work to be completed in their undergraduate senior year. Please see the complete dual-degree guidelines and policy posted here (<http://bulletin.du.edu/graduate/dual-degrees/dual-undergraduate-graduate-degree-programs/morgridge-college-of-education/>). The nine hours of MCE coursework can be spread across the fall, winter, or spring quarters; or stacked into one or two quarters. Dual-degree students should initiate the admissions process in the winter of their junior year.

### **Program Authorization and Accreditation**

The program is authorized by the Colorado Department of Education (CDE) and accredited by the Council for Accreditation of Education Preparation (CAEP).

## **Certificate in Curriculum and Instruction with a Concentration in the Teacher Education Program - Elementary/Secondary/K-12**

The Teacher Education Program (TEP) offers an intensive, integrated, professional preparation experience. The program is structured similarly to clinical preparation models where coursework and field experiences are purposeful, connected, gradual, and cumulative. Program features such as small class sizes, built-in peer support, high academic standards, and a year-long residency in closely supervised field experiences in linguistically and culturally diverse settings promote student success in mastering the competencies of an effective teacher. Upon completion of the certificate program, the student will be eligible to apply for teacher licensure through the Colorado Department of Education.

Apprentice teachers are required to complete 840 hours of field experience in diverse public school classrooms. Apprentice teachers are required to be at their fieldwork site three days a week during the fall and winter quarters and four-five days a week in the spring quarter. A gradual release of responsibility leads to solo teaching throughout the year-long residency.

The mission of the TEP concentrations is to provide an extensive, integrated, professional experience that supports apprentice teachers in developing the dispositions, knowledge, and skills of an effective teacher of diverse learners in under-served K-12 schools. Ultimately, effective teachers engage, plan, teach, and lead to promoting the growth and development of *all* learners, and they take an active role in their own professional development.

Students who are interested in adding a certificate from MCE may do so by contacting the Office of Graduate Education. Students need to work with their advisor to have their certificate coursework count toward their specialization if also pursuing a higher degree. In order for the certificate to be awarded, the student must complete all published requirements. Students looking to qualify for an endorsement should confirm with the Colorado Department of Education the minimum requirements needed. The University of Denver provides opportunities for students to receive specific certificates in areas of specialization, while the Colorado Department of Education offers endorsements related to licensure.

### **Program Authorization and Accreditation**

The program is authorized by the Colorado Department of Education (CDE) and accredited by the Council for Accreditation of Education Preparation (CAEP).

## **Certificate in Gifted Core Education**

The Gifted Education Certificate seeks to prepare educators in the theories and best practices of Gifted Education and includes courses necessary for the Colorado Department of Education endorsements: Gifted Education Core, Gifted Education Specialist, and Director of Gifted Education.

Students who are interested in adding a certificate from MCE may do so by contacting the Office of Graduate Education. Students need to work with their advisor to have their certificate coursework count toward their specialization if also pursuing a higher degree. In order for the certificate to be awarded, the student must complete all published requirements. Students looking to qualify for an endorsement should confirm with the Colorado Department of Education the minimum requirements needed. The University of Denver provides opportunities for students to receive specific certificates in areas of specialization, while the Colorado Department of Education offers endorsements related to licensure.

### **Certificate For Special Education Generalist**

The Certificate for Special Education Generalist focuses on expanded learning opportunities for students interested in specialized work with children (5-21 years) with developmental delays and disabilities. Students in the SEG certificate program will develop the knowledge and practical skills needed to work successfully with special education programs in public schools, private schools, and community agencies that serve families with children with developmental delays, disabilities, or at-risk characteristics and qualities. Students qualify for a Colorado Department of Education endorsement if they have a Colorado teaching license.

Students who are interested in adding a certificate from MCE may do so by contacting the Office of Graduate Education. Students need to work with their advisor to have their certificate coursework count toward their specialization if also pursuing a higher degree. In order for the certificate to be awarded, the student must complete all published requirements. Students looking to qualify for an endorsement should confirm with the Colorado Department of Education the minimum requirements needed. The University of Denver provides opportunities for students to receive specific certificates in areas of specialization, while the Colorado Department of Education offers endorsements related to licensure.

### **Certificate in Culturally and Linguistically Diverse Education (CLDE)**

The Culturally and Linguistically Diverse Education (CLDE) Certificate courses prepare students to be evidence-based practitioners and researchers who can foreground culturally responsive pedagogy and the cultural, linguistic, cognitive, and academic needs of culturally and linguistically diverse learners in communities and classroom practices. Throughout their coursework, candidates learn and apply knowledge about first and second language acquisition, the selection and utilization of culturally relevant literature, essential literacy components, and curriculum and assessment practices for CLD learners with an emphasis on language and funds of knowledge to bridge communities, classrooms, and schools. Students qualify for a Colorado Department of Education endorsement if they have a Colorado teaching license.

Students who are interested in adding a certificate from MCE may do so by contacting the Office of Graduate Education. Students need to work with their advisor to have their certificate coursework count toward their specialization if also pursuing a higher degree. In order for the certificate to be awarded, the student must complete all published requirements. Students looking to qualify for an endorsement should confirm with the Colorado Department of Education the minimum requirements needed. The University of Denver provides opportunities for students to receive specific certificates in areas of specialization, while the Colorado Department of Education offers endorsements related to licensure.

#### **EARLY CHILDHOOD SPECIAL EDUCATION**

### **Master of Arts in Early Childhood Special Education**

The MA in Early Childhood Special Education (ECSE) focuses on opportunities for specialized work with young children (birth through 8 years old) and families in school and community settings. It also is a pipeline to licensure and non-licensure degrees, including a PhD. Students develop the knowledge and practical skills needed to work successfully within the early childhood school and community agencies that serve children from birth through eight years old. Students are required to complete practicum hours and Praxis II tests in alignment with Colorado Department of Education licensing requirements.

Our goal is to prepare highly competent, collaborative, ethical, and self-reflective Early Childhood Special Education Specialists, who serve young children with special needs and their families in schools, districts, and community organizations. This program facilitates training and development as a scientist-practitioner who can solve problems and share decision-making with others to optimize social-emotional, cognitive, academic, and behavioral outcomes for children from birth to age eight with special needs, and their families.

### **Certificate in Early Childhood Special Education**

The Early Childhood Special Education Certificate is designed as a 1-year program that is aligned with the Masters of Arts in Early Childhood Special Education. As with the MA ECSE program, the candidates in the ECSE Certificate program are required to complete practicum hours and Praxis tests in alignment with Colorado Department of Education licensing requirements and apply to the state for the Early Childhood Special Education Specialist Endorsement.

Students who are interested in adding a certificate from MCE may do so by contacting the Office of Graduate Education. Students need to work with their advisor to have their certificate coursework count toward their specialization if also pursuing a higher degree. In order for the certificate to be awarded, the student must complete all published requirements. Students looking to qualify for an endorsement should confirm with the Colorado Department of Education the minimum requirements needed. The University of Denver provides opportunities for students to receive specific certificates in areas of specialization, while the Colorado Department of Education offers endorsements related to licensure.

### **Doctor of Philosophy in School Psychology**

#### **Degree and GPA Requirements**

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### Other Required Materials

**Additional requirements for this program:** Applicants may be contacted to schedule a virtual admissions interview.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Doctor of Philosophy in Curriculum & Instruction

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**Master's degree:** This program requires a master's degree as well as the baccalaureate.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### Other Required Materials

**Additional requirements for this program:** Virtual interview may be required.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Doctor of Education in Curriculum & Instruction

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**Master's degree:** This program requires a master's degree as well as the baccalaureate.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### Other Required Materials

**Additional requirements for this program:** Virtual interview may be required.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Master of Arts in Education Curriculum & Instruction

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Master of Arts in Curriculum, Instruction, & Teaching with a Concentration in Teacher Education Elementary

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.



### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Master of Arts in Curriculum, Instruction, & Teaching with a Concentration in Teacher Education K-12

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Master of Arts in Curriculum, Instruction, & Teaching with a Concentration in Teacher Education Secondary

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Master of Arts in Early Childhood Special Education

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Education Specialist in School Psychology

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### Other Required Materials

**Additional requirements for this program:** Applicants may be contacted to schedule a virtual admissions interview.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Education Specialist in Rural School Psychology

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:



- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### Other Required Materials

**Additional requirements for this program:** Applicants may be contacted to schedule a virtual admissions interview.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115
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## Certificate in Culturally and Linguistically Diverse Education

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Certificate in Curriculum, Instruction, & Teaching with a Concentration in Teacher Education K-12

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Certificate in Early Childhood Special Education

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Certificate in Curriculum and Instruction with a Concentration in Teacher Education Program – Elementary/Secondary

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Certificate in Gifted Education

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### Other Required Materials

**Additional requirements for this program:** Virtual interview may be required.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

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## Certificate in Special Education Generalist

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### Prerequisites

Applicants must have an undergraduate or graduate degree in elementary, secondary or special education.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 80
- Minimum IELTS Score: 6.5
- Minimum C1 Advanced Score: 176
- Minimum Duolingo English Test Score: 115

## Doctoral Programs

### Doctor of Philosophy in School Psychology

#### Degree Requirements

A minimum of 135 credit hours is required beyond the BA degree. All MA-level CFSP courses (45 credits) are prerequisites for the PhD (90 credits; 135 overall).

**Coursework Requirements**

<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Developmental and Psychological Foundations</b>		<b>10</b>
CFSP 4301	Professional, Legal and Ethical Issues in School Psychology	
CFSP 4304	Diversity in School and Community Settings	
CFSP 4316	Infant through Adolescent Development	
<b>Learning Theory, Educational Foundations, and Special Education Leadership</b>		<b>6</b>
CFSP 4306	Exceptionalities in Special Ed	
CFSP 4312	Learning Theories & Behavioral Analysis	
<b>Research, Measurement, Program Evaluation and Technology</b>		<b>22</b>
RMS 4910	Introductory Statistics	
RMS 4911	Correlation and Regression	
RMS 4912	Analysis of Variance	
RMS 4941	Introduction to Qualitative Research	
Choose other intermediate/advanced courses from RMS offerings		
<b>Evaluation and Assessment</b>		<b>16</b>
RMS 4921	Psychometric Theory	
CFSP 4321	Psycho-educational Assessment I	
CFSP 4322	Psycho-Educational Assessment II	
CFSP 4323	Psycho-Educational Assessment III	
CFSP 4363	School Psychology Program Development and Evaluation	
<b>Prevention, Wellness Promotion, Counseling, and Crisis Intervention</b>		<b>18</b>
CFSP 4303	Psychopathology: Prevention, Diagnosis, Treatment	
CFSP 4337	School Age Academic Competencies and Interventions	
CFSP 4340	School Mental Health Counseling I	
CFSP 4341	School Mental Health Counseling II	
CFSP 4342	Crisis Intervention and Prevention	
<b>Collaborative Consultation with Families and Schools</b>		<b>9</b>
CFSP 4330	Family-School Partnering and Consultation	
CFSP 4331	School and Organizational Consultation I	
CFSP 4332	School and Organizational Consultation II	
<b>Applied Coursework</b>		<b>32</b>
CFSP 4349	School Psychology Practicum I (Taken quarterly)	
CFSP 4351	School Psychology Practicum: Clinic Assignment (Taken quarterly)	
CFSP 4353	School Psychology Practicum II (Taken quarterly)	
CFSP 4354	School Psychology Advanced Practicum (Taken quarterly)	
CFSP 4361	Supervision in School Psychology (Taken during one quarter)	
CFSP 4999	Advanced Seminar in School Psychology	
<b>Psychology Specialization Courses</b>		<b>14</b>
CNP 4788	Physiological Psychology	
or CPSY 4542	Psychophysiology	
CNP 4705	History and Systems of Psychology	
CPSY 5010	Cognitive & Affective Models	
or CNP 4775	Counseling Psychology: Cognitive & Affective Basis of Behavior	
CNP 4768	Counseling Psychology: Social Psychology	
or CPSY 5231	Social Psychology	
CPSY 5180	Life Cycle: Adolescent - Adult	
<b>Dissertation</b>		<b>5</b>
CFSP 5995	Independent Research <sup>1</sup>	
<b>Culminating Field Experience</b>		<b>3</b>
CFSP 4359	School Psychology Pre-Doctoral Internship	

or CFSP 4369	School Psychology Pre-Doctoral Terminal Internship	
<b>Total Credits</b>		<b>135</b>

<sup>1</sup> In order to maintain degree candidacy, MCE doctoral students who have finished all requested coursework will register for one dissertation or doctoral research credit or other credit for consecutive terms fall through spring (summers not required) until the student graduates.

#### Non-coursework Requirements

- Passing of Praxis Exam
- Comprehensive Examination
- Dissertation
- Oral defense of Dissertation

## Doctor of Philosophy in Curriculum and Instruction

### Degree Requirements

#### Coursework requirements

Code	Title	Credits
<b>A. Required Courses</b>		
CUI 4021	Introduction to Curriculum Models and Application	4
CUI 4035	Critical Perspectives in Education	4
CUI 4180	History and Philosophy of Education	4
CUI 4700	Cognitive, Creative, and Learning Theories and Applications	4
<b>B. Required Research</b>		
RMS 4940	Structural Foundations of Research in Social Sciences	3
CUI 4050	Research Seminar: Conducting Systematic Reviews	4
RMS 4941	Introduction to Qualitative Research	4
RMS 4930	Quantitative Research Design	3
RMS 4910	Introductory Statistics	4
<b>C. RMS Intermediate/Advanced Research</b>		<b>20-22</b>
Select from RMS Intermediate/Advanced courses.		
<b>D. Dissertation Research</b>		
CUI 5980	Research as Problem Analysis	4
CUI 5982	Applied Research	4
CUI 5983	Defense of Research	2-3
CUI 5995	Dissertation Research <sup>1</sup>	1-2
<b>E. Specialization</b>		<b>20</b>
<b>F. Elective</b>		<b>3</b>
<b>Total Credits</b>		<b>90</b>

<sup>1</sup> In order to maintain degree candidacy, MCE doctoral students who have finished all requested coursework will register for one dissertation or doctoral research credit or other credit for consecutive terms fall through spring (summers not required) until the student graduates.

For Section C: Select from approved RMS Intermediate and Advanced courses (can be found in the C&I PhD Coursework Plan). Other research courses may be substituted with permission from your advisor and a course substitution form.

Numbers in each category above are the either a minimum or range of credit hours required. A minimum of 90 credit hours is required beyond the master's degree. No credit hours from the master's degree can be transferred into the PhD.

\* Note: If you seek a CDE endorsement, you must follow the specialization plan outlined in the C&I handbook and complete any additional necessary components required by the CDE.

#### Non-coursework Requirements

- Doctoral Applied Experiences (in at least two areas)
- Doctoral Comprehensive Examination

- Dissertation
- Oral Defense of Dissertation

## Doctor of Education in Curriculum and Instruction

### Degree Requirements

#### Coursework requirements

Code	Title	Credits
<b>A. Required Courses</b>		
CUI 4021	Introduction to Curriculum Models and Application	4
CUI 4035	Critical Perspectives in Education	4
CUI 4180	History and Philosophy of Education	4
CUI 4700	Cognitive, Creative, and Learning Theories and Applications	4
<b>B. Required Research</b>		
RMS 4940	Structural Foundations of Research in Social Sciences	3
CUI 4050	Research Seminar: Conducting Systematic Reviews	4
RMS 4941	Introduction to Qualitative Research	4
RMS 4930	Quantitative Research Design	3
<b>C. Research Methods</b>		<b>3-4</b>
Choose ONE of the following courses:		
RMS 4942	Qualitative Data Collection and Analysis	
RMS 4931	Survey and Design Analysis	
RMS 4911	Correlation and Regression	
RMS 4960	Introduction to Evaluation Research	
<b>D. Dissertation Research <sup>1</sup></b>		
CUI 5980	Research as Problem Analysis	4
CUI 5982	Applied Research	4
CUI 5983	Defense of Research	2, 3
CUI 5995	Dissertation Research	1, 2
<b>E. Specialization</b>		<b>20</b>
<b>Total Credits</b>		<b>65</b>

<sup>1</sup> In order to maintain degree candidacy, MCE doctoral students who have finished all requested coursework will register for one dissertation or doctoral research credit or other credit for consecutive terms fall through spring (summers not required) until the student graduates.

Please note: the numbers in each category above are either a minimum or range of credit hours required. The 65 minimum credit requirement is only for students with an earned master's degree. No credit hours from the earned Master's degree can be transferred into the EdD.

\*Note: If you seek a CDE endorsement, you must follow the specialization plan outlined in the C&I handbook and complete any additional necessary components required by the CDE.

#### Non-coursework Requirements

- Doctoral Applied Experiences (in at least two areas)
- Doctoral Comprehensive Exam
- Dissertation in Practice
- Oral Defense of Dissertation in Practice

## Education Specialist Programs

### Education Specialist in School Psychology

#### Degree Requirements

Minimum number of credits required for degree: 90



**Coursework Requirements**

Code	Title	Credits
<b>A. Developmental and Psychological Foundations</b>		
CFSP 4304	Diversity in School and Community Settings	3
CFSP 4316	Infant through Adolescent Development	3
<b>B. Learning Theory, Educational Foundations, and Special Education</b>		
CFSP 4306	Exceptionalities in Special Ed	3
CFSP 4312	Learning Theories & Behavioral Analysis	3
<b>C. Legal, Ethical, and Professional Foundations</b>		
CFSP 4301	Professional, Legal and Ethical Issues in School Psychology	4
<b>D. Research, Measurement, and Program Evaluation</b>		
RMS 4910	Introductory Statistics	4
CFSP 4363	School Psychology Program Development and Evaluation	3
<b>E. Individual Evaluation and Assessment</b>		
CFSP 4321	Psycho-educational Assessment I	4
CFSP 4322	Psycho-Educational Assessment II	3
CFSP 4323	Psycho-Educational Assessment III	3
<b>F. Prevention, Wellness Promotion, Counseling and Crisis Intervention</b>		
CFSP 4303	Psychopathology: Prevention, Diagnosis, Treatment	4
CFSP 4336	Preschool Interventions	3
or CFSP 4319	Counseling Adolescent Addictive Behaviors	
or RMS 4921	Psychometric Theory	
CFSP 4337	School Age Academic Competencies and Interventions	3
CFSP 4340	School Mental Health Counseling I	4
CFSP 4341	School Mental Health Counseling II	4
CFSP 4342	Crisis Intervention and Prevention	3
<b>G. Collaborative Consultation with Families and Schools</b>		
CFSP 4330	Family-School Partnering and Consultation	3
CFSP 4331	School and Organizational Consultation I	3
CFSP 4332	School and Organizational Consultation II	3
<b>H. Applied Courses</b>		
CFSP 4349	School Psychology Practicum I (taken in 2 quarters for 2 credits each)	4
CFSP 4353	School Psychology Practicum II (taken in 3 quarters for 2 credits each)	6
CFSP 4351	School Psychology Practicum: Clinic Assignment (taken quarterly)	9
CFSP 4361	Supervision in School Psychology	2
<b>I. Culminating Field Experience</b>		
CFSP 4355	School Psychology Internship - EdS (1200 hours one year full-time OR two years half-time (taken three times consecutively)	6
<b>J. Final Assessment</b>		
Praxis II/NASP Exam (score of 165 or greater)		
<b>Total Credits</b>		<b>90</b>

**Non-coursework Requirements**

- Passing score on PRAXIS exam

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**Education Specialist in Rural School Psychology**

Minimum of 90 credits

Requirements for this program are the same as the to the Education Specialist in School Psychology.

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## Education Specialist in School Psychology with a Concentration in Early Childhood School Psychology

### Degree Requirements

Minimum number of credits required for degree: 102

#### Coursework Requirements

Code	Title	Credits
<b>A. Developmental and Psychological Foundations</b>		
CFSP 4304	Diversity in School and Community Settings	3
CFSP 4316	Infant through Adolescent Development	3
<b>B. Learning Theory, Educational Foundations, and Special Education</b>		
CFSP 4312	Learning Theories & Behavioral Analysis	3
CFSP 4306	Exceptionalities in Special Ed	3
<b>C. Legal, Ethical, and Professional Foundations</b>		
CFSP 4301	Professional, Legal and Ethical Issues in School Psychology	4
<b>D. Research, Measurement, and Program Evaluation</b>		
RMS 4910	Introductory Statistics	4
CFSP 4363	School Psychology Program Development and Evaluation	3
<b>E. Individual Evaluation and Assessment</b>		
CFSP 4321	Psycho-educational Assessment I	4
CFSP 4322	Psycho-Educational Assessment II	4
CFSP 4323	Psycho-Educational Assessment III	4
<b>F. Prevention, Wellness Promotion, Counseling and Crisis Intervention</b>		
CFSP 4303	Psychopathology: Prevention, Diagnosis, Treatment	4
CFSP 4336	Preschool Interventions	3
or CFSP 4319	Counseling Adolescent Addictive Behaviors	
CFSP 4337	School Age Academic Competencies and Interventions	3
CFSP 4340	School Mental Health Counseling I	3
CFSP 4341	School Mental Health Counseling II	4
CFSP 4342	Crisis Intervention and Prevention	3
<b>G. Collaborative Consultation with Families and Schools</b>		
CFSP 4330	Family-School Partnering and Consultation	3
CFSP 4331	School and Organizational Consultation I	3
CFSP 4332	School and Organizational Consultation II	3
<b>H. Applied Courses</b>		
CFSP 4349	School Psychology Practicum I (3 courses taken quarterly for 2 credits each)	6
CFSP 4353	School Psychology Practicum II (3 courses taken quarterly for 2 credits each)	6
CFSP 4351	School Psychology Practicum: Clinic Assignment (taken quarterly)	8
<b>I. Culminating Field Experience</b>		
CFSP 4355	School Psychology Internship - EdS (1200 hours one year full-time OR two years half-time (taken three times consecutively)	6
<b>J. Final Assessment</b>		
Praxis II/NASP Exam (score of 165 or greater)		
<b>K. Concentration in Early Childhood Special Education</b>		
CFSP 4308	Early Academic Competencies and Interventions	3
or CFSP 4335	Infant & Family Interventions	
CFSP 4315	Professional, Leadership and Ethical Issues in Special Education: Birth to 21	3
CFSP 4320	Early Childhood Assessment: Formal & Standardized	3
CFSP 4326	Early Childhood Assessment: Informal & Play-Based	3
<b>Total Credits</b>		<b>102</b>

#### Non-coursework Requirements

- Passing score on PRAXIS exam

## Education Specialist in School Psychology with a Concentration in Addictions

### Degree Requirements

Minimum number of credits required for degree: 102

#### Coursework Requirements

Code	Title	Credits
<b>A. Developmental and Psychological Foundations</b>		
CFSP 4304	Diversity in School and Community Settings	3
CFSP 4316	Infant through Adolescent Development	3
<b>B. Learning Theory, Educational Foundations, and Special Education</b>		
CFSP 4306	Exceptionalities in Special Ed	3
CFSP 4312	Learning Theories & Behavioral Analysis	3
<b>C. Legal, Ethical, and Professional Foundations</b>		
CFSP 4301	Professional, Legal and Ethical Issues in School Psychology	4
<b>D. Research, Measurement, and Program Evaluation</b>		
RMS 4910	Introductory Statistics	4
CFSP 4363	School Psychology Program Development and Evaluation	3
<b>E. Individual Evaluation and Assessment</b>		
CFSP 4321	Psycho-educational Assessment I	4
CFSP 4322	Psycho-Educational Assessment II	4
CFSP 4323	Psycho-Educational Assessment III	4
<b>F. Prevention, Wellness Promotion, Counseling and Crisis Intervention</b>		
CFSP 4303	Psychopathology: Prevention, Diagnosis, Treatment	4
CFSP 4336	Preschool Interventions	3
or CFSP 4319	Counseling Adolescent Addictive Behaviors	
CFSP 4337	School Age Academic Competencies and Interventions	3
CFSP 4340	School Mental Health Counseling I	3
CFSP 4341	School Mental Health Counseling II	4
CFSP 4342	Crisis Intervention and Prevention	3
<b>G. Collaborative Consultation with Families and Schools</b>		
CFSP 4330	Family-School Partnering and Consultation	3
CFSP 4331	School and Organizational Consultation I	3
CFSP 4332	School and Organizational Consultation II	3
<b>H. Applied Courses</b>		
CFSP 4349	School Psychology Practicum I (taken quarterly for 2 credits each)	6
CFSP 4353	School Psychology Practicum II (taken quarterly for 2 credits each)	6
CFSP 4351	School Psychology Practicum: Clinic Assignment (taken quarterly)	8
<b>I. Culminating Field Experience</b>		
CFSP 4355	School Psychology Internship - EdS (1200 hours one year full-time OR two years half-time (taken three times consecutively)	6
<b>J. Final Assessment</b>		
Praxis II/NASP Exam (score of 165 or greater)		
<b>K. Concentration in Addictions</b>		
CNP 4787	Motivational Interviewing	4
CNP 4789	Pharmacology of Addictive Behavior I and II	4
CNP 4797	Counseling Addictive Behavior	4

**Total Credits**

**102**

#### Non-coursework Requirements

- Passing score on PRAXIS exam

## Master's Programs

### Master of Arts in Curriculum and Instruction

#### Degree Requirements

Minimum number of credits required for degree: 45

#### Coursework Requirements

Code	Title	Credits
<b>A. Required Courses</b>		
CUI 4022	Curriculum Theory into Practice	4
CUI 4035	Critical Perspectives in Education	4
CUI 4180	History and Philosophy of Education	4
CUI 4700	Cognitive, Creative, and Learning Theories and Applications	4
<b>B. Research</b>		<b>4</b>
Choose ONE of the following courses:		
RMS 4900	Education Research and Measurement	
RMS 4941	Introduction to Qualitative Research	
RMS 4960	Introduction to Evaluation Research	
CUI 4058	Teacher as Researcher	
<b>C. Specialization</b>		<b>20</b>
See advisor for courses.		
<b>D. Electives</b>		<b>5</b>
Select from among MCE courses.		
<b>Total Credits</b>		<b>45</b>

#### Non-coursework Requirements

- Comprehensive Portfolio

### Master of Arts in Curriculum and Instruction and Teaching with A Concentration in Teacher Education Program-Elementary

#### Degree Requirements

Minimum number of credits required for degree: 52

#### Coursework Requirements

Code	Title	Credits
<b>A. TEP Field Experience</b>		
TEP 4690	Field Experience	1
TEP 4690	Field Experience	3
TEP 4690	Field Experience	4
TEP 4690	Field Experience	4
<b>B. TEP Coursework, Curriculum &amp; Assessment</b>		
CUI 4502	Elementary Science and Social Studies Methods for Culturally and Linguistically Diverse Learners	4
CUI 4529	Foundations of Education for Culturally and Linguistically Diverse Learners in Teaching and Learning	4
CUI 4540	Curriculum, Instruction and Assessment for Culturally and Linguistically Diverse Learners I	4
TEP 4590	Elementary Literacy Instruction I	4
CUI 4503	Elementary Math Methods for Culturally and Linguistically Diverse Learners	4
TEP 4591	Elementary Literacy Instruction II	4
TEP 4010	Foundations of Special Education: Inclusive Pedagogy for Students with Dis/Abilities	2
CUI 4411	Wkshp: Gifted & Talented Educ	2
<b>C. Cognate Requirement</b>		
Complete 3 courses from one of the approved TEP cognates listed below. Choose courses in consultation with your advisor.		12
Culturally and Linguistically Diverse		
Gifted Education		

Special Education

STEM Theory

**Total Credits****52****Non-coursework Requirements**

- Comprehensive Portfolio for M.A. degree
- 840 hours of field experience in diverse public school classrooms

## Master of Arts in Curriculum and Instruction and Teaching with a Concentration in Teacher Education Program-Secondary

**Degree Requirements**

Minimum number of credits required for degree: 52

**Coursework Requirements**

Code	Title	Credits
<b>A. TEP Field Experience</b>		
TEP 4690	Field Experience	1
TEP 4690	Field Experience	3
TEP 4690	Field Experience	4
TEP 4690	Field Experience	4
<b>B. TEP Coursework, Curriculum &amp; Assessment</b>		
CUI 4505	Mathematics across the Content Areas	4
CUI 4529	Foundations of Education for Culturally and Linguistically Diverse Learners in Teaching and Learning	4
CUI 4540	Curriculum, Instruction and Assessment for Culturally and Linguistically Diverse Learners I	4
TEP 4592	Literacy Instruction for Secondary Teaching I	4
TEP 4610	English in Secondary School	4
or TEP 4620	Social Science in Secondary School	
or TEP 4630	Science in Secondary School	
or TEP 4640	Math in Secondary School	
TEP 4593	Literacy Instruction for Secondary Teaching II	4
TEP 4010	Foundations of Special Education: Inclusive Pedagogy for Students with Dis/Abilities	2
CUI 4411	Wkshp: Gifted & Talented Educ	2
<b>C. Cognate Requirement</b>		
Complete 3 courses from one of the approved TEP cognates listed below. Choose courses in consultation with your advisor.		12
Culturally and Linguistically Diverse		
Gifted Education		
Special Education		
STEM Theory		
<b>Total Credits</b>		<b>52</b>

**Non-coursework Requirements**

- Comprehensive Portfolio for M.A. degree
- 840 hours of field experience in diverse public school classrooms

## Master of Arts in Curriculum and Instruction in Teaching with a Concentration in Teacher Education Program-K-12 Special Education

**Degree Requirements**

Minimum number of credits required for degree: 52

**Coursework Requirements**

Code	Title	Credits
<b>A. TEP Field Experience</b>		
TEP 4690	Field Experience	1
TEP 4690	Field Experience	4
TEP 4690	Field Experience	4
<b>B. TEP Coursework, Curriculum &amp; Assessment</b>		
CUI 4031	Teaching and Learning	3
CUI 4505	Mathematics across the Content Areas	3
CUI 4529	Foundations of Education for Culturally and Linguistically Diverse Learners in Teaching and Learning	3
CUI 4540	Curriculum, Instruction and Assessment for Culturally and Linguistically Diverse Learners I	3
CUI 4541	Curriculum, Instruction, and Assessment for Culturally and Linguistically Diverse Learners II	3
CUI 4542	Curriculum, Instruction, and Assessment: Theory and Practice III	3
TEP 4010	Foundations of Special Education: Inclusive Pedagogy for Students with Dis/Abilities	3
TEP 4590	Elementary Literacy Instruction I	3
TEP 4591	Elementary Literacy Instruction II	3
Choose courses based on area		7
Special Education		
CUI 4411	Wkshp: Gifted & Talented Educ (1 credit for TEP SpED students)	
CFSP 4302	Special Education & Gifted Education Legal Issues (for SpED TEP students only)	
CFSP 4315	Professional, Leadership and Ethical Issues in Special Education: Birth to 21 (for SPED TEP students only)	
Art or Spanish		
TEP 4650	Foreign Language Methods in K-12 Schools (for Spanish TEP students only)	
TEP 4520	Art Methods K-12 (for Art TEP students only)	
CUI 4411	Wkshp: Gifted & Talented Educ (3 credits for Art or Spanish TEP students)	
<b>C. Cognate Requirement</b>		
Complete 3 courses from one of the approved TEP cognates listed below. Choose courses in consultation with your advisor.		9
Aesthetics		
Culturally and Linguistically Diverse		
Gifted Education		
Special Education		
STEM Theory		
<b>Total Credits</b>		<b>52</b>

**Non-coursework Requirements**

- Comprehensive Portfolio for M.A. degree
- 840 hours of field experience in diverse public school classrooms

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**Master of Arts in School Psychology <sup>1</sup>****Degree Requirements****Coursework Requirements**

Code	Title	Credits
<b>A. Developmental and Psychological Foundations</b>		
CFSP 4304	Diversity in School and Community Settings	3
CFSP 4306	Exceptionalities in Special Ed	3
CFSP 4312	Learning Theories & Behavioral Analysis	3
CFSP 4316	Infant through Adolescent Development	3
<b>B. Legal, Ethical, and Professional Foundations</b>		
CFSP 4301	Professional, Legal and Ethical Issues in School Psychology	4
<b>C. Evaluation and Assessment</b>		
CFSP 4321	Psycho-educational Assessment I	4



CFSP 4322	Psycho-Educational Assessment II	3
CFSP 4323	Psycho-Educational Assessment III	3
<b>D. Collaborative Consultation with Families and Schools</b>		
CFSP 4337	School Age Academic Competencies and Interventions	3
CFSP 4340	School Mental Health Counseling I	4
CFSP 4341	School Mental Health Counseling II	4
<b>E. Applied Coursework</b>		
CFSP 4317	Topics in Special Education: Learning Differences	1-3
CFSP 4349	School Psychology Practicum I (taken in 3 quarters for 2 credits each)	6
<b>Total Credits</b>		<b>44-46</b>

<sup>1</sup>This is an interim degree for PhD and EdS candidates only.

## Master of Arts in Early Childhood Special Education

### Degree Requirements

#### Coursework Requirements

The M.A. in Early Childhood Special Education program requires a minimum of 55 quarter hours depending on prior individual experiences and coursework.

Code	Title	Credits
<b>A. Developmental and Psychological Foundations</b>		
CFSP 4304	Diversity in School and Community Settings	3
CFSP 4305	Exceptionalities in Education: High Incidence in Disabilities	3
CFSP 4310	Early Childhood Development (Early Childhood Development)	3
CFSP 4311	Child and Adolescent Development	3
CFSP 4312	Learning Theories & Behavioral Analysis	3
CFSP 4338	Exceptionalities in Education: Low Incidence Disabilities	3
<b>B. Legal, Ethical and Professional Foundations</b>		
CFSP 4302	Special Education & Gifted Education Legal Issues	3
CFSP 4315	Professional, Leadership and Ethical Issues in Special Education: Birth to 21	3
<b>C. Evaluation and Assessment</b>		
CFSP 4320	Early Childhood Assessment: Formal & Standardized	3
CFSP 4326	Early Childhood Assessment: Informal & Play-Based	3
CFSP 4308	Early Academic Competencies and Interventions	3
RMS 4900	Education Research and Measurement	4
<b>D. Collaborative Consultation with Families and Schools</b>		
CFSP 4330	Family-School Partnering and Consultation	3
CFSP 4335	Infant & Family Interventions	3
CFSP 4336	Preschool Interventions	3
CFSP 4337	School Age Academic Competencies and Interventions	3
<b>E. Applied Courses</b>		
CFSP 4357	Early Childhood Practicum (800 minimum hours taken quarterly covering infant, toddler, preschool, and/or kindergarten-3rd grade.)	6
Praxis ECSE Exam		PASS
<b>Total Credits</b>		<b>55</b>

Minimum number of credits required for degree: 55

#### Non-coursework Requirements

- Pass PRAXIS Exam - Special Education: Preschool/Early Childhood.
- ECSE Spring Symposium Poster & Reflection

## Certificate Programs

### Certificate in Curriculum and Instruction in Teaching with a Concentration in Teacher Education Program-Elementary

#### Program Requirements

Code	Title	Credits
TEP 4690	Field Experience (Four quarters)	12
CUI 4502	Elementary Science and Social Studies Methods for Culturally and Linguistically Diverse Learners	4
CUI 4529	Foundations of Education for Culturally and Linguistically Diverse Learners in Teaching and Learning	4
CUI 4540	Curriculum, Instruction and Assessment for Culturally and Linguistically Diverse Learners I	4
TEP 4590	Elementary Literacy Instruction I	4
CUI 4503	Elementary Math Methods for Culturally and Linguistically Diverse Learners	4
TEP 4591	Elementary Literacy Instruction II	4
TEP 4010	Foundations of Special Education: Inclusive Pedagogy for Students with Dis/Abilities	2
CUI 4411	Wkshp: Gifted & Talented Educ	2
<b>Total Credits</b>		<b>40</b>

Minimum number of credits required for certificate: 40

Non-coursework requirements: Demonstration of Learning; 840 hours in field experience

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### Certificate in Curriculum and Instruction in Teaching with a Concentration in Teacher Education Program-Secondary

#### Program Requirements

Code	Title	Credits
TEP 4690	Field Experience (Four quarters)	12
CUI 4505	Mathematics across the Content Areas	4
CUI 4529	Foundations of Education for Culturally and Linguistically Diverse Learners in Teaching and Learning	4
CUI 4540	Curriculum, Instruction and Assessment for Culturally and Linguistically Diverse Learners I	4
TEP 4592	Literacy Instruction for Secondary Teaching I	4
TEP 4610 or TEP 4620 or TEP 4630 or TEP 4640	English in Secondary School Social Science in Secondary School Science in Secondary School Math in Secondary School	4
TEP 4593	Literacy Instruction for Secondary Teaching II	4
TEP 4010	Foundations of Special Education: Inclusive Pedagogy for Students with Dis/Abilities	2
CUI 4411	Wkshp: Gifted & Talented Educ	2
<b>Total Credits</b>		<b>40</b>

Minimum number of credits required for certificate: 40

Non-coursework requirements: Demonstration of Learning; 840 hours in field experience

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### Certificate in Curriculum and Instruction with a Concentration in Teacher Education Program-K-12 Special Education

#### Program Requirements

Code	Title	Credits
TEP 4690	Field Experience (Three quarters)	9
CUI 4540	Curriculum, Instruction and Assessment for Culturally and Linguistically Diverse Learners I	3
CUI 4541	Curriculum, Instruction, and Assessment for Culturally and Linguistically Diverse Learners II	3
CUI 4542	Curriculum, Instruction, and Assessment: Theory and Practice III	3
CUI 4031	Teaching and Learning	3

TEP 4010	Foundations of Special Education: Inclusive Pedagogy for Students with Dis/Abilities	3
TEP 4590	Elementary Literacy Instruction I	3
TEP 4591	Elementary Literacy Instruction II	3
CUI 4529	Foundations of Education for Culturally and Linguistically Diverse Learners in Teaching and Learning	3
CUI 4505	Mathematics across the Content Areas	3
TEP 4520	Art Methods K-12	4
or TEP 4650	Foreign Language Methods in K-12 Schools	
CUI 4411	Wkshp: Gifted & Talented Educ	3
<b>Total Credits</b>		<b>43</b>

## Certificate in Early Childhood Special Education

### Program Requirements

Code	Title	Credits
<b>A. Developmental and Psychological Foundations</b>		<b>6 credits</b>
CFSP 4305	Exceptionalities in Education: High Incidence in Disabilities	3
CFSP 4338	Exceptionalities in Education: Low Incidence Disabilities	3
<b>B. Legal, Ethical and Professional Foundations</b>		<b>3 credits</b>
CFSP 4315	Professional, Leadership and Ethical Issues in Special Education: Birth to 21	3
<b>C. Evaluation and Assessment</b>		<b>9 credits</b>
CFSP 4320	Early Childhood Assessment: Formal & Standardized	3
CFSP 4326	Early Childhood Assessment: Informal & Play-Based	3
CFSP 4308	Early Academic Competencies and Interventions	3
<b>D. Collaborative Consultation with Families and Schools</b>		<b>3 credits</b>
(Choose one of the following courses)		
CFSP 4335	Infant & Family Interventions <sup>1</sup>	3
or CFSP 4336	Preschool Interventions	
<b>E. Applied Coursework</b>		<b>3 credits</b>
CFSP 4357	Early Childhood Practicum (300 minimum hours taken over three quarters covering infant, toddler, preschool, and/or kindergarten-3rd grade ; 1 credit hour each ) <sup>2</sup>	3
Pass PRAXIS Exam - Special Education: Preschool/Early Childhood		PASS
<b>Total Credits</b>		<b>24</b>

### Non-coursework Requirements

- ECSE Spring Symposium Poster & Reflection

<sup>1</sup> Students have a choice of taking either of these courses to meet Colorado Department of Education competencies depending on their previous coursework. This is subject to faculty approval.

<sup>2</sup> The ECSE Practicum has flexibility based on student needs and should be distributed between infant (200 hours), toddler (200 hours), and preschool (200 hours) ages across a number of quarters.

## Certificate in Gifted Education

### Program Requirements

Minimum credits for required for certificate: 24

Code	Title	Credits
<b>Required Courses</b>		
CUI 4401	Nature, Needs, and Psychological Aspects of Giftedness	4
CUI 4403	Curriculum and Instructional Strategies and Fieldwork for Gifted Learners	4
CUI 4407	Current Topics in Gifted Education: Identification and Twice-Exceptionality Applications	4
CUI 4410	Program Development, Leadership, and Communication in Gifted Education	4
CUI 4412	Culturally and Linguistically Diverse Learners in Gifted Education	4
CUI 4700	Cognitive, Creative, and Learning Theories and Applications	4
<b>Core Endorsement</b>		
CFSP 4302	Special Education & Gifted Education Legal Issues	3
<b>Specialist Endorsement</b>		
ADMN 4812	Perspectives in District Leadership	4
ADMN 4817	Administrative Internship	6
ADMN 4835	Leading Teaching and Learning	4
<b>Total Credits</b>		<b>41</b>

## Certificate in Special Education Generalist

### Program Requirements

Code	Title	Credits
<b>A. Overview of Special Education</b>		<b>9 credits</b>
TEP 4010	Foundations of Special Education: Inclusive Pedagogy for Students with Dis/Abilities	3
CFSP 4305	Exceptionalities in Education: High Incidence in Disabilities	3
CFSP 4315	Professional, Leadership and Ethical Issues in Special Education: Birth to 21	3
<b>B. Assessment &amp; Identification of Students with Disabilities</b>		<b>3 credits</b>
CUI 4542	Curriculum, Instruction, and Assessment: Theory and Practice III	3
<b>C. Understanding Behavior &amp; Affective Needs</b>		<b>3 credits</b>
CFSP 4312	Learning Theories & Behavioral Analysis	3
<b>D. Reading, Oral &amp; Written Language</b>		<b>6 credits</b>
TEP 4590	Elementary Literacy Instruction I	3
TEP 4591	Elementary Literacy Instruction II	3
<b>E. Mathematics</b>		<b>3 credits</b>
CUI 4503 or CUI 4505	Elementary Math Methods for Culturally and Linguistically Diverse Learners Mathematics across the Content Areas	3
<b>Total Credits</b>		<b>24</b>

Minimum number of credits required: 24

### Other Requirements:

- Praxis exam for CDE Endorsement for Special Education Generalist.

## Certificate in Culturally and Linguistically Diverse Education

### Program Requirements

Code	Title	Credits
<b>Requirements</b>		
CUI 4529	Foundations of Education for Culturally and Linguistically Diverse Learners	3
CUI 4536	Language and Cultural Issues in Assessment and Instruction	3

CUI 4538	Literacy and Language Development for Culturally and Linguistically Diverse Learners	3
CUI 4531	Language Development and Strategies for Culturally and Linguistically Diverse Learners	3
CUI 4035	Critical Perspectives in Education	3
CUI 4022	Curriculum Theory into Practice	3
CFSP 4330	Family-School Partnering and Consultation	3
CUI 4047	Humanizing Pedagogies	3

<b>Total Credits</b>		<b>24</b>
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Minimum number of credits required: 24

## Child, Family & School Psychology (CFSP)

### CFSP 3991 Independent Study (1-10 Credits)

#### CFSP 4301 Professional, Legal and Ethical Issues in School Psychology (4 Credits)

This course examines professional, legal, and ethical issues pertinent to working with birth to age 21 populations in school and community settings. Attention is focused on federal and state education legislation, special and regular education case law, and psychological practice case law. Professional issues and contemporary service models are reviewed, including an introduction to ethical issues, federal mandates, professional training, and roles and responsibilities. Students engage in casework discussion regarding delivery of assessment, intervention, and consultation services. Special emphasis is given to current mental health and education regulations and reforms. Differential issues facing school psychology professionals in urban and rural settings are discussed, and students become acquainted with a variety of legal and ethical issues affecting practice in public schools, private settings, and higher education. Students learn about ethical standards, reasoning processes, and conduct in applied settings. Prerequisites: None.

#### CFSP 4302 Special Education & Gifted Education Legal Issues (3,4 Credits)

This course is designed to provide students with foundational knowledge regarding the legal issues affecting special education and gifted education in early childhood and K-12 educational settings. Attention is focused on federal and state education legislation, special education case law and gifted statutes specific to Colorado. Consideration also is given to the interaction of ethical standards of practice as they relate to legal mandates and court decisions to meet the educational and psychological needs of all students, especially those with disabilities and twice exceptionalities. Students will be exposed to legal issues affecting practice in the public schools community agencies and early childhood environments. Prerequisites: None.

#### CFSP 4303 Psychopathology: Prevention, Diagnosis, Treatment (4 Credits)

This course is designed to provide students with knowledge of mental health disorders, the diagnostic criteria as well as culturally-relevant prevention and intervention strategies. Participants obtain practical information regarding the assessment, identification, amelioration, facilitative responses, and intervention in school and community settings. Using a strengths-based approach, prevention principles, curriculum, and policy agendas are discussed. Additionally, this course explores implications for school psychologists and other school-based practitioners working with those at risk for or suffering from mental health disorders. Prerequisites: CFSP 4322, 4323, 4324, 4340, 4343.

#### CFSP 4304 Diversity in School and Community Settings (3 Credits)

This course explores diversity in children and families, and the impact of culture on personal and family development. Emphasis is placed on the intersection of school and community settings' cultures and those of children and families, and how this affects learning and development for individuals and groups of children. Attention is given to students' cultures and cultural experiences, and how these affect the work they do with children and families in school and community settings. Prerequisites: None.

#### CFSP 4305 Exceptionalities in Education: High Incidence in Disabilities (3 Credits)

This course provides a broad survey of the field of exceptionality and special education. Included are discussions of current issues and controversies in the field, characteristics, classification, diagnosis, and educational interventions for early childhood and school-aged children with high-incidence and low-incidence disabilities who have exceptional educational needs. Biomedical and psychosocial etiologies are reviewed. Implications for child and family interventions and supports also are addressed. Prerequisites: CFSP 4310, 4311, 4312.

#### CFSP 4306 Exceptionalities in Special Ed (3 Credits)

This course provides a broad survey of the field of exceptionality and special education. Included are discussions of current issues and controversies in the field, characteristics, classification, diagnosis, and educational interventions for early childhood and school-aged children with disabilities who have exceptional educational needs. Biomedical and psychosocial etiologies are reviewed. Implications for child and family interventions and supports are also addressed.

#### CFSP 4308 Early Academic Competencies and Interventions (3 Credits)

This course provides an overview of early language and literacy development across diverse settings and stakeholders, such as families, teachers/providers, programs, and communities. A comparative analysis of evidence-based early literacy strategies, environments, curriculum, and a review of current evaluation and instructional language and literacy practices for working with teachers, families, and young children are undertaken. Play-based and other informal methods of assessment and intervention are covered, including the integration of technology and strategies to promote early language and literacy with infants, toddlers and preschoolers in natural environments. Prerequisite: CFSP 4310; None for ECSE CERT Students.

**CFSP 4310 Early Childhood Development (3 Credits)**

This course focuses on early childhood development during, from the prenatal period to approximately five years of age. Major theories of early childhood development and research methods for studying infant and early childhood behavior will be discussed. Emphasis will be on the physical, cognitive, communicative, social, and emotional aspects of development, for children who are typically developing, at risk or with special needs. All-inclusive issues, as well as health, risk and protective factors will be addressed. The importance of investing in early childhood programs, fostering nurturing relationships during the early years, and addressing the diverse needs of families will be emphasized. Prerequisites: None.

**CFSP 4311 Child and Adolescent Development (3 Credits)**

This course provides an overview of growth and development from age five through 21 years of age. We will explore theories and research in developmental psychology to provide a context for typical child development. Attention will be given to the social, emotional, cognitive, and biological development of the child, with a particular focus on attachment as a framework for healthy development in these domains. Case studies will allow for the application and integration of child development theory and counseling practice. Prerequisites: None.

**CFSP 4312 Learning Theories & Behavioral Analysis (3 Credits)**

This course examines learning theories and applied behavioral principles. Students learn to apply theories to case studies and fieldwork relating to children along the developmental spectrum and across cultural contexts. Students work to investigate and analyze concepts relating to learning and behavior at home and school, and to develop positive behavioral support and effective learning plans. Prerequisites: None.

**CFSP 4315 Professional, Leadership and Ethical Issues in Special Education: Birth to 21 (3 Credits)**

This course provides students with an understanding of the roles & responsibilities of an Early Childhood Special Education Specialist and Special Education Generalist. This course serves as the foundation for students who are interested in pursuing a profession in special education and working with children with disabilities from birth to 21 years. This course includes the ethical and professional practice standards and understanding of the multiple roles and complex situations across wide age and developmental ranges. This course also briefly covers the historical laws and legal issues associated with the profession. The course also highlights why special educators engage in professional activities and learning communities that benefit individuals with developmental disabilities and their families, colleagues, and their own professional growth. This course promotes the idea that special educators are lifelong learners and regularly reflect on and adjust their practice. Prerequisites: None.

**CFSP 4316 Infant through Adolescent Development (3 Credits)**

This course focuses on early childhood development from the prenatal period to approximately five years of age. Major theories of early childhood development and research methods for studying infant and early childhood behavior will be discussed. Emphasis will be on the physical, cognitive, communicative, social, and emotional aspects of development, for children who are typically developing, at risk or with special needs. All-inclusive issues, as well as health, risk and protective factors will be addressed. The importance of investing in early childhood programs, fostering nurturing relationships during the early years, and addressing the diverse needs of families will be emphasized.

**CFSP 4317 Topics in Special Education: Learning Differences (1-3 Credits)**

This course reviews the challenges that arise in special education settings related to children who exhibit academic and behavioral differences and delays. Academic and behavioral interventions and differentiation strategies will be addressed. Additionally, the course will cover the approaches for addressing children who require additional academic and behavioral support in the classroom. Prerequisites: None.

**CFSP 4318 Pharmacology of Addictive Behaviors I & II - Applications for schools (3 Credits)**

This class provides a solid base of knowledge about the drugs of abuse including what occurs physiologically with drug use and other addictive behaviors with a focus on adolescent development. Additionally, this course explores neuroscience and genetic research on addiction to better understand the changes in the brain that underlie drug use and addictive behaviors with an emphasis on adolescent development.

**CFSP 4319 Counseling Adolescent Addictive Behaviors (3 Credits)**

Introduction to assessment, treatment and outcome evaluation of chemical and non-chemical addictive behaviors in adolescents. Gain familiarity with major addiction treatment models and their underlying assumptions in order to generate comparative critiques. Examination of the major treatment approaches to substance abuse and their accompanying theories of etiology with a focus on adolescence. Explore meaning of addiction and abuse in relation to related non-substance use compulsive behaviors. Develop basic assessment skills to identify and differentiate substance abuse from other clinical disorders within the school environment. Develop an understanding of the interpersonal function of substance abuse and related addictive behaviors as well as an understanding of the skills and attitudes that underlie effective addiction treatment in adolescents.

**CFSP 4320 Early Childhood Assessment: Formal & Standardized (3 Credits)**

This course is designed to teach students how to assess young children (birth to 5 years) using a variety of formal and standardized methods. Assessment will focus on normed-referenced, standardized measures of cognitive, communication, emotional, social, sensory and physical motor development. Students will gain experience in administering assessments to young children, interpreting assessment results, writing assessment reports, and reporting the results to families and professionals. A variety of assessment tools will be studied for their appropriate use with young children and their families. Prerequisite: CFSP 4310.



**CFSP 4321 Psycho-educational Assessment I (4 Credits)**

This course is designed for graduate students in school psychology to advance their knowledge of, skills in, and attitudes toward the assessment of cognitive functioning in children and adolescents. This course will include (a) review of historical and current theories of intelligence, (b) review of psychometric constructs relevant to the measurement of cognitive functioning, (c) practice in the administration and scoring of widely used measures of cognitive functioning, (d) practice in the interpretation of test scores, (e) practice in the preparation of written reports summarizing test results, (f) exploration of multicultural issues related to assessment, and (g) review of the clinical application of psychological testing in school and clinical settings. The course is a combination of lecture and lab intended to provide broad and specific instruction on the procedures and techniques for administering, scoring, and interpreting cognitive measures with children, adolescents, and adults. Student knowledge, skills, and attitudes will be formally assessed through performance on mock examinations, administration of psychological assessments, written reports, and group presentations. Students will find that a large amount of time outside of class is required to successfully complete this course. Learning to administer and interpret cognitive assessments takes many hours of practice. Students should be aware of this and budget their time accordingly.

**CFSP 4322 Psycho-Educational Assessment II (3 Credits)**

This course is designed for graduate students in school psychology to advance their knowledge of, skills in, and attitudes toward the assessment of academic functioning in children and adolescents. The course is designed to train students in identification and assessment for academic difficulties. Recent paradigm shifts in general and special education, fueled by federal and state law, are calling for school personnel, particularly school psychologists, who have the knowledge, skills, and leadership competencies necessary to promote better academic assessment and intervention practices for all students. The role of school psychologists is expanding and diversifying. In an era that emphasizes universal prevention and swift early intervention at the first sign of difficulty (i.e., MTSS), school psychologists may be among the best educational professionals for preventing and intervening when children experience academic difficulties. The course is a combination of lecture and lab intended to provide broad and specific instruction on the procedures and techniques for administering, scoring, and interpreting achievement measures with children, adolescents, and adults. Student knowledge, skills, and attitudes will be formally assessed through performance on mock examinations, administration of psychological assessments, written reports, and group presentations. Students will find that a large amount of time outside of class is required to successfully complete this course. The readings and the practical work assignments required to master the techniques covered in this course are time-consuming and demanding. Students will be expected to learn the formal scoring systems used for each instrument and the theory underlying the use of these techniques. Learning to administer and interpret academic assessments takes many hours of practice. Students should budget their time accordingly.

**CFSP 4323 Psycho-Educational Assessment III (3 Credits)**

This course is the second of two required courses designed to provide students in School Psychology with expertise in individual intelligence and achievement test administration, scoring, interpretation, and report writing. Each student has an opportunity to administer various cognitive and achievement measures, with particular emphasis on the Woodcock Johnson Scales. Nontraditional forms of assessment, as well as adaptive behavior measures, are also covered. Integrating results of assessments with other data to provide effective educational recommendations continues to be an emphasis. The focus of the class is on the assessment of school-aged children. Lab fee required. Prerequisites: CFSP 4312, 4322.

**CFSP 4324 Psycho-educational Assessment IV (3 Credits)**

This course is designed to provide students with knowledge of the major approaches to assess a school-aged student's social and emotional status. Instruction includes underlying theories, use and interpretation of interviewing techniques, observation methods, objective behavior ratings, self-report measures, sociometric procedures and selected projective measures. Emphasis is placed on the integration and interpretation of multimethod, multisource and multisetting data to improve diagnostic accuracy, and the use of assessment results in developing effective intervention strategies. Students learn to incorporate such assessment information using case studies. In addition, students develop skills in writing case reports and in making effective presentations of social-emotional assessment results. Consideration is given to contemporary issues in the assessment of children's social emotional functioning. Lab fee required. Prerequisites: CFSP 4310, 4311, 4322, 4323.

**CFSP 4326 Early Childhood Assessment: Informal & Play-Based (3 Credits)**

This course is designed for students to learn informal and play-based assessment processes for young children (birth-6 years) using a variety of non-standardized, informal and play-based assessment methods. The entire assessment process, including screening, evaluation, interpreting results, writing an integrated report, and providing feedback to families and professionals, will be the focus. Assessment measures will be examined with consideration for when and why specific instruments should be used, in addition to the benefits and disadvantages of the instruments. Students will be trained in-depth in the administration and interpretation of a variety of instruments for assessment of the whole child including the cognitive, language, social-emotional, and sensorimotor developmental domains. Prerequisite: CFSP 4310.

**CFSP 4330 Family-School Partnering and Consultation (3 Credits)**

This course is designed to familiarize educational, mental health, and early childhood service providers with essential attitudes, approaches, and actions necessary to form successful family-school-community partnerships that can foster development and learning, especially for children with disabilities. Ecological, family systems, and family-centered theory and principles serve as the foundation for working collaboratively with families from diverse cultural and social backgrounds within school and community settings. Students gain skills in family interviewing; consultation to identify family strengths, needs, and resources; collaborative problem-solving; and multi-systemic learning. Evidence-based family involvement, education, and intervention strategies contribute to positive family-school partnering relationships are reviewed within a multi-tiered, school-based service delivery framework. Prerequisite: CFSP 4332; None for ECSE Students.

**CFSP 4331 School and Organizational Consultation I (3 Credits)**

This course is designed to acquaint students with current directions in school and organizational consultation. Key principles of successful system-wide prevention, intervention and evaluation are covered. The importance of maintaining an ecological perspective in organization consultation activities is stressed.

**CFSP 4332 School and Organizational Consultation II (3 Credits)**

This course builds on content covered in School and Organizational Consultation I. It is designed to acquaint students with current directions in classroom management and school-based consultation. Covered are issues related to consultant and consultee characteristics, consultation practices and processes, models and stages of consultation, facilitating desired outcomes in consultation, and evaluation of consultation outcomes. Special emphasis is also given to problems of classroom management and collaboration with parents, teachers and other educational and community personnel. Case analysis and practice are required.

**CFSP 4335 Infant & Family Interventions (1-3 Credits)**

This course will describe various models for intervention with infants and toddlers with disabilities, emphasizing intervention within natural environments. Working with children and families in home, childcare, and other community settings will be emphasized and contrasted with intervention in more clinical settings. Students learn how to consult with parents and community professionals in providing coordinated transdisciplinary services when working with children in home and community settings. All areas of development will be addressed. Field experiences with children and families are expected to practice the skills addressed in class. Families will be asked to share their experiences to enable students to gain the "human" side of theory and practice. Prerequisites: None.

**CFSP 4336 Preschool Interventions (3 Credits)**

This course covers early childhood interventions applicable within community, preschool and home environments. A hierarchy of intervention strategies is addressed including universal, targeted, and intensive approaches. There is a focus on building supportive networks, routine-based intervention strategies, and collaboration to enhance family resources. Students review empirically validated early interventions and curriculum for young children exhibiting both normal and delayed development. Prerequisite: CFSP 4310, 4312; None for ECSE CERT Students.

**CFSP 4337 School Age Academic Competencies and Interventions (3 Credits)**

The purpose of this course is to review current theories of learning disability and practices that can support the diverse learning needs of school-aged students with and without disabilities. An integrated response to intervention model will be reviewed to identify difficulties, delays, and disabilities in the domains of literacy (oral, writing, speaking, listening), mathematics, and self-regulation. Students will learn to: a) evaluate differentiated instructional environments and adaptations that can support learning; b) employ focused assessments to identify academic strengths and weaknesses; c) formulate instructional hypotheses and learning goals; and d) link assessment results to evidence-based intervention approaches or instructional strategies designed to address phonemic awareness, decoding/phonics, reading fluency, listening/reading comprehension, spelling, written expression, vocabulary, mathematical calculation, mathematical problem-solving, and study/organization/test-taking skills. Effective practices will be reviewed to reduce learning barriers and increase learning supports across school, home, and community settings. Students will collaborate on the development of instructional hypotheses and learning goals that respect cultural diversity and language differences and will develop plans to monitor instructional fidelity and students' progress over time. These goals are accomplished through critical readings, classroom discussion, homework assignments, demonstrations, modeling, video analysis, and practice with hypothetical and authentic cases referred for learning and academic issues. Prerequisite: CFSP 4312.

**CFSP 4338 Exceptionalities in Education: Low Incidence Disabilities (3 Credits)**

This course reviews a wide range of neurodevelopmental disorders and low incidence disabilities such as blindness/visual impairment, deafness/hearing impairment, deaf blindness, traumatic brain injury, Fragile X syndrome, Fetal Alcohol Syndrome, traumatic brain injury, and syndromes associated with chromosomal deletions. Implications for assessment and intervention will be outlined including diagnostic criteria, prevalence and treatment. Research on identification and treatment including state of the art interventions and assistive technology will be addressed. Community experts on specific disabilities will be used as guest lecturers. Prerequisite: None.

**CFSP 4339 Introduction to Play Therapy (3 Credits)**

This course examines the history and theoretical bases of major theories of play to enhance children's social-emotional and adaptive functioning. Child-centered, interpretive, and structured play therapy models are reviewed. Information is covered regarding preparation, selection of materials and toys, playroom characteristics, facilitative responses, and how to adapt play therapy in school, home and clinical settings. The play therapy process is illustrated from the initial referral and contact through termination, including observing and responding during sessions, facilitation and interpretation, therapeutic limit setting, and group play therapy strategies. Case studies, role play, video and script analysis are incorporated as is brief play therapy and applications with special populations. Efficacy, evaluation and future areas for professional development are reviewed. This course is designed as an introductory experience to prepare students for further supervised practica in play therapy. Prerequisite: CFSP 4310.

**CFSP 4340 School Mental Health Counseling I (4 Credits)**

School Mental Health Counseling I is designed as a foundational introduction to major theories behind contemporary, evidence-based school mental health counseling approaches for children and adolescents. Students will learn developmentally informed and empirically driven individual and group counseling theory. Ethical guidelines are reviewed. This course and its contents are a prerequisite to prepare students for School Mental Health Counseling II, a theoretical class that incorporates in-depth analysis of counseling theories to individual and group cases and a integrative approach to bridge the research to practice gap.

**CFSP 4341 School Mental Health Counseling II (4 Credits)**

School Mental Health Counseling II is designed as an introduction to discrete techniques behind contemporary, evidence-based school mental health counseling approaches for children and adolescents. Students will learn research-based counseling techniques and practical skills within a multi-tiered system of support. Consideration is given to integrative counseling approaches and differences between individual and group processes. These goals are accomplished through instruction and experiences that include examination of research, analysis and transcription of case studies, demonstrations, modeling, in-vivo practice, self-reflection and evaluative feedback. This course and its contents are a prerequisite to prepare students for School Mental Health Counseling III, an advanced class that incorporates in-depth analysis of applying counseling theories to individual and group cases, as well as supervised counseling experience.

**CFSP 4342 Crisis Intervention and Prevention (3 Credits)**

This course provides knowledge about crisis prevention and intervention theory and effective strategies for use in direct and indirect services for children and staff in schools and in practice with children. Emphasis is on application to child-centered and school-based crises such as bullying, child abuse, death, loss and grief, trauma, community and school-based violence, threats, and suicide. The course provides students with basic knowledge and skills for crisis intervention in school settings. Prerequisites: CFSP 4301, 4304, 4310, 4311, 4340, 4343.

**CFSP 4343 School Mental Health Counseling III (2 Credits)**

School Mental Health Counseling III is designed as an advanced counseling application class that incorporates supervised counseling experiences to improve interpersonal, emotional, and social functioning in young children to adolescents. Students learn to design, deliver, and evaluate evidence-based prevention and intervention approaches and consultative mental health services. By working alongside a field site supervisor, students engage in case review, analysis, and delivery of counseling services designed to mirror expectations placed on mental health professionals in school and community settings. Self-reflection, transcript analysis, and peer, instructor, and supervisor feedback are employed to develop professional and personal individual and group counseling skills within a multi-tiered system of support.

**CFSP 4349 School Psychology Practicum I (2 Credits)**

Taken during the first year of entry, the Practica is a supervised initial year field experience designed to expose students to a variety of home-, community- and school-based settings that serve families with children who have developmental and special needs, and in the CFSP Clinic. Each week for up to four hours, students are expected to attend, observe, and participate in a range of site-specific team meetings and services offered to families and children. For the MA in Educational Psychology degree, students, during the fall or winter quarter, identify, develop and initiate a research project with input from the faculty. The MA project culminates during the fourth quarter (summer) and serves as the final project in lieu of a comprehensive exam. Prerequisites: CFSP 4301, 4304, 4349 - Must pass all prior quarters as listed in the handbook.

**CFSP 4351 School Psychology Practicum: Clinic Assignment (1-4 Credits)**

CFSP Clinic is a supervised field experience in the Morgridge College of Education's Counseling and Educational Services Clinic. Through all experiences, Clinic students will work with students and families within the zero to college age range. Casework may include: interview, assessment, data analysis, report writing for different audiences, diagnostics, data presentation, intervention, and consultation for a variety of psychoeducational and developmental concerns of children and families. Prerequisites: All prior first year courses as listed in the handbook, CFSP 4351 - prior quarters.

**CFSP 4353 School Psychology Practicum II (2 Credits)**

This is a 500 hour supervised field experience taken after the successful completion of core courses and Practica I experience. Practica is considered a critical professional transition year to help consolidate learning and professional competencies in preparation for a subsequent Internship. Students work throughout the year with Clinic Faculty and a licensed Field Supervisor within the University of Denver psycho-educational clinic and infant, preschool, elementary, middle or high school settings and also attend weekly Practicum seminars or individual supervision sessions with a University Faculty member. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, continued professional development pertinent to the successful practice of School Psychology in urban and rural settings. Prerequisites: All prior first year courses as listed in the handbook, CFSP 4353 - prior quarters.

**CFSP 4354 School Psychology Advanced Practicum (1 Credit)**

This is a supervised field placement in public and/or private school, clinical, or community mental health settings or related child agency for the purpose of psychoeducational evaluation and concomitant consultation with service components in the area of school psychology. Advanced Practicum may extend beyond one term. (Repeatable). Prerequisite: PhD students only; Pass first year courses and CFSP 4353.

**CFSP 4355 School Psychology Internship - EdS (1-8 Credits)**

This course is designed to provide the student with their final supervised experience prior to graduation. The student will complete 1200 clock hours of supervised field experience across an academic year. The student will be closely supervised by a licensed school psychologist in the field based setting. The student will participate in all aspects of the role of a school psychologist including assessment of cognitive, social-emotional, academic, and behavioral traits of a student in need; consultation with teachers on interventions to meet student needs; presentation of information at case conferences; consultation with parents regarding ways to assist their children's learning; developing programs to address school-wide needs, including crisis intervention; and sharing of new ideas with educational staff. Prerequisite: Must have passed all other courses in degree plan.

**CFSP 4356 School Psychology Pre-Doctoral Internship (4-8 Credits)**

Meets 12-month internship requirement in school psychology. Prerequisites: completion of comprehensive examination and dissertation proposal.

**CFSP 4357 Early Childhood Practicum (1-4 Credits)**

This course provides students with a field experience in an Early Childhood environment for students who are interested in pursuing a profession in Early Childhood Special Education. Field Practicum in Early Childhood Special Education is an off-campus, 600-hour minimum supervised experience taken throughout your coursework. Field Practicum is designed to broaden one's professional skills and is considered a critical transition of substantial growth. Each student is required to successfully complete 3 practica; an infant/toddler, (Birth to 3 years) a preschool (3-5 years) and an early elementary focused (Kindergarten through 3rd grade). Practicum seminar is designed to facilitate case analysis, ongoing self-reflection, and to provide peer consultation and professional feedback relevant to best practice. The field practicum is considered a critical professional transition to help consolidate learning and professional competencies in preparation for employment. All students work with a licensed Field Supervisor. Students will be placed in infant, preschool, elementary school settings. During practicum, students provide direct and indirect services that support children and/or families in a variety of settings. All students attend weekly practicum seminars facilitated by a University Supervisor. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, and continued professional development and experiences pertinent to successful practice. This course promotes the idea that special educators are lifelong learners and regularly reflect on and adjust their practice. Restricted to ECSE students only.

**CFSP 4359 School Psychology Pre-Doctoral Internship (1 Credit)**

This course is designed to provide the student with their final supervised experience prior to graduation. The student will complete 1200 clock hours of supervised field experience across an academic year. The student will be closely supervised by a licensed school psychologist in the field based setting. The student will participate in all aspects of the role of a school psychologist including assessment of cognitive, social-emotional, academic, and behavioral traits of a student in need; consultation with teachers on interventions to meet student needs; presentation of information at case conferences; consultation with parents regarding ways to assist their children's learning; developing programs to address school-wide needs, including crisis intervention; and sharing of new ideas with educational staff. Prerequisite: Must have passed all other courses in degree plan.

**CFSP 4360 Doctoral Seminar in School Psychology (3 Credits)**

Current topics and/or controversies in the profession of Child, Family and School Psychology are addressed in an advanced seminar format. Topics vary by instructor and year and may address current issues in research, theory, policy development, and/or clinical practice.

**CFSP 4361 Supervision in School Psychology (2 Credits)**

This is a supervised field placement in public and/or private school, clinical, or community mental health settings or related child agency for the purpose of psychoeducational evaluation and concomitant consultation with service components in the area of school psychology. Advanced Practicum may extend beyond one term. (Repeatable). Prerequisites: PhD Students only; CFSP 4351, 4353.

**CFSP 4363 School Psychology Program Development and Evaluation (3 Credits)**

This course focuses on theory and practice of program development and evaluation in school and community agency settings. Both qualitative and quantitative methods of program evaluation are discussed. Students have the opportunity to collaborate on a comprehensive evaluation of a specific educational, health, or mental health program. Prerequisites: RMS 4910, CFSP 4332.

**CFSP 4365 School Psychology Terminal Internship - EdS (1-8 Credits)**

Meets 9-24 month internship requirement in school psychology. Prerequisites: Completion of all Practica and Program Permission. Students can only enroll in this course if they're also enrolled in CFSP 4355.

**CFSP 4369 School Psychology Pre-Doctoral Terminal Internship (1-8 Credits)**

This course is designed to provide the student with their final supervised experience prior to graduation. The student will complete 2000 clock hours of supervised field experience across an academic year in public and/or private school, clinical, or community mental health settings or related child agency for the purpose of psychoeducational evaluation and concomitant consultation with service components in the area of school psychology. The student will be closely supervised by a licensed psychologist in the field based setting. The student will participate in all aspects of the role of a school psychologist including assessment of cognitive, social-emotional, academic, and behavioral traits of a student in need; consultation with teachers on interventions to meet student needs; presentation of information at case conferences; consultation with parents regarding ways to assist their children's learning; developing programs to address school-wide needs, including crisis intervention; and sharing of new ideas with educational staff. Prerequisites and Restrictions: Students must be enrolled in the CFSP doctoral program. They must have successfully completed Practicum I, Practicum II and Advanced Practicum. Additionally, they must have successfully passed comprehensive exams and dissertation proposal. All other students must obtain instructor permission. Corequisite: CFSP 4359.

**CFSP 4991 MA Independent Study (1-10 Credits)**

This course allows MA or EdS Child, Family, and School Psychology students to study a specific topic area in detail in conjunction with a cooperating faculty member.

**CFSP 4995 Independent Research (1-10 Credits)**

This course is for students whose program requires completion of a masters level thesis.

**CFSP 4999 Advanced Seminar in School Psychology (1-3 Credits)**

This course is designed as an advanced topical seminar in which students will focus on the professional literature and research relevant to important topics in the field of School Psychology. There will be analysis and discussion of theses advanced topics with consideration of the implications for research and practice in School Psychology. Required meeting time and assignments would be commensurate with number of credits (Repeatable). Prerequisite: Instructor Permission.

**CFSP 5991 PhD Independent Study (1-10 Credits)**

This course allows PhD Child, Family, and School Psychology students to study a specific topic area in detail in conjunction with a cooperating faculty member.

**CFSP 5995 Independent Research (1-20 Credits)**

This course is for PhD Child, Family, and School Psychology students engaged in completing their doctoral dissertation. Advisor permission required.

## Curriculum and Instruction (CUI)

**CUI 4020 Introduction to Curriculum (3 Credits)**

Introduces curriculum theory and curriculum as a field of study; includes study of issues such as standards, cognition, diversity, ecology, and social justice, among others.

**CUI 4021 Introduction to Curriculum Models and Application (4 Credits)**

This course is designed as an introduction to curriculum theory and to curriculum as a field of professional study. Additionally, this course attempts to answer the question, what do models of education look like in actual practice? One way to understand the system of education in America is a profusion of the possible. There are almost as many models of curriculum as there are philosophies and theories of education. And at the same time there is a nearly universal commitment to form and structure in school, primarily driven by the standards movement, teacher accountability, and the normalizing influences of Western neo-liberal ideologies of individualism, commodification, and modernism. The primary purpose of this course is to investigate theories of education and curriculum and to see how these models are put into practice.

**CUI 4022 Curriculum Theory into Practice (4 Credits)**

This course is designed to help students move from theoretical concepts and decisions involved in curriculum development to actual construction of curricula; survey of potential components encompassed in a variety of curricula followed by participation in designing a curriculum as a member of a student team; final project requires students to develop a curriculum. Prerequisites: CUI: 4021 or instructor's permission.

**CUI 4027 Implementing Curriculum: A Practicum (3 Credits)**

Opportunity to experience authentic role of curriculum on site; work at the Denver Zoo, the Denver Museum of Nature and Science, other museums and school sites; to develop and implement curriculum.

**CUI 4031 Teaching and Learning (3 Credits)**

This course builds the biological and contextual foundations for learning, including brain and cognitive development theory. The course also helps students build a framework for culturally responsive classroom management, including rituals, routines, and relationships with students and families. Students apply cognitive development theory and equitable classroom management strategies to analytical case studies. Course restricted to students in TEP program or instructor approval.

**CUI 4032 Analysis of Teaching (4 Credits)**

By analysis is meant the human to human interaction (conceptual, beliefs, values and experiences) associated with researching, coaching, mentoring and peer-observation; all in the service of improving the quality and effectiveness of teaching. This course examines the questions of what makes for good teaching and how are those qualities measured for the purpose of assessment and coaching? Do standards and frameworks for good teaching, even well-designed and intentional rubrics flatten the act of teaching, limit teacher agency/authenticity, and therefore are inherently problematic? This course will provide several broad conceptual and practical lenses for answering these questions while realizing that no definitive answer or assessment protocol is fully adequate to the task.

**CUI 4033 The Practice of Teaching (3 Credits)**

Course explores personal, conceptual, and empirical understandings of "teaching practice." Topics addressed have included: metaphors for teaching practice, best practices for equity and social justice, professional development practices.

**CUI 4034 Curriculum & Cultural Context (3 Credits)**

This course will address the influence of cultural, political, sociological, and economic factors on curriculum at the instructional, situational, societal, and ideological levels. Students should be interested and willing to explore these issues through readings and discussion. We will be exploring various perspectives, including our own, which inform the discussion on this critical area of education.

**CUI 4035 Critical Perspectives in Education (4 Credits)**

In this course, students will examine issues related to democracy, power, privilege, ethnicity, class, gender, and abilities in education as interactive systems that impact students, teachers, and school systems. Students will explore White privilege, racism, classism, sexism, ableism, and homophobia in education and the impact they have had and continue to have in public school settings. Theoretical frameworks such as Culturally Relevant Teaching and Critical Race Theory will be introduced in class. The course seeks to engage students in a discussion of strategies and techniques for the empowerment of historically marginalized and oppressed students.

**CUI 4039 Transformational Teaching and Learning (4 Credits)**

The primary goal of this course is to provide a conceptual and practical framework for transformational teaching and learning grounded in the concepts of excellence, fairness, inclusion, and harmony. Transformational teaching is based on the idea that an instructor's purpose is greater than the delivery of information. Teaching is more than a transactional experience centering on content knowledge, mastery of content knowledge, and grades as a marker of academic success. Rather than being exclusively content-focused, transformational teachers help students become meta-critical participants in the learning process and well-practiced at critical thinking, goal setting and self-reflection. Transformation means both change in understandings of content knowledge and change in understanding of self as learner and engaged participant in the wider community.

**CUI 4041 School and Curricular Reform (3 Credits)**

A look into school reform movements, why most fail and only a few succeed.

**CUI 4043 Development of Technology Enhanced Educational Environments (3 Credits)**

Utilizing emerging Learning Theories and complex Instructional Design Theories, students will move into advanced educational web page development including designing with style sheets and layers. Several customized technology mediated lessons or professional projects will be created for use in practice. Various tools, designed to enhance learning environments, will be explored.

**CUI 4046 Technology Leadership (3 Credits)**

Explores the role of ethics, values, social, legal, and power issues associated with technology in education. Analyzes how technology is transforming learning, equitable distribution of information, and the implications for providing optimal education to diverse learning populations.



**CUI 4047 Humanizing Pedagogies (3 Credits)**

This course will provide a foundation in the conceptualization, design, and implementation of a humanizing pedagogy. A humanizing pedagogy is a “revolutionary approach to instruction that ceases to be an instrument by which teachers can manipulate students, but rather expresses the consciousness of students themselves” (Freire, 1970, p. 51). Students in this course will apply their knowledge of humanizing pedagogy to specific content areas, practice, and research through the tenets of a humanizing pedagogy. Moreover, students will explore humanizing literacy and math as fundamental human rights that afford access and equity to historically marginalized communities.

**CUI 4050 Research Seminar: Conducting Systematic Reviews (4 Credits)**

The Curriculum and Instruction (C&I) Research Seminar (CUI 4050) on conducting systematic reviews is designed to facilitate the understanding of the practical, intellectual, and organizational demands of doctoral work. Specifically, the course is intended to initiate and socialize doctoral students into the world of research of education including scholarly norms, forms of research, rigor, conducting systematic reviews, and the norms and standards of academic writing. It will assist PhD students in thinking about the organizing a proposal and dissertation. In addition, students will learn about current research being conducted by seasoned researchers as well as by fellow C&I students. By understanding their work, students will deepen their knowledge of the research process and standards.

**CUI 4051 Seminar in Dissertation Organization and Design (1-5 Credits)**

Individualized assistance in developing the dissertation topic, issue, problem; guidance in preparation for proposal orals and application to the Institution Review Board (IRB), direction for dissertation chapter organization, writing and completion. This seminar is targeted for the student who needs support in completing the dissertation.

**CUI 4058 Teacher as Researcher (4 Credits)**

This class will introduce you to the emerging philosophical, ethical, and methodological issues that arise when school practitioners undertake research within their own sites. We will discuss different research traditions, develop and refine relevant research skills, and access resources to enable you to define and address challenges in your teaching. The final project for the course is an action research mini-study of a problem of practice in a specific educational context.

**CUI 4130 Philosophy of Education (3 Credits)**

Focuses on 3-4 philosophers and examines the contributions their philosophical ideas have on education. Philosophers studied have included John Dewey, Cornel West, Nel Noddings and Maxine Greene.

**CUI 4131 Spirituality in Education (3 Credits)**

This course will explore the role of spirituality in education from both the student and educator point of view through an examination of the big questions that are held close to the heart; the ones that guide us toward meaning making in the world. The primary goal of the course is to plumb the depths of spirituality, a deep sense of inner meaning making, that calls us toward a particular profession. The course will focus on the interface between spirituality in education through the lenses of curriculum and instruction.

**CUI 4153 Practicum: Curriculum and Instruction (0-5 Credits)**

Designed to fit the educational needs of the individual student who may choose from a wide variety of practicum (internship) experiences, including teaching, curriculum development, museum internships or research projects in curriculum and instruction on or off campus. In the case of taking on a paid position, students should consult the Office of Internationalization about their visa status and requirements. Students should work with their advisor before they plan to register in order to get this course in the class schedule when it will be needed.

**CUI 4155 Special Topics (1-10 Credits)**

Special topics in the field of education.

**CUI 4160 Race, Class and Gender in Education (3 Credits)**

Ethnicity, Class & Gender in Education applies the concepts and theories of social science disciplines - sociology, social psychology, anthropology, historical perspectives and philosophical orientations - to the inclusive examination of the issues of racism, classism, sexism, and homophobia in education. This course seeks to conceptualize ethnicity, gender and social class as interactive systems, not as separate and independent variables, that impact students, teachers, school systems and the educational enterprise. We examine educational systems and practices that historically have disadvantaged women and peoples of color and discuss strategies and techniques for empowerment of the members of these groups.

**CUI 4170 Engaging Learners through the Arts (3-5 Credits)**

This seven day institute is designed to engage participants in a challenging exploration of the creative process through workshops with professional artists in the disciplines of dance, visual arts, creative writing, music, and theatre, and to provide a greater understanding of the theory and practical applications of school reform.

**CUI 4172 Aesthetic Foundation in Education (3 Credits)**

Educational enterprise from aesthetic viewpoints; examination of a number of aesthetic theories and exploration of implications for curriculum, teaching, and evaluation.

**CUI 4180 History and Philosophy of Education (4 Credits)**

In this course, students will learn about the historical and philosophical trajectory of public education in relation to the larger sociopolitical forces of American history. Two premises guide this course: 1. Social and political conditions in society exert intense pressure education, which poses significant challenges to educators and education leaders. 2. Education is a political, economic, and social endeavor that reflects social arrangements. This course will provide an historical view of educational trends and reforms in America, answering the question why modern forms of education look and behave the way they do. Additionally, the course will provide a philosophical foundation of ontology, epistemology, and axiology through which to understand and critique the history of educational reforms and traditions.



**CUI 4310 Supporting Apprentice Teachers (3 Credits)**

This course is designed to support mentor teachers as they build relationships with the apprentice teachers during the residency or student teaching phase of a teacher education program. It is designed to complement the professional standards-aligned coursework that apprentice teachers complete as part of the licensing process. As such, this course is designed to strengthen the connection between the institute of higher education and the field placement site. In doing so, mentor teachers can support the learning of apprentice teachers in the practical application of theoretical frameworks. This course specifically addresses supporting apprentice teachers as they learn as they learn to create culturally responsive classroom environments and to address the strengths and needs of all students particularly Culturally and Linguistically Diverse (CLD) Learners and students in Special Education. Topics addressed include mentor support for apprentice teachers' planning, teaching of reading and writing, applying a teacher evaluation framework, designing and interpreting formative and summative assessment, using data to inform instruction and differentiation for ELLs and GT identified students.

**CUI 4311 Supporting Apprentice Teachers II (3 Credits)**

This course is designed to support mentor teachers as they build relationships with the apprentice teachers during the residency or student teaching phase of a teacher education program. It is designed to complement the professional standards-aligned coursework that apprentice teachers complete as part of the licensing process. As such, this course is designed to strengthen the connection between the institute of higher education and the field placement site. In doing so, mentor teachers can support the learning of apprentice teachers in the practical application of theoretical frameworks. This course specifically addresses supporting apprentice teachers as they learn about developing unit and lesson plans, literacy (specifically reading), and developing competencies in the evaluative framework for residency or student teaching used in a teacher education program.

**CUI 4312 Supporting Apprentice Teachers III (3 Credits)**

This course is designed to support mentor teachers as they build relationships with the apprentice teachers during the residency or student teaching phase of a teacher education program. It is designed to complement the professional standards-aligned coursework that apprentice teachers complete as part of the licensing process. As such, this course is designed to strengthen the connection between the institute of higher education and the field placement site. In doing so, mentor teachers can support the learning of apprentice teachers in the practical application of theoretical frameworks. This course specifically addresses supporting apprentice teachers as they learn about developing formative assessment plans, literacy (specifically writing), and developing competencies in the evaluative framework for residency or student teaching used in a teacher education program.

**CUI 4313 Supporting Apprentice Teachers IV (3 Credits)**

This course is designed to support mentor teachers as they build relationships with the apprentice teachers during the residency or student teaching phase of a teacher education program. It is designed to complement the professional standards-aligned coursework that apprentice teachers complete as part of the licensing process. As such, this course is designed to strengthen the connection between the institute of higher education and the field placement site. In doing so, mentor teachers can support the learning of apprentice teachers in the practical application of theoretical frameworks. This course specifically addresses supporting apprentice teachers as they learn about using data to inform instruction, differentiating instruction for English Language Learners and Gifted and Talented identified students, and developing competencies in the evaluative framework for residency or student teaching used in a teacher education program.

**CUI 4400 Nature and Needs of Gifted Learners (3 Credits)**

This course is designed to provide participants with an understanding of 1) conceptual foundations and definitions of giftedness, 2) how intelligence, creativity, and non-intelligence factors are related to giftedness, 3) the nature, development, types, and needs of gifted individuals, 4) principles and issues in the identification of gifted individuals, and 5) the major issues and tensions in the education of gifted and talented individuals. Lectures, discussions, and other class activities and assigned readings and projects will include topics such as the history and nature of the giftedness construct; theories of intelligence and creativity and their relationship to conceptions of giftedness; types of giftedness; the diversity of gifted individuals and their personal and educational needs; the role of identification in the education and development of gifted children and youth; and purposes and perspectives in gifted education.

**CUI 4401 Nature, Needs, and Psychological Aspects of Giftedness (4 Credits)**

This course delves into the study of giftedness, exploring the nature and needs of gifted individuals through an examination of current theories, models, research, and case-histories. By developing an understanding of psychological development, students will establish a strong foundation for applying effective practices that foster the psycho-social-emotional growth of gifted individuals. The course places a strong emphasis on synthesizing theoretical knowledge and applying it to specific situations.

**CUI 4402 Curriculum for Gifted Learners (3 Credits)**

This course is designed to provide participants with an understanding of the conceptual foundations in the design and development of curriculum for gifted and talented students. Includes theories, models and processes for curriculum modification and curriculum design; strategies for adapting educational content, process, product, and learning environment based on the educational characteristics and needs of gifted learners; and curriculum design and development approaches that are effective in the intellectual and personal growth of gifted and talented learners. Content in this course is aligned with appropriate instructional strategies and techniques recommended for use with gifted and talented learners. Lectures, discussions, class activities, assigned reading and projects include topics such as a general overview of curricular principles and perspectives; critical analysis of general curriculum; issues of diversity in curriculum development and modification including cultural congruence; recommended models of curriculum development for gifted and talented learners; and national trends in gifted education.

**CUI 4403 Curriculum and Instructional Strategies and Fieldwork for Gifted Learners (4 Credits)**

This course will provide participants with an understanding of conceptual foundations in the design and development of appropriate curriculum, as well as an understanding of how to apply a variety of instructional strategies and structures that address the specific academic and affective needs of gifted and talented learners. The course includes information as it applies to theories, models and processes for curriculum modification and design, strategies for adapting educational content, process, product, and learning environment based on the educational characteristics and needs of gifted learners, and curriculum design and developmental approaches that are effective in the intellectual and personal growth of gifted and talented learners. Instructional strategies that will be explored include: acceleration, enrichment, differentiation, compacting and telescoping, grouping structures, independent study, integrating depth, rigor, and complexity into assignments, advanced thinking skills, problem-based learning, and concept-based instruction. By identifying and applying specific instructional strategies based on gifted learner profiles and results, educators can meet most needs of gifted learners in the regular classroom. Selected strategies can support identified goals and objectives stated in a student's Advanced Learning Plan (ALP) in both the cognitive and affective areas. Information within each module, assigned readings, online discussions, and demonstrations of learning will enable students to incorporate new learning and knowledge in order to develop and refine curriculum and implement instructional strategies to meet the needs of gifted learners.

**CUI 4404 Twice-Exceptional Students (3 Credits)**

The purpose of this course is to acquaint the student with the various areas of exceptionalities typically encountered with gifted students and to provide classroom related techniques to assist the teacher in identifying and working with twice-exceptional children in an effective manner. Environmental, behavioral, motivational, emotional and educational needs are addressed. Legal responsibilities, parent communication and staff development will be emphasized.

**CUI 4405 Practicum in Gifted Education (1-3 Credits)**

Students wishing to earn credit for the Practicum in Gifted Education must complete an experience in three of the five areas (Teaching, Assessment, Administration, Research, or Policy). Students must submit a Practicum Proposal outlining the intended practicum experiences. This Proposal must be approved by the practicum faculty supervisor when the practicum experiences are begun.

**CUI 4407 Current Topics in Gifted Education: Identification and Twice-Exceptionality Applications (4 Credits)**

This course is designed for practicing professionals, including teachers, counselors, psychologists, and administrators, who play a role in identifying and programming for gifted and twice-exceptional (2e) students. The course places a strong emphasis on employing multiple assessments, encompassing both quantitative and qualitative approaches, to effectively identify gifted and 2e students within an increasingly diverse population. This diversity includes students who are culturally and linguistically diverse, those who may qualify for early school entrance, and students facing economic disadvantages. Throughout the course, participants will gain a comprehensive understanding of the criteria for an inclusive identification process. They will explore the role of referral committees and Multi-Tiered Systems of Support (MTSS) processes in identifying and providing services for gifted and 2e students. Participants will also acquire skills to utilize data-driven approaches to tailor interventions to meet specific educational needs. The course will provide insights into the unique characteristics of twice-exceptional learners and effective strategies for addressing their educational and social-emotional needs. Topics will include prevalent 2e categories, 2e policies and partnerships, and considerations regarding misdiagnosis. The course will also cover topics such as legal requirements, communication, and professional development.

**CUI 4408 Creativity: Theory & Practice (3 Credits)**

The essence of innovation is creativity, in thought, process and outcome. Classic and current theories provide a foundation for analysis of the concept of creativity. This course is designed to provide participants with an understanding of 1) the conceptual foundations and definitions of creativity; 2) how intelligence, creativity, and non-intellective factors are related to the constructs of giftedness; 3) documented brain research underlying exceptional cognition and/or creativity; 4) principles and issues in the identification and appropriate programming for creative individuals; and 5) the multiple perspectives and manifestations of creativity. Salon discussion groups, lectures, class activities and assigned readings and projects focus on the history and nature of the construct of creativity, theories of creativity, the role of innovation and transformation, assessment and measurement tools, environmental support of the creative process and creativity, and teaching and learning applications.

**CUI 4410 Program Development, Leadership, and Communication in Gifted Education (4 Credits)**

This course emphasizes the concepts and practices involved in development and management of school- and district-based programs for the special education of gifted and talented children and youth. The course leads to in-depth understanding of program components and systems, program planning and evaluation, program leadership, advocacy in gifted education, and communications. This is an advance graduate course in the sequence of courses offered by the University of Denver's Morgridge College of Education, Doctorate of Education in Curriculum and Instruction with specialization in Gifted Education. Strong knowledge of strategies in curriculum and instruction is important. Students will be expected to participate in discussions, activities, written work, and presentations to demonstrate and utilize knowledge and skills. Upon completion of this course, students should be able to meet the Colorado Department of Education's endorsement standards in gifted education listed at the end of this syllabus.

**CUI 4411 Wkshp: Gifted & Talented Educ (1-3 Credits)**

This blended course is designed to provide participants with an overview of the education of gifted and talented students. Areas of focus within the course include definitions of gifted and talented learners, gifted learner characteristics, educational/academic and affective/psychosocial needs, common identification methods, and research-based instructional strategies for gifted learners. Course restricted to students in TEP program or instructor approval.

**CUI 4412 Culturally and Linguistically Diverse Learners in Gifted Education (4 Credits)**

Culturally and Linguistically Diverse Learners have inequitable access to gifted programming, curricula and services; therefore, they do not receive instruction that nurtures their learning talents, culture, and emergent bilingualism. This course is designed to address the needs of the Culturally and Linguistically Diverse (CLD) and the Gifted and Talented (GT) learner. Upon completion of this course, students should be able to meet the approved standards for the English Language Learner Professional Development Pathway. In addition to ELL standards, this course is aligned with state gifted education standards.

**CUI 4450 Education and Psychology of Exceptional Children (3 Credits)**

Characteristics of students with moderate needs and state criteria used to determine eligibility for special education population.

**CUI 4451 Teaching the Exceptional Child (3 Credits)**

This course provides a broad overview of the field of exceptionality and special education. Included are discussions of current issues and controversies in the field, characteristics, classification, diagnosis, and educational interventions for early childhood and school-aged children with high-incidence and low-incidence disabilities who have exceptional education needs. This course also explores the characteristics of students with various disabilities, the history of Special Education, The Individuals with Disabilities Education Act (IDEA) and its current implications, the Response to Intervention Model (RtI) and the Individualized Education Plan (IEP). Prerequisite: CUI 4450.

**CUI 4452 Low Incidence Disabilities and Behavior Intervention (3 Credits)**

This course reviews a wide range of neurodevelopmental disorders and low-incidence disabilities including fragile X syndrome and Fetal Alcohol Syndrome, along with syndromes associated with chromosomal deletions. Implications for assessment and intervention are outlined including diagnostic criteria, prevalence and treatment. Research on identification and treatment including state of the art interventions and assistive technology are addressed. This class also addresses theories, research, effective practices, and background information needed to implement successful behavior intervention programs for whole classroom management and for students identified with behavioral needs. Prerequisites: TEP 4010 and CUI 4451.

**CUI 4453 Curriculum Adaptations and Assessments for Children with Disabilities (3 Credits)**

This course applies theories, research, effective practices, and background information for assessment for students with disabilities, monitoring student academic progress, and transition planning for students exiting K-12 schools.

**CUI 4455 Assessment of Students with Special Needs (3 Credits)**

Theories, research, effective practices and background information needed to develop, implement, analyze, and apply assessment data for mild/moderate-needs students.

**CUI 4457 Behavior Intervention (3 Credits)**

Theories, research, effective practices, and background information needed to implement successful behavior intervention programs for mild/moderate-needs students.

**CUI 4459 Curriculum, Collaboration, and Transitions in K-12 Schools (3 Credits)**

Knowledge, techniques to develop independent skills for K-12 moderate/mild-needs students and transitions across grade levels.

**CUI 4500 Elementary Literacy: Theory and Practice I (1-3 Credits)**

This course provides an introduction and overview to the many components that make up a quality balanced literacy program. During the course students will analyze current research and theory in reading and writing instruction. This course will use students' classroom placements to create a foundational understanding on which to build solid literacy philosophy as well as instructional ideas and strategies.

**CUI 4501 Elementary Literacy: Theory and Practice II (1-3 Credits)**

This course is an extension of Elementary Literacy I and concentrates on the continued development of theories and practical strategies for teaching literacy in diverse classrooms. This course will supply K-6 teachers with the skills to assess student abilities, select appropriate instructional strategies, and design effective instructional programs that lead to increased listening, speaking, reading and writing achievement of all children.

**CUI 4502 Elementary Science and Social Studies Methods for Culturally and Linguistically Diverse Learners (3-4 Credits)**

This course will enable students to develop a deeper understanding of science and social studies content and curriculum in the elementary classroom. Students will explore a range of instructional materials and develop teaching strategies with the guidance of state content standards and research on effective classroom instruction for culturally and linguistically diverse students. This course will revolve around discussion of key questions in the following eight areas: The Role of Social Studies and Science; Instruction; Standards; Content Knowledge; Curriculum Integration; Technology; Culturally Responsive Pedagogy; Sheltered Instruction. Course restricted to students in TEP program or instructor approval.

**CUI 4503 Elementary Math Methods for Culturally and Linguistically Diverse Learners (3,4 Credits)**

This course prepares students for mathematics instruction in elementary classrooms. We will study theories of learning, the development of children's mathematical thinking, and research-based instructional practices in mathematics. Students will solve mathematical problems using a variety of methods, practice giving math lessons, engage in continuous instructional improvement activities, grapple with issues of equity—race, class, gender, ability, and the intersections therein—as they pertain to math teaching and explore digital resources related to teaching math for understanding. Course restricted to students in TEP program or instructor approval.

**CUI 4504 Elementary Math, Science, and Social Studies Methods Cultural Linguistic Diversity I (3 Credits)**

This course is the first of a two-course study that will prepare students to develop a deeper understanding of math, science and social studies content and curriculum in the elementary classroom as guided by Colorado Model Content Standards and research on effective sheltered content instruction for culturally and linguistically diverse students. Pre-service teachers will develop an understanding of how students in the elementary grades construct meaning through active engagement in purposeful learning opportunities.

**CUI 4505 Mathematics across the Content Areas (2-4 Credits)**

In this class, prospective secondary teachers study fundamental mathematical ideas and how they apply to various real-world settings. For instance, students may explore the mathematics of gerrymandering and map projections. Students will also engage in mathematical practices such as argumentation and justification. Finally, students will learn about inquiry-based approaches to teaching that they can use in their secondary classrooms with their students.

**CUI 4506 Mathematics for Elementary School Teachers I (2,3 Credits)**

In this class, prospective elementary school teachers experience an in-depth look at the representations of rational numbers, including base-ten and decimal numbers, integers, fractions, and arithmetic operations on these sets. Problem solving is emphasized throughout. Students also learn about inquiry-based approaches to teaching that they can use in their classrooms with their students.

**CUI 4507 Mathematics for Elementary School Teachers II (3 Credits)**

In this class, prospective elementary school teachers study fundamental mathematical ideas typically taught in grades 5-8. Students learn about visualization and its importance in geometry. Students study geometric shapes and solve a variety of problems involving geometric shapes. In addition, students learn some fundamental ideas of measurement and study length, area, volume, dimension, error and precision. Students also solve problems involving area, learn about solid shapes, and solve volume and surface area problems. Finally, students learn about inquiry-based approaches to teaching that they can use in their classrooms with their students. Prerequisite: CUI 4506.

**CUI 4508 Mathematics for Elementary School Teachers III (3 Credits)**

In this class, prospective elementary school teachers study fundamental mathematical ideas typically taught in grades 5-8. Students learn about visualization and its importance in geometry. Students study geometric shapes and solve a variety of problems involving geometric shapes. In addition, students learn some fundamental ideas of measurement and study length, area, volume, dimension, error and precision. Students also solve problems involving area, learn about solid shapes, and solve volume and surface area problems. Finally, students learn about inquiry-based approaches to teaching that they can use in their classrooms with their students. Prerequisites: CUI 4506.

**CUI 4509 Mathematics for Middle School Teachers (3 Credits)**

Mathematics education for middle school teachers. Meets Common Core State Standards.

**CUI 4511 Secondary Literacy: Reading and Writing Across Content Areas I (3 Credits)**

This course is the first of a two-course study that is designed to give secondary Residents an introduction to best practices in content area literacy instruction for in 6-12 classrooms. In support of the instructional shifts presented by the Common Core State Standards, Residents will explore the rationale behind instructional strategies for literacy instruction in the content area classrooms, as well as examine tools and techniques for teaching students to become strategic readers and writers as they model their own thinking and scaffold students' use of strategies for content area literacy.

**CUI 4512 High School Mathematics from an Advanced Perspective (3 Credits)**

High School mathematics education. Meets Common Core State Standards.

**CUI 4513 Elementary Math, Science, and Social Studies Methods Cultural Linguistic Diversity II (3 Credits)**

This course is an extension of the Autumn quarter session and will prepare students to develop a deeper understanding of math, science and social studies content and curriculum in the elementary classroom as guided by Colorado Model Content Standards, Next Generation Science Standards and research on effective sheltered content instruction for culturally and linguistically diverse students. Pre-service teachers will develop an understanding of how students in the elementary grades construct meaning through active engagement in purposeful learning opportunities.

**CUI 4514 Secondary Literacy: Reading and Writing Across Content Areas II (3 Credits)**

This course is an extension of the Autumn quarter session. In this course, Residents will deepen their knowledge of the English language and linguistics, through an analysis of socio and psycholinguistics, as well as rigorous practice in grammar, syntax and semantics. As Residents gain a more practical understanding of the complexities of the English language, they will be better able to support their English Language Learners. This course addresses the following Common Core State Standards: L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L3: Apply knowledge of language to understand how language functions in different context to make effective choices for meaning or style, and to comprehend more fully when reading or listening. W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CUI 4521 Urban Education II: School, Student, Family and Community Influences on Student Learning (2-4 Credits)**

This course will consider how teachers are able to foster meaningful connections between the educational goals of the schools and the personal and cultural experiences of young people. Students will study the child in relation to family, school, and community, as well as the relationships between teacher and pupil. We will emphasize the cultural complexity of an urban society and pay special attention to ways that curriculum, language, and literacy affect school success.

**CUI 4527 Supporting English Language Learners and Students with Special Needs Across Content Areas (3 Credits)**

This course evaluates similarities and differences in theory, methods, approaches, and techniques in meeting the needs of diverse learners including English Language Learners, special needs, and/or gifted. Differentiated instruction, Sheltered instruction, and Response to Intervention (RTI) are key methodologies in meeting needs of diverse learners.

**CUI 4529 Foundations of Education for Culturally and Linguistically Diverse Learners in Teaching and Learning (3,4 Credits)**

This course will examine the essential knowledge and orientations educators must possess to effectively meet the needs of culturally and linguistically diverse (CLD) learners through the analysis of historical, political, ethical, and legal foundations of language education in the United States. This course will explore the immigrant experience and the experience of CLD learners in schools in order to understand how the psychosocial aspects of the immigrant experience can impact second language learning. Course restricted to students in TEP program or instructor approval.

**CUI 4530 Second Language Acquisition (1-3 Credits)****CUI 4531 Literacy, Language, and Cultural Development for Multilingual Learners (3,4 Credits)**

This course provides foundational and applied knowledge about language acquisition, linguistics, and literacy development for culturally and linguistically diverse learners in classroom contexts. Our focus will be on analyzing theories in relation to language or classroom discourse including speech intentions, functions, and organizational patterns, while also considering elements of sociolinguistics, specifically cultural references, registers, dialects, accents, and nonverbal communication. In addition to language development, we will look at literacy development for multilingual learners and the ways language and literacy development and culture impact multilingual learners.

**CUI 4532 Culturally Responsive Pedagogy (3,4 Credits)**

This course examines the intricate web of variables that interact in the effort to create culturally responsive pedagogy. It examines the need and establishes a definition for culturally responsive pedagogy; and includes an examination of one's conception of self and "others;" conception of social relations; and conception of knowledge teaching and learning in a culturally diverse context. Furthermore, it cultivates the practice of culturally responsive teaching as well as explores the reality of implementing cultural responsive pedagogy in an era of standardization. In sum, this course helps practicing teachers acquire the dispositions, cultural knowledge, and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice.

**CUI 4536 Literacy, Language, and Culture in Assessment Practices for Multilingual Learners (4 Credits)**

The primary goal of this course is to help educators gain the necessary skills, orientations, and competencies to become critical users of both summative and formative assessment instruments in relation to multilingual learners and create classroom assessments that account for the language and literacy needs of multilingual learners. First, this course addresses testing practices and the implications for culturally and linguistically diverse learners in our national and local contexts. Second, this course assists educators in critically analyzing the cultural and language implications of assessments as fair, valid, reliable, authentic, and effective for emerging bilinguals. Third, this course emphasizes both summative and formative assessments and their role in guiding evidence-based practices. In this course students will have first-hand opportunities to develop, select, review, adapt, and administer assessments to make informed teaching decisions based on the cultural, academic, and social emotional needs of multilingual learners.

**CUI 4538 Literacy, Language, and Culturally Relevant Strategies for Multilingual Learners (4 Credits)**

In this course you will build from the contextual and theoretical background to understand the social, cultural, linguistic, and academic factors that influence the acquisition of language and literacy for culturally and linguistically diverse (CLD) or multilingual learners. Specifically, you will identify and adapt important culturally relevant language and literacy strategies within your content area that include oracy, phonics, phonemic awareness, and fluency, comprehension, vocabulary, argumentative writing, or cause and effect in reading and writing... all with a central focus on the needs of multilingual learners. You will become an expert in your content area and strategy and then teach your classmates key information and model a lesson.

**CUI 4540 Curriculum, Instruction and Assessment for Culturally and Linguistically Diverse Learners I (1-4 Credits)**

This course explores the theoretical underpinning and practical application of curriculum design. Students design their own curriculum unit aligned to standards, essential questions, big understandings, and social justice themes. Course restricted to students in TEP program or instructor approval.

**CUI 4541 Curriculum, Instruction, and Assessment for Culturally and Linguistically Diverse Learners II (1-4 Credits)**

In this course, apprentice teachers will explore the theoretical underpinnings and practical application of data and assessment. This course will build essential knowledge and skills in school and classroom assessments, research methodology, and equity in assessment practices. Students will design a series of assessments aligned to unit goals. Course restricted to students in TEP program or instructor approval.

**CUI 4542 Curriculum, Instruction, and Assessment: Theory and Practice III (1-4 Credits)**

This is the third and final quarter of an academic year-long weekly seminar to foster reflective, research-based classroom practice. Teacher candidates will deepen their understanding of teaching and learning in contemporary schools through a guided teaching apprenticeship with a trained mentor teacher, focused observations of a myriad of classrooms, readings, interviews, discussions, critical writing, and presentations. Course restricted to students in TEP program or instructor approval.

**CUI 4544 Ed Psych: Exceptional Child (1-3 Credits)**

The focus of this course is on educating children and adolescents with special needs in the general education classroom. The intent is to enable future educators to better serve the needs of these children in their classrooms. Topics such as the special education process, information on specific disabilities, accommodations and modifications, behavior issues, mental health, and communicating with parents will be addressed.

**CUI 4600 History and Philosophy of STEM Education (3 Credits)**

The goal of this course is to help future Science, Technology, Engineering, and Mathematics (STEM) education leaders understand the historical trajectory of public education in relation to the larger sociopolitical forces of American history. Two premises guide this course: 1. Social and political conditions in society exert intense pressure on STEM fields and STEM education, which poses significant challenges to STEM education leaders. 2. Education in general — and STEM education in particular — are political, economic, and social endeavors that reflect social arrangements. This course will enable students to view their specialization as part of a complex and larger milieu; that is the U.S. educational system.

**CUI 4610 Learning & Teaching of STEM (4 Credits)**

In this course, students will be introduced to foundational research literature on learning and teaching in STEM education. The research introduced will focus extensively on theories of learning and how these theories are influencing P-16 STEM curriculum, instruction and assessment. The literature base introduced is foundational to research conducted in STEM education.



**CUI 4620 Research on Diversity, Equity, and Social Justice in STEM Education (4 Credits)**

The goal of this course is to help future STEM education leaders understand the current context of issues of diversity, equity and social justice in STEM education and explore its implications for access and opportunity for traditionally marginalized students. Two premises guide this course: 1. Social and political conditions in contemporary society exert intense pressure on STEM fields and STEM education. 2. Education in general – and STEM education in particular – are political, economic, and social endeavors that reflect social arrangements. This course will enable students to view their specialization as part of a complex and larger milieu; that is the U.S. educational system.

**CUI 4630 Technology in STEM Education (4 Credits)**

The goal of this course is to help students understand the role of technology in teaching and learning, particularly in Science, Technology, Engineering, and Mathematics (STEM) courses. Three premises guide this course: 1) Technology offers great potential for innovation in education, but it also can be dangerous if used inappropriately and indiscriminately; 2) Social and political conditions in society exert intense pressures on technology in STEM education, which poses significant challenges to STEM education leaders; and, 3) Education in general – and STEM education in particular – are political, economic, and social endeavors that reflect social arrangements. This course will enable students to view their specialization as part of a complex and larger milieu; that is the U.S. educational system.

**CUI 4640 Improving STEM Instruction (4 Credits)**

For as long as the United States has implemented public education—well over 100 years—many features of schooling have stayed the same. Despite waves of curricular and policy reforms, widespread anxiety over student achievement (especially in comparison to other countries), and concerted efforts to “disrupt” education, many elements of teaching and learning persist. In STEM education, especially, scholars and practitioners have been advocating for the same things for decades: teaching for conceptual understanding, using rich tasks that encourage student collaboration, incorporating discourse in the classroom, and supporting students to engage in STEM practices like proof, argumentation, and the scientific method. We know that these things can support meaningful student learning. But most K-12 STEM classrooms are centered on memorization and standardized testing. Why is it so hard to change? The short answer: It's complicated. In this course, students will critically examine various instructional improvement efforts, identifying both the ways in which these efforts are potentially productive and potentially destructive. We'll juxtapose these efforts with relevant research on teacher learning and organizational change in order to critique reform efforts. Ultimately, students will become more critical consumers of instructional improvement efforts and will be better prepared to translate research into practice. Although STEM is the focus of this class, the overarching ideas of the course are applicable to many other subjects.

**CUI 4690 Field Experience: Curriculum & Instruction (3 Credits)**

This course provides students with an authentic field experience for those pursuing a degree in Curriculum & Instruction. Field Experience in Curriculum & Instruction is an off-campus, experience taken throughout the coursework plan. Field Experience is designed to broaden one's professional skills and is considered a critical transition of substantial growth. Field Experience is a hybrid on-line and face-to-face seminar that is designed to facilitate case analysis, ongoing self-reflection, and to provide peer consultation and professional feedback relevant to best practices. The Field Experience is considered a critical professional transition to help consolidate learning and professional competencies in preparation for employment. All students engage in weekly experience seminars (either on-line or face-to-face) facilitated by a University Supervisor. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, and continued professional development and experiences pertinent to successful practice. This course promotes the idea that educators are lifelong learners and regularly reflect on and adjust their practice.

**CUI 4700 Cognitive, Creative, and Learning Theories and Applications (4 Credits)**

Cognitive, Creative, and Learning Theories and Applications is an introduction to and survey of various creativity and cognitive theorists and their work. Students will explore and compare theories, examining key elements, contexts, and settings. Theoretical applications will be explored in both practice and research, with a focus on integrating and synthesizing concepts and evaluating their applicability. By the end of the course, students will have a comprehensive understanding of numerous approaches, critical analysis skills, cognitive theories, and the ability to apply these concepts in various contexts.

**CUI 4710 Foundations of Education: Cognitive Theory II (3 Credits)**

Second course in cognitive research in education. Includes theories and research regarding the implementation of these theories in specific curricula. Prerequisite: CUI 4700.

**CUI 4720 Discourse in the Mathematics Classroom (3 Credits)**

The study of discourse as it relates to mathematics teaching and student learning.

**CUI 4730 STEM and Instructional Technology (3 Credits)**

The goal of this course is to help students understand the role of technology in teaching and learning, particularly in Science, Technology, Engineering, and Mathematics (STEM) courses. Three premises guide this course: 1) Technology offers great potential for innovation in education, but it also can be dangerous if used inappropriately and indiscriminately; 2) Social and political conditions in society exert intense pressures on technology in STEM education, which poses significant challenges to STEM education leaders; and, 3) Education in general – and STEM education in particular – are political, economic, and social endeavors that reflect social arrangements. This course will enable students to view their specialization as part of a complex and larger milieu; that is the U.S. educational system.

**CUI 4740 School and Curricular Reform (4 Credits)**

In this course, students will be introduced to and explore a range of educational policies and how those policies have influenced and continue to influence teaching and learning. A particular focus of the class will be the underlying ideologies of policies that have had a strong influence on the development of curriculum and research in education. Students will learn how to critique and analyze educational policies and their implementation.

**CUI 4991 MA Independent Study (1-10 Credits)****CUI 4995 Independent Research (1-10 Credits)****CUI 5980 Research as Problem Analysis (4 Credits)**

Curriculum and Instruction (C&I) is designed to facilitate the understanding of the practical, intellectual, and organizational demands of doctoral work. Specifically, the course is intended to initiate and socialize doctoral students into the world of research of education including scholarly norms, forms of research, rigor, and the norms and standards of academic writing. It will assist doctoral students in thinking about the organizing a proposal and dissertation. In addition, students will learn about current research being conducted by seasoned researchers as well as by fellow C&I students. By understanding their work, students will deepen their knowledge of the research process and standards. Students are advised to complete this course no later than the fall of their second year in the doctoral program. The course objectives include: (a) understand the rigorous scholarly research norms and standards for doctoral students in educational research, and b) Identify and describe the key components of the C&I comprehensive exam and dissertation proposal.

**CUI 5981 Research as Intervention (3 Credits)**

This course is the second of three culminating research courses for students in the Ed.D. in Curriculum and Instruction and is designed to help candidates finish collecting their data and analyze their data. This course will also introduce and develop the evaluation or analysis section of the doctoral paper and the beginning steps of the dissemination of the research project.

**CUI 5982 Applied Research (4 Credits)**

This is a seminar type course with each student working on his or her own research project. While time will be devoted to data collection during this course, students should be collecting and analyzing data prior, during, and following this course. These tools will help with the development of emerging understandings related to answering the research questions and support the writing of chapter 4, "Findings" or "Results" of the dissertation in practice. This course will build on previous research courses and will develop research skills related to the process of data collection and data analysis. This course will provide the opportunity to further develop the skills and knowledge associated with applied research. By the end of the course students will be able to present a draft version of the first 4 chapters of the dissertation.

**CUI 5983 Defense of Research (2 Credits)**

This course will build on the "persistent problems of practice" and research questions identified in CUI: 5980, data collection and analysis in CUI 5981, and applied research skills in CUI 5982. By the end of the course you will be able to schedule and present your doctoral research project for defense. Completion of CUI: 5982 "Research as Applied Research" or permission of the instructor.

**CUI 5991 PhD Independent Study (1-10 Credits)****CUI 5992 Research as Intervention and Applied Analysis (4 Credits)**

This is a seminar type course with each student working on his or her own research project. While time will be devoted to data collection during this course, students should be collecting and analyzing data prior, during, and following this course. These tools will help with the development of emerging understandings related to answering the research questions and support the writing of chapter 4, "Findings" or "Results" of the dissertation in practice. This course will build on previous research courses and will develop research skills related to the process of data collection and data analysis. This course will provide the opportunity to further develop the skills and knowledge associated with applied research. By the end of the course students will be able to present a draft version of the first 4 chapters of the dissertation.

**CUI 5993 Dissertation in Practice (1-4 Credits)**

Doctoral research credits for doctoral research project toward the EdD. Prerequisite: Must be an EdD student in C&I; must have completed C&I doctoral research courses (CUI 5980, CUI 5981, and CUI 5982).

**CUI 5995 Dissertation Research (2 Credits)**

This course provides students the opportunity to present and defend the conceptual foundations of research, the applied research and subsequent impact on the field. The course builds on the dissertation introduction, research questions, methodology, data collection, data analysis and discussion of implications as identified in previous courses. Time is devoted in this course to considering rational and defense of research data analysis, reporting, discussion of implications and dissemination. This is a seminar type course with each student writing on their own area of research within their own project. In-depth analysis of applied research will occur through reading, discussions and critiques. Students will hone their own research analysis and the process of communicating study results. The concept and application of completed studies and community communications will be thoroughly examined as students complete and defend their own final work. Students will be finishing the Institutional Review Board process and collecting and analyzing data prior to enrolling in this course. Students are expected to have successfully completed all research methods courses prior to enrollment in this series. Students will be expected to complete extensive readings, participate in discussions, activities and written work, and prepare and deliver presentations and documents to demonstrate knowledge and skills.

## Special Education (SPED)

**SPED 4001 Teaching Individuals with Developmental Disabilities DD and Behavioral Disorders (5 Credits)**

This course will introduce students to the concepts and principles of behavior on which the discipline of applied behavior analysis was founded. Topics of study will include the history and dimensions of applied behavior analysis, defining and measuring behavior, procedures and factors related to behavior change, and the role of the basic principles of behavior (positive and negative reinforcement, punishment, stimulus control, and motivating operations) in establishing new behavior and decreasing problem behavior.

**SPED 4002 Teaching Individuals with Developmental Disabilities and Behavioral Disorders (4 Credits)**

This course focuses on the basic principles of assessment, instruction, and curriculum development; application of formal and informal assessment procedures for goal selection, formulating instructional plans, and adapting instructional materials to accommodate learning needs of students with developmental disabilities and/or behavioral disorders.

**SPED 4003 Advanced Concepts and Principles in Behavior Analysis (5 Credits)**

This course focuses on the definitions and characteristics of applied behavior analysis and the concepts, principles, and processes. Concepts related to ethics and behavior change procedures will also be discussed. The purpose of this graduate-level course is to provide students pursuing a BACB® credential with 45 hours of instruction in advanced content areas of philosophical underpinnings and concepts and principles as outlined by the coursework requirements for BACB® credentials. The course covers content from areas A & B from the 5th edition of the BACB®'s Behavior Analyst Task List®.

**SPED 4004 Single Case Research Design (5 Credits)**

The purpose of this course is to provide master's level students with 45 hours of instruction in the content areas of measurement, data display, data analysis, and single-case research experimental design and evaluation. This course describes the rationales for single-case research in applied settings. It will equip students to critique, design, and conduct single-case research for applied behavior analysis applications. The course covers content from areas C and D from the 5th edition of the BACB®'s Behavior Analyst Task List®.

**SPED 4005 Ethics in Applied Behavior Analysis (5 Credits)**

This course focuses on ethical and professional conduct in the field of applied behavior analysis. An overview of the profession of behavior analysis is addressed, including the history, foundations, and ethics of the field, as well as professional skills for ethical practice. During this course, we will specifically review the BACB's Compliance Code and disciplinary systems.

**SPED 4991 Independent Study (1-10 Credits)**

Independent study/research.

**SPED 5001 Multi-tiered Systems of Support (3 Credits)**

This course will provide (a) an overview of the historical, legal, and theoretical foundations of multi-tiered systems of support; (b) review the research and evidence-base of a multi-tiered system of support approach for behavior; and (c) explore the influence of behavior analytic procedures within a multi-tiered system of support.

**SPED 5002 FBA's and BIP's in Schools (3 Credits)**

This course will enable students to develop the skills needed for completing Functional Behavior Assessments (FBA), developing Behavior Intervention Plans (BIP), and applying behavior analytic principles to (1) implement the developed BIP, (2) monitor BIP implementation, (3) measure BIP effectiveness, and (4) collaborate with others to improve BIP implementation. Additionally, the course will focus on applying behavior analytic principles through a developmentally appropriate and culturally responsive lens.

**SPED 5003 Supervision and Management (3 Credits)**

This course focuses on supervision and management practices in the field of applied behavior analysis and related settings (i.e., clinics, schools). An overview of supervision is addressed, including foundations, ethics, and professional skills for both the supervisor and the supervisee. During this course, we will specifically review the BACB's standards for supervisory practices as they relate to improving and maintaining the behavior-analytic, professional, and ethical repertoires of practitioners and facilitate the delivery of high-quality services to his/her clients.

## Teacher Education Prep (TEP)

**TEP 4010 Foundations of Special Education: Inclusive Pedagogy for Students with Dis/Abilities (2-4 Credits)**

This course serves as the foundation for understanding children with disabilities and dis/abilities, as well as the philosophies, laws and policies that support the students. To be responsive to the diverse strengths, needs, and experiences children bring to the classroom, educators need a foundational knowledge of special education and opportunities that can influence student learning. We emphasize a strengths-based perspective and provide pedagogy for supporting for all learners. We introduce the classroom teacher's role in understanding the Individual Education Program (IEP) process, designing lesson plans and inclusive practices based on differentiated and universal design learning instructional strategies and working collaboratively with families and interdisciplinary teams. In addition, we introduce potential commonalities of students with high-incidence disabilities, the history and legal aspects of Special Education and the Response to Intervention Model (RtI)/Multi-Tiered System of Supports (MTSS). Course restricted to students in TEP program or instructor approval.

**TEP 4520 Art Methods K-12 (3-4 Credits)**

Throughout this course, Apprentice Teachers will analyze the following essential questions about teaching and learning in the visual arts field: 1) What type of visual arts classroom environment best supports student learning and skill development in a 21st century classroom?, 2) How do the Colorado Academic Standards guide arts instruction?, 3) What is the role of descriptive feedback in the reflective practice of teaching and learning?, 4) How can visual arts instruction enhance positive-identity development for diverse learners?, and 5) How can visual arts educators use arts assessment in curriculum planning and to gauge student learning?.



**TEP 4590 Elementary Literacy Instruction I (3,4 Credits)**

This is the first of two elementary literacy classes. The purpose of Literacy Instruction I is to provide apprentice teachers with the research-based foundations of reading processes for diverse learners. Teacher candidates will be knowledgeable about the development of reading, the science of reading research, and its application to effective instructional practices within the language domains of reading, writing, speaking, and listening. Teacher candidates will learn how to plan and organize core literacy practices such as interactive read alouds and small group reading instruction in conjunction with Colorado Academic Standards and the Common Core State Standards. The National Reading Panel (NRP) summarized their findings in five components of reading instruction that will guide our work together: phonemic awareness, phonics, fluency, vocabulary development, and text comprehension. Course restricted to students in TEP program or instructor approval.

**TEP 4591 Elementary Literacy Instruction II (3-4 Credits)**

This is the second quarter of a twenty-week course focused on literacy with an emphasis on language, phonics, and writing. The purpose of TEP 4591 or Literacy Instruction is to provide teacher candidates with the research-based foundations and processes employed in skillful speaking, listening, reading and writing. Specifically, we will look at the building blocks of literacy that include phonics and language acquisition: phonology, morphology, and syntax and its application to reading and writing as we build from our reading emphasis the previous quarter. In this course, there will be a shift from literacy input (reading and listening) from the previous quarter to literacy output (writing and speaking). Further, at the end of the course, teacher candidates will reflect upon their literacy philosophy as we review key concepts and classroom strategies. Course restricted to students in TEP program or instructor approval.

**TEP 4592 Literacy Instruction for Secondary Teaching I (3,4 Credits)**

This is the first quarter of a twenty-week course on literacy. The purpose of this course is to provide teacher candidates with the research-based foundations of literacy and cognitive processes employed in skillful reading and writing for effective secondary instruction. In this first course, teacher candidates will be knowledgeable about the stages of reading as well as student literacy development in reading, writing, speaking, and listening. Teacher candidates will practice recognizing and evaluating these skills on a micro level through a mini-case study of an individual student. Teacher candidates will learn how to plan, organize, and tailor literacy instruction in their specific content area using ongoing and summative assessment in conjunction with the Common Core State Standards/Colorado Academic Standards. Teacher candidates will develop the knowledge, skills and understanding of the science of reading as it applies to all students from a wide range of backgrounds. There is a special emphasis in this course on literacy instruction in urban, diverse, and multi-lingual settings. Course restricted to students in TEP program or instructor approval.

**TEP 4593 Literacy Instruction for Secondary Teaching II (3,4 Credits)**

This is a literacy course for secondary-level English, math, science and social studies teacher candidates. In this course, there will be a shift of focus from literacy input (reading) from the previous quarter to literacy output (writing), and we will broaden our scope from analyzing one student at a time to assessing and addressing students' literacy needs in a whole-classroom environment. This quarter we will also examine outside influences – such as culture, language, and technology – on classroom literacy and how literacy practices and teaching methods can be adapted for multiple contexts. Throughout the course, teacher candidates will develop and reflect upon their literacy philosophy in terms of planning and instruction in a specific content area. Course restricted to students in TEP program or instructor approval.

**TEP 4600 Introduction to Secondary Methods (3-6 Credits)**

Provides general introduction to principles of effective secondary instruction curriculum design and assessment. Frequently covered topics include: design of classroom environments, comparison of different instructional practices, purposes for and approaches to assessment, comparison of middle and high school philosophies, introduction to instructional unit plan development, and theories of instructional approach and design. Course lays a foundation for more specialized subject-matter methods courses. Prerequisite: enrollment in the Teacher Education Program.

**TEP 4610 English in Secondary School (3-5 Credits)**

In this course, Apprentice Teachers will explore the theory and practice of teaching English Language Arts at the secondary level. Topics include standards alignment, student cognitive development, and pedagogical content knowledge. Course restricted to students in TEP program or instructor approval.

**TEP 4620 Social Science in Secondary School (3-5 Credits)**

In this course, Apprentice Teachers will explore the theory and practice of teaching Social Studies at the secondary level. Topics include standards alignment, student cognitive development, and pedagogical content knowledge. Course restricted to students in TEP program or instructor approval.

**TEP 4630 Science in Secondary School (3-5 Credits)**

In this course, Apprentice Teachers will explore the theory and practice of teaching Science at the secondary level. Topics include standards alignment, student cognitive development, and pedagogical content knowledge.

**TEP 4640 Math in Secondary School (3-5 Credits)**

In this course, Apprentice Teachers will explore the theory and practice of teaching Mathematics at the secondary level. Topics include standards alignment, student cognitive development, and pedagogical content knowledge. Course restricted to students in TEP program or instructor approval.

**TEP 4650 Foreign Language Methods in K-12 Schools (3-5 Credits)**

In this course, Apprentice Teachers will explore the theory and practice of teaching Foreign Language at the secondary level. Topics include standards alignment, student cognitive development, and pedagogical content knowledge.

**TEP 4690 Field Experience (1-12 Credits)**

Involves field experiences, including full-day teaching for 12 weeks in elementary or secondary school classroom and regularly scheduled seminar discussions with supervisor. Prerequisite: enrollment in the Teacher Education Program.

**TEP 4691 Field Experience I (1 Credit)**

This is the first quarter of an academic year-long field experience to develop and reflect upon effective teaching practices in an urban school setting. Following the gradual release calendar of teaching responsibilities, Residents will be observed, coached and evaluated on specific LEAP indicators in the domains of learning environment, instruction, and professionalism. In conjunction with the CUI 4540 Curriculum, Instruction and Assessment course, Residents will deepen their understanding of teaching and learning in diverse schools to increase student achievement for all students.

**TEP 4692 Field Experience II (1 Credit)**

This is the second quarter of an academic year-long field experience to develop and reflect upon effective teaching practices in an urban school setting. Following the gradual release calendar of teaching responsibilities, Residents will be observed, coached and evaluated on specific LEAP indicators in the domains of learning environment, instruction, and professionalism. In conjunction with the CUI 4541 Curriculum, Instruction and Assessment course, Residents will deepen their understanding of teaching and learning in diverse schools to increase student achievement for all students.

**TEP 4693 Field Experience III (1 Credit)**

This is the final quarter of an academic year-long field experience to develop and reflect upon effective teaching practices in an urban school setting. Following the gradual release calendar of teaching responsibilities, Residents will be observed, coached and evaluated on specific LEAP indicators in the domains of learning environment, instruction, and professionalism. In conjunction with the CUI 4542 Curriculum, Instruction and Assessment course, Residents will deepen their understanding of teaching and learning in diverse schools to increase student achievement for all students.

**TEP 4781 Elementary Art Methods (3-6 Credits)**

Prepares K-12 art teachers to design and implement effective instruction in elementary school classrooms. Course introduces full array of sound teaching and assessment strategies for all aspects of art. Prerequisite: enrollment in the Teacher Education Program.

**TEP 4782 Secondary Art Methods (3-4 Credits)**

Prepares K-12 art teachers to design and implement effective instruction in secondary school classrooms. Course introduces full array of sound teaching and assessment strategies for all aspects of art. Prerequisite: enrollment in the Teacher Education Program.

**TEP 4991 Independent Study (1-10 Credits)****TEP 4995 Independent Research (1-10 Credits)****Child, Family School Psych Courses****CFSP 3991 Independent Study (1-10 Credits)****CFSP 4301 Professional, Legal and Ethical Issues in School Psychology (4 Credits)**

This course examines professional, legal, and ethical issues pertinent to working with birth to age 21 populations in school and community settings. Attention is focused on federal and state education legislation, special and regular education case law, and psychological practice case law. Professional issues and contemporary service models are reviewed, including an introduction to ethical issues, federal mandates, professional training, and roles and responsibilities. Students engage in casework discussion regarding delivery of assessment, intervention, and consultation services. Special emphasis is given to current mental health and education regulations and reforms. Differential issues facing school psychology professionals in urban and rural settings are discussed, and students become acquainted with a variety of legal and ethical issues affecting practice in public schools, private settings, and higher education. Students learn about ethical standards, reasoning processes, and conduct in applied settings. Prerequisites: None.

**CFSP 4302 Special Education & Gifted Education Legal Issues (3,4 Credits)**

This course is designed to provide students with foundational knowledge regarding the legal issues affecting special education and gifted education in early childhood and K-12 educational settings. Attention is focused on federal and state education legislation, special education case law and gifted statutes specific to Colorado. Consideration also is given to the interaction of ethical standards of practice as they relate to legal mandates and court decisions to meet the educational and psychological needs of all students, especially those with disabilities and twice exceptionalities. Students will be exposed to legal issues affecting practice in the public schools community agencies and early childhood environments. Prerequisites: None.

**CFSP 4303 Psychopathology: Prevention, Diagnosis, Treatment (4 Credits)**

This course is designed to provide students with knowledge of mental health disorders, the diagnostic criteria as well as culturally-relevant prevention and intervention strategies. Participants obtain practical information regarding the assessment, identification, amelioration, facilitative responses, and intervention in school and community settings. Using a strengths-based approach, prevention principles, curriculum, and policy agendas are discussed. Additionally, this course explores implications for school psychologists and other school-based practitioners working with those at risk for or suffering from mental health disorders. Prerequisites: CFSP 4322, 4323, 4324, 4340, 4343.

**CFSP 4304 Diversity in School and Community Settings (3 Credits)**

This course explores diversity in children and families, and the impact of culture on personal and family development. Emphasis is placed on the intersection of school and community settings' cultures and those of children and families, and how this affects learning and development for individuals and groups of children. Attention is given to students' cultures and cultural experiences, and how these affect the work they do with children and families in school and community settings. Prerequisites: None.

**CFSP 4305 Exceptionalities in Education: High Incidence in Disabilities (3 Credits)**

This course provides a broad survey of the field of exceptionality and special education. Included are discussions of current issues and controversies in the field, characteristics, classification, diagnosis, and educational interventions for early childhood and school-aged children with high-incidence and low-incidence disabilities who have exceptional educational needs. Biomedical and psychosocial etiologies are reviewed. Implications for child and family interventions and supports also are addressed. Prerequisites: CFSP 4310, 4311, 4312.

**CFSP 4306 Exceptionalities in Special Ed (3 Credits)**

This course provides a broad survey of the field of exceptionality and special education. Included are discussions of current issues and controversies in the field, characteristics, classification, diagnosis, and educational interventions for early childhood and school-aged children with disabilities who have exceptional educational needs. Biomedical and psychosocial etiologies are reviewed. Implications for child and family interventions and supports are also addressed.

**CFSP 4308 Early Academic Competencies and Interventions (3 Credits)**

This course provides an overview of early language and literacy development across diverse settings and stakeholders, such as families, teachers/providers, programs, and communities. A comparative analysis of evidence-based early literacy strategies, environments, curriculum, and a review of current evaluation and instructional language and literacy practices for working with teachers, families, and young children are undertaken. Play-based and other informal methods of assessment and intervention are covered, including the integration of technology and strategies to promote early language and literacy with infants, toddlers and preschoolers in natural environments. Prerequisite: CFSP 4310; None for ECSE CERT Students.

**CFSP 4310 Early Childhood Development (3 Credits)**

This course focuses on early childhood development during, from the prenatal period to approximately five years of age. Major theories of early childhood development and research methods for studying infant and early childhood behavior will be discussed. Emphasis will be on the physical, cognitive, communicative, social, and emotional aspects of development, for children who are typically developing, at risk or with special needs. All-inclusive issues, as well as health, risk and protective factors will be addressed. The importance of investing in early childhood programs, fostering nurturing relationships during the early years, and addressing the diverse needs of families will be emphasized. Prerequisites: None.

**CFSP 4311 Child and Adolescent Development (3 Credits)**

This course provides an overview of growth and development from age five through 21 years of age. We will explore theories and research in developmental psychology to provide a context for typical child development. Attention will be given to the social, emotional, cognitive, and biological development of the child, with a particular focus on attachment as a framework for healthy development in these domains. Case studies will allow for the application and integration of child development theory and counseling practice. Prerequisites: None.

**CFSP 4312 Learning Theories & Behavioral Analysis (3 Credits)**

This course examines learning theories and applied behavioral principles. Students learn to apply theories to case studies and fieldwork relating to children along the developmental spectrum and across cultural contexts. Students work to investigate and analyze concepts relating to learning and behavior at home and school, and to develop positive behavioral support and effective learning plans. Prerequisites: None.

**CFSP 4315 Professional, Leadership and Ethical Issues in Special Education: Birth to 21 (3 Credits)**

This course provides students with an understanding of the roles & responsibilities of an Early Childhood Special Education Specialist and Special Education Generalist. This course serves as the foundation for students who are interested in pursuing a profession in special education and working with children with disabilities from birth to 21 years. This course includes the ethical and professional practice standards and understanding of the multiple roles and complex situations across wide age and developmental ranges. This course also briefly covers the historical laws and legal issues associated with the profession. The course also highlights why special educators engage in professional activities and learning communities that benefit individuals with developmental disabilities and their families, colleagues, and their own professional growth. This course promotes the idea that special educators are lifelong learners and regularly reflect on and adjust their practice. Prerequisites: None.

**CFSP 4316 Infant through Adolescent Development (3 Credits)**

This course focuses on early childhood development from the prenatal period to approximately five years of age. Major theories of early childhood development and research methods for studying infant and early childhood behavior will be discussed. Emphasis will be on the physical, cognitive, communicative, social, and emotional aspects of development, for children who are typically developing, at risk or with special needs. All-inclusive issues, as well as health, risk and protective factors will be addressed. The importance of investing in early childhood programs, fostering nurturing relationships during the early years, and addressing the diverse needs of families will be emphasized.

**CFSP 4317 Topics in Special Education: Learning Differences (1-3 Credits)**

This course reviews the challenges that arise in special education settings related to children who exhibit academic and behavioral differences and delays. Academic and behavioral interventions and differentiation strategies will be addressed. Additionally, the course will cover the approaches for addressing children who require additional academic and behavioral support in the classroom. Prerequisites: None.

**CFSP 4318 Pharmacology of Addictive Behaviors I & II - Applications for schools (3 Credits)**

This class provides a solid base of knowledge about the drugs of abuse including what occurs physiologically with drug use and other addictive behaviors with a focus on adolescent development. Additionally, this course explores neuroscience and genetic research on addiction to better understand the changes in the brain that underlie drug use and addictive behaviors with an emphasis on adolescent development.

**CFSP 4319 Counseling Adolescent Addictive Behaviors (3 Credits)**

Introduction to assessment, treatment and outcome evaluation of chemical and non-chemical addictive behaviors in adolescents. Gain familiarity with major addiction treatment models and their underlying assumptions in order to generate comparative critiques. Examination of the major treatment approaches to substance abuse and their accompanying theories of etiology with a focus on adolescence. Explore meaning of addiction and abuse in relation to related non-substance use compulsive behaviors. Develop basic assessment skills to identify and differentiate substance abuse from other clinical disorders within the school environment. Develop an understanding of the interpersonal function of substance abuse and related addictive behaviors as well as an understanding of the skills and attitudes that underlie effective addiction treatment in adolescents.

**CFSP 4320 Early Childhood Assessment: Formal & Standardized (3 Credits)**

This course is designed to teach students how to assess young children (birth to 5 years) using a variety of formal and standardized methods. Assessment will focus on normed-referenced, standardized measures of cognitive, communication, emotional, social, sensory and physical motor development. Students will gain experience in administering assessments to young children, interpreting assessment results, writing assessment reports, and reporting the results to families and professionals. A variety of assessment tools will be studied for their appropriate use with young children and their families. Prerequisite: CFSP 4310.

**CFSP 4321 Psycho-educational Assessment I (4 Credits)**

This course is designed for graduate students in school psychology to advance their knowledge of, skills in, and attitudes toward the assessment of cognitive functioning in children and adolescents. This course will include (a) review of historical and current theories of intelligence, (b) review of psychometric constructs relevant to the measurement of cognitive functioning, (c) practice in the administration and scoring of widely used measures of cognitive functioning, (d) practice in the interpretation of test scores, (e) practice in the preparation of written reports summarizing test results, (f) exploration of multicultural issues related to assessment, and (g) review of the clinical application of psychological testing in school and clinical settings. The course is a combination of lecture and lab intended to provide broad and specific instruction on the procedures and techniques for administering, scoring, and interpreting cognitive measures with children, adolescents, and adults. Student knowledge, skills, and attitudes will be formally assessed through performance on mock examinations, administration of psychological assessments, written reports, and group presentations. Students will find that a large amount of time outside of class is required to successfully complete this course. Learning to administer and interpret cognitive assessments takes many hours of practice. Students should be aware of this and budget their time accordingly.

**CFSP 4322 Psycho-Educational Assessment II (3 Credits)**

This course is designed for graduate students in school psychology to advance their knowledge of, skills in, and attitudes toward the assessment of academic functioning in children and adolescents. The course is designed to train students in identification and assessment for academic difficulties. Recent paradigm shifts in general and special education, fueled by federal and state law, are calling for school personnel, particularly school psychologists, who have the knowledge, skills, and leadership competencies necessary to promote better academic assessment and intervention practices for all students. The role of school psychologists is expanding and diversifying. In an era that emphasizes universal prevention and swift early intervention at the first sign of difficulty (i.e., MTSS), school psychologists may be among the best educational professionals for preventing and intervening when children experience academic difficulties. The course is a combination of lecture and lab intended to provide broad and specific instruction on the procedures and techniques for administering, scoring, and interpreting achievement measures with children, adolescents, and adults. Student knowledge, skills, and attitudes will be formally assessed through performance on mock examinations, administration of psychological assessments, written reports, and group presentations. Students will find that a large amount of time outside of class is required to successfully complete this course. The readings and the practical work assignments required to master the techniques covered in this course are time-consuming and demanding. Students will be expected to learn the formal scoring systems used for each instrument and the theory underlying the use of these techniques. Learning to administer and interpret academic assessments takes many hours of practice. Students should budget their time accordingly.

**CFSP 4323 Psycho-Educational Assessment III (3 Credits)**

This course is the second of two required courses designed to provide students in School Psychology with expertise in individual intelligence and achievement test administration, scoring, interpretation, and report writing. Each student has an opportunity to administer various cognitive and achievement measures, with particular emphasis on the Woodcock Johnson Scales. Nontraditional forms of assessment, as well as adaptive behavior measures, are also covered. Integrating results of assessments with other data to provide effective educational recommendations continues to be an emphasis. The focus of the class is on the assessment of school-aged children. Lab fee required. Prerequisites: CFSP 4312, 4322.

**CFSP 4324 Psycho-educational Assessment IV (3 Credits)**

This course is designed to provide students with knowledge of the major approaches to assess a school-aged student's social and emotional status. Instruction includes underlying theories, use and interpretation of interviewing techniques, observation methods, objective behavior ratings, self-report measures, sociometric procedures and selected projective measures. Emphasis is placed on the integration and interpretation of multimethod, multisource and multisetting data to improve diagnostic accuracy, and the use of assessment results in developing effective intervention strategies. Students learn to incorporate such assessment information using case studies. In addition, students develop skills in writing case reports and in making effective presentations of social-emotional assessment results. Consideration is given to contemporary issues in the assessment of children's social emotional functioning. Lab fee required. Prerequisites: CFSP 4310, 4311, 4322, 4323.

**CFSP 4326 Early Childhood Assessment: Informal & Play-Based (3 Credits)**

This course is designed for students to learn informal and play-based assessment processes for young children (birth-6 years) using a variety of non-standardized, informal and play-based assessment methods. The entire assessment process, including screening, evaluation, interpreting results, writing an integrated report, and providing feedback to families and professionals, will be the focus. Assessment measures will be examined with consideration for when and why specific instruments should be used, in addition to the benefits and disadvantages of the instruments. Students will be trained in-depth in the administration and interpretation of a variety of instruments for assessment of the whole child including the cognitive, language, social-emotional, and sensorimotor developmental domains. Prerequisite: CFSP 4310.

**CFSP 4330 Family-School Partnering and Consultation (3 Credits)**

This course is designed to familiarize educational, mental health, and early childhood service providers with essential attitudes, approaches, and actions necessary to form successful family-school-community partnerships that can foster development and learning, especially for children with disabilities. Ecological, family systems, and family-centered theory and principles serve as the foundation for working collaboratively with families from diverse cultural and social backgrounds within school and community settings. Students gain skills in family interviewing; consultation to identify family strengths, needs, and resources; collaborative problem-solving; and multi-systemic learning. Evidence-based family involvement, education, and intervention strategies contribute to positive family-school partnering relationships are reviewed within a multi-tiered, school-based service delivery framework. Prerequisite: CFSP 4332; None for ECSE Students.

**CFSP 4331 School and Organizational Consultation I (3 Credits)**

This course is designed to acquaint students with current directions in school and organizational consultation. Key principles of successful system-wide prevention, intervention and evaluation are covered. The importance of maintaining an ecological perspective in organization consultation activities is stressed.

**CFSP 4332 School and Organizational Consultation II (3 Credits)**

This course builds on content covered in School and Organizational Consultation I. It is designed to acquaint students with current directions in classroom management and school-based consultation. Covered are issues related to consultant and consultee characteristics, consultation practices and processes, models and stages of consultation, facilitating desired outcomes in consultation, and evaluation of consultation outcomes. Special emphasis is also given to problems of classroom management and collaboration with parents, teachers and other educational and community personnel. Case analysis and practice are required.

**CFSP 4335 Infant & Family Interventions (1-3 Credits)**

This course will describe various models for intervention with infants and toddlers with disabilities, emphasizing intervention within natural environments. Working with children and families in home, childcare, and other community settings will be emphasized and contrasted with intervention in more clinical settings. Students learn how to consult with parents and community professionals in providing coordinated transdisciplinary services when working with children in home and community settings. All areas of development will be addressed. Field experiences with children and families are expected to practice the skills addressed in class. Families will be asked to share their experiences to enable students to gain the "human" side of theory and practice. Prerequisites: None.

**CFSP 4336 Preschool Interventions (3 Credits)**

This course covers early childhood interventions applicable within community, preschool and home environments. A hierarchy of intervention strategies is addressed including universal, targeted, and intensive approaches. There is a focus on building supportive networks, routine-based intervention strategies, and collaboration to enhance family resources. Students review empirically validated early interventions and curriculum for young children exhibiting both normal and delayed development. Prerequisite: CFSP 4310, 4312; None for ECSE CERT Students.

**CFSP 4337 School Age Academic Competencies and Interventions (3 Credits)**

The purpose of this course is to review current theories of learning disability and practices that can support the diverse learning needs of school-aged students with and without disabilities. An integrated response to intervention model will be reviewed to identify difficulties, delays, and disabilities in the domains of literacy (oral, writing, speaking, listening), mathematics, and self-regulation. Students will learn to: a) evaluate differentiated instructional environments and adaptations that can support learning; b) employ focused assessments to identify academic strengths and weaknesses; c) formulate instructional hypotheses and learning goals; and d) link assessment results to evidence-based intervention approaches or instructional strategies designed to address phonemic awareness, decoding/phonics, reading fluency, listening/reading comprehension, spelling, written expression, vocabulary, mathematical calculation, mathematical problem-solving, and study/organization/test-taking skills. Effective practices will be reviewed to reduce learning barriers and increase learning supports across school, home, and community settings. Students will collaborate on the development of instructional hypotheses and learning goals that respect cultural diversity and language differences and will develop plans to monitor instructional fidelity and students' progress over time. These goals are accomplished through critical readings, classroom discussion, homework assignments, demonstrations, modeling, video analysis, and practice with hypothetical and authentic cases referred for learning and academic issues. Prerequisite: CFSP 4312.

**CFSP 4338 Exceptionalities in Education: Low Incidence Disabilities (3 Credits)**

This course reviews a wide range of neurodevelopmental disorders and low incidence disabilities such as blindness/visual impairment, deafness/hearing impairment, deaf blindness, traumatic brain injury, Fragile X syndrome, Fetal Alcohol Syndrome, traumatic brain injury, and syndromes associated with chromosomal deletions. Implications for assessment and intervention will be outlined including diagnostic criteria, prevalence and treatment. Research on identification and treatment including state of the art interventions and assistive technology will be addressed. Community experts on specific disabilities will be used as guest lecturers. Prerequisite: None.

**CFSP 4339 Introduction to Play Therapy (3 Credits)**

This course examines the history and theoretical bases of major theories of play to enhance children's social-emotional and adaptive functioning. Child-centered, interpretive, and structured play therapy models are reviewed. Information is covered regarding preparation, selection of materials and toys, playroom characteristics, facilitative responses, and how to adapt play therapy in school, home and clinical settings. The play therapy process is illustrated from the initial referral and contact through termination, including observing and responding during sessions, facilitation and interpretation, therapeutic limit setting, and group play therapy strategies. Case studies, role play, video and script analysis are incorporated as is brief play therapy and applications with special populations. Efficacy, evaluation and future areas for professional development are reviewed. This course is designed as an introductory experience to prepare students for further supervised practica in play therapy. Prerequisite: CFSP 4310.



**CFSP 4340 School Mental Health Counseling I (4 Credits)**

School Mental Health Counseling I is designed as a foundational introduction to major theories behind contemporary, evidence-based school mental health counseling approaches for children and adolescents. Students will learn developmentally informed and empirically driven individual and group counseling theory. Ethical guidelines are reviewed. This course and its contents are a prerequisite to prepare students for School Mental Health Counseling II, a theoretical class that incorporates in-depth analysis of counseling theories to individual and group cases and a integrative approach to bridge the research to practice gap.

**CFSP 4341 School Mental Health Counseling II (4 Credits)**

School Mental Health Counseling II is designed as an introduction to discrete techniques behind contemporary, evidence-based school mental health counseling approaches for children and adolescents. Students will learn research-based counseling techniques and practical skills within a multi-tiered system of support. Consideration is given to integrative counseling approaches and differences between individual and group processes. These goals are accomplished through instruction and experiences that include examination of research, analysis and transcription of case studies, demonstrations, modeling, in-vivo practice, self-reflection and evaluative feedback. This course and its contents are a prerequisite to prepare students for School Mental Health Counseling III, an advanced class that incorporates in-depth analysis of applying counseling theories to individual and group cases, as well as supervised counseling experience.

**CFSP 4342 Crisis Intervention and Prevention (3 Credits)**

This course provides knowledge about crisis prevention and intervention theory and effective strategies for use in direct and indirect services for children and staff in schools and in practice with children. Emphasis is on application to child-centered and school-based crises such as bullying, child abuse, death, loss and grief, trauma, community and school-based violence, threats, and suicide. The course provides students with basic knowledge and skills for crisis intervention in school settings. Prerequisites: CFSP 4301, 4304, 4310, 4311, 4340, 4343.

**CFSP 4343 School Mental Health Counseling III (2 Credits)**

School Mental Health Counseling III is designed as an advanced counseling application class that incorporates supervised counseling experiences to improve interpersonal, emotional, and social functioning in young children to adolescents. Students learn to design, deliver, and evaluate evidence-based prevention and intervention approaches and consultative mental health services. By working alongside a field site supervisor, students engage in case review, analysis, and delivery of counseling services designed to mirror expectations placed on mental health professionals in school and community settings. Self-reflection, transcript analysis, and peer, instructor, and supervisor feedback are employed to develop professional and personal individual and group counseling skills within a multi-tiered system of support.

**CFSP 4349 School Psychology Practicum I (2 Credits)**

Taken during the first year of entry, the Practica is a supervised initial year field experience designed to expose students to a variety of home-, community- and school-based settings that serve families with children who have developmental and special needs, and in the CFSP Clinic. Each week for up to four hours, students are expected to attend, observe, and participate in a range of site-specific team meetings and services offered to families and children. For the MA in Educational Psychology degree, students, during the fall or winter quarter, identify, develop and initiate a research project with input from the faculty. The MA project culminates during the fourth quarter (summer) and serves as the final project in lieu of a comprehensive exam. Prerequisites: CFSP 4301, 4304, 4349 - Must pass all prior quarters as listed in the handbook.

**CFSP 4351 School Psychology Practicum: Clinic Assignment (1-4 Credits)**

CFSP Clinic is a supervised field experience in the Morgridge College of Education's Counseling and Educational Services Clinic. Through all experiences, Clinic students will work with students and families within the zero to college age range. Casework may include: interview, assessment, data analysis, report writing for different audiences, diagnostics, data presentation, intervention, and consultation for a variety of psychoeducational and developmental concerns of children and families. Prerequisites: All prior first year courses as listed in the handbook, CFSP 4351 - prior quarters.

**CFSP 4353 School Psychology Practicum II (2 Credits)**

This is a 500 hour supervised field experience taken after the successful completion of core courses and Practica I experience. Practica is considered a critical professional transition year to help consolidate learning and professional competencies in preparation for a subsequent Internship. Students work throughout the year with Clinic Faculty and a licensed Field Supervisor within the University of Denver psycho-educational clinic and infant, preschool, elementary, middle or high school settings and also attend weekly Practicum seminars or individual supervision sessions with a University Faculty member. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, continued professional development pertinent to the successful practice of School Psychology in urban and rural settings. Prerequisites: All prior first year courses as listed in the handbook, CFSP 4353 - prior quarters.

**CFSP 4354 School Psychology Advanced Practicum (1 Credit)**

This is a supervised field placement in public and/or private school, clinical, or community mental health settings or related child agency for the purpose of psychoeducational evaluation and concomitant consultation with service components in the area of school psychology. Advanced Practicum may extend beyond one term. (Repeatable). Prerequisite: PhD students only; Pass first year courses and CFSP 4353.

**CFSP 4355 School Psychology Internship - EdS (1-8 Credits)**

This course is designed to provide the student with their final supervised experience prior to graduation. The student will complete 1200 clock hours of supervised field experience across an academic year. The student will be closely supervised by a licensed school psychologist in the field based setting. The student will participate in all aspects of the role of a school psychologist including assessment of cognitive, social-emotional, academic, and behavioral traits of a student in need; consultation with teachers on interventions to meet student needs; presentation of information at case conferences; consultation with parents regarding ways to assist their children's learning; developing programs to address school-wide needs, including crisis intervention; and sharing of new ideas with educational staff. Prerequisite: Must have passed all other courses in degree plan.

**CFSP 4356 School Psychology Pre-Doctoral Internship (4-8 Credits)**

Meets 12-month internship requirement in school psychology. Prerequisites: completion of comprehensive examination and dissertation proposal.

**CFSP 4357 Early Childhood Practicum (1-4 Credits)**

This course provides students with a field experience in an Early Childhood environment for students who are interested in pursuing a profession in Early Childhood Special Education. Field Practicum in Early Childhood Special Education is an off-campus, 600-hour minimum supervised experience taken throughout your coursework. Field Practicum is designed to broaden one's professional skills and is considered a critical transition of substantial growth. Each student is required to successfully complete 3 practica; an infant/toddler, (Birth to 3 years) a preschool (3-5 years) and an early elementary focused (Kindergarten through 3rd grade). Practicum seminar is designed to facilitate case analysis, ongoing self-reflection, and to provide peer consultation and professional feedback relevant to best practice. The field practicum is considered a critical professional transition to help consolidate learning and professional competencies in preparation for employment. All students work with a licensed Field Supervisor. Students will be placed in infant, preschool, elementary school settings. During practicum, students provide direct and indirect services that support children and/or families in a variety of settings. All students attend weekly practicum seminars facilitated by a University Supervisor. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, and continued professional development and experiences pertinent to successful practice. This course promotes the idea that special educators are lifelong learners and regularly reflect on and adjust their practice. Restricted to ECSE students only.

**CFSP 4359 School Psychology Pre-Doctoral Internship (1 Credit)**

This course is designed to provide the student with their final supervised experience prior to graduation. The student will complete 1200 clock hours of supervised field experience across an academic year. The student will be closely supervised by a licensed school psychologist in the field based setting. The student will participate in all aspects of the role of a school psychologist including assessment of cognitive, social-emotional, academic, and behavioral traits of a student in need; consultation with teachers on interventions to meet student needs; presentation of information at case conferences; consultation with parents regarding ways to assist their children's learning; developing programs to address school-wide needs, including crisis intervention; and sharing of new ideas with educational staff. Prerequisite: Must have passed all other courses in degree plan.

**CFSP 4360 Doctoral Seminar in School Psychology (3 Credits)**

Current topics and/or controversies in the profession of Child, Family and School Psychology are addressed in an advanced seminar format. Topics vary by instructor and year and may address current issues in research, theory, policy development, and/or clinical practice.

**CFSP 4361 Supervision in School Psychology (2 Credits)**

This is a supervised field placement in public and/or private school, clinical, or community mental health settings or related child agency for the purpose of psychoeducational evaluation and concomitant consultation with service components in the area of school psychology. Advanced Practicum may extend beyond one term. (Repeatable). Prerequisites: PhD Students only; CFSP 4351, 4353.

**CFSP 4363 School Psychology Program Development and Evaluation (3 Credits)**

This course focuses on theory and practice of program development and evaluation in school and community agency settings. Both qualitative and quantitative methods of program evaluation are discussed. Students have the opportunity to collaborate on a comprehensive evaluation of a specific educational, health, or mental health program. Prerequisites: RMS 4910, CFSP 4332.

**CFSP 4365 School Psychology Terminal Internship - EdS (1-8 Credits)**

Meets 9-24 month internship requirement in school psychology. Prerequisites: Completion of all Practica and Program Permission. Students can only enroll in this course if they're also enrolled in CFSP 4355.

**CFSP 4369 School Psychology Pre-Doctoral Terminal Internship (1-8 Credits)**

This course is designed to provide the student with their final supervised experience prior to graduation. The student will complete 2000 clock hours of supervised field experience across an academic year in public and/or private school, clinical, or community mental health settings or related child agency for the purpose of psychoeducational evaluation and concomitant consultation with service components in the area of school psychology. The student will be closely supervised by a licensed psychologist in the field based setting. The student will participate in all aspects of the role of a school psychologist including assessment of cognitive, social-emotional, academic, and behavioral traits of a student in need; consultation with teachers on interventions to meet student needs; presentation of information at case conferences; consultation with parents regarding ways to assist their children's learning; developing programs to address school-wide needs, including crisis intervention; and sharing of new ideas with educational staff. Prerequisites and Restrictions: Students must be enrolled in the CFSP doctoral program. They must have successfully completed Practicum I, Practicum II and Advanced Practicum. Additionally, they must have successfully passed comprehensive exams and dissertation proposal. All other students must obtain instructor permission. Corequisite: CFSP 4359.

**CFSP 4991 MA Independent Study (1-10 Credits)**

This course allows MA or EdS Child, Family, and School Psychology students to study a specific topic area in detail in conjunction with a cooperating faculty member.

**CFSP 4995 Independent Research (1-10 Credits)**

This course is for students whose program requires completion of a masters level thesis.

**CFSP 4999 Advanced Seminar in School Psychology (1-3 Credits)**

This course is designed as an advanced topical seminar in which students will focus on the professional literature and research relevant to important topics in the field of School Psychology. There will be analysis and discussion of these advanced topics with consideration of the implications for research and practice in School Psychology. Required meeting time and assignments would be commensurate with number of credits (Repeatable). Prerequisite: Instructor Permission.

**CFSP 5991 PhD Independent Study (1-10 Credits)**

This course allows PhD Child, Family, and School Psychology students to study a specific topic area in detail in conjunction with a cooperating faculty member.

**CFSP 5995 Independent Research (1-20 Credits)**

This course is for PhD Child, Family, and School Psychology students engaged in completing their doctoral dissertation. Advisor permission required.

**Curriculum and Instruction Courses****CUI 4020 Introduction to Curriculum (3 Credits)**

Introduces curriculum theory and curriculum as a field of study; includes study of issues such as standards, cognition, diversity, ecology, and social justice, among others.

**CUI 4021 Introduction to Curriculum Models and Application (4 Credits)**

This course is designed as an introduction to curriculum theory and to curriculum as a field of professional study. Additionally, this course attempts to answer the question, what do models of education look like in actual practice? One way to understand the system of education in America is a profusion of the possible. There are almost as many models of curriculum as there are philosophies and theories of education. And at the same time there is a nearly universal commitment to form and structure in school, primarily driven by the standards movement, teacher accountability, and the normalizing influences of Western neo-liberal ideologies of individualism, commodification, and modernism. The primary purpose of this course is to investigate theories of education and curriculum and to see how these models are put into practice.

**CUI 4022 Curriculum Theory into Practice (4 Credits)**

This course is designed to help students move from theoretical concepts and decisions involved in curriculum development to actual construction of curricula; survey of potential components encompassed in a variety of curricula followed by participation in designing a curriculum as a member of a student team; final project requires students to develop a curriculum. Prerequisites: CUI: 4021 or instructor's permission.

**CUI 4027 Implementing Curriculum: A Practicum (3 Credits)**

Opportunity to experience authentic role of curriculum on site; work at the Denver Zoo, the Denver Museum of Nature and Science, other museums and school sites; to develop and implement curriculum.

**CUI 4031 Teaching and Learning (3 Credits)**

This course builds the biological and contextual foundations for learning, including brain and cognitive development theory. The course also helps students build a framework for culturally responsive classroom management, including rituals, routines, and relationships with students and families. Students apply cognitive development theory and equitable classroom management strategies to analytical case studies. Course restricted to students in TEP program or instructor approval.

**CUI 4032 Analysis of Teaching (4 Credits)**

By analysis is meant the human to human interaction (conceptual, beliefs, values and experiences) associated with researching, coaching, mentoring and peer-observation; all in the service of improving the quality and effectiveness of teaching. This course examines the questions of what makes for good teaching and how are those qualities measured for the purpose of assessment and coaching? Do standards and frameworks for good teaching, even well-designed and intentional rubrics flatten the act of teaching, limit teacher agency/authenticity, and therefore are inherently problematic? This course will provide several broad conceptual and practical lenses for answering these questions while realizing that no definitive answer or assessment protocol is fully adequate to the task.

**CUI 4033 The Practice of Teaching (3 Credits)**

Course explores personal, conceptual, and empirical understandings of "teaching practice." Topics addressed have included: metaphors for teaching practice, best practices for equity and social justice, professional development practices.

**CUI 4034 Curriculum & Cultural Context (3 Credits)**

This course will address the influence of cultural, political, sociological, and economic factors on curriculum at the instructional, situational, societal, and ideological levels. Students should be interested and willing to explore these issues through readings and discussion. We will be exploring various perspectives, including our own, which inform the discussion on this critical area of education.

**CUI 4035 Critical Perspectives in Education (4 Credits)**

In this course, students will examine issues related to democracy, power, privilege, ethnicity, class, gender, and abilities in education as interactive systems that impact students, teachers, and school systems. Students will explore White privilege, racism, classism, sexism, ableism, and homophobia in education and the impact they have had and continue to have in public school settings. Theoretical frameworks such as Culturally Relevant Teaching and Critical Race Theory will be introduced in class. The course seeks to engage students in a discussion of strategies and techniques for the empowerment of historically marginalized and oppressed students.

**CUI 4039 Transformational Teaching and Learning (4 Credits)**

The primary goal of this course is to provide a conceptual and practical framework for transformational teaching and learning grounded in the concepts of excellence, fairness, inclusion, and harmony. Transformational teaching is based on the idea that an instructor's purpose is greater than the delivery of information. Teaching is more than a transactional experience centering on content knowledge, mastery of content knowledge, and grades as a marker of academic success. Rather than being exclusively content-focused, transformational teachers help students become meta-critical participants in the learning process and well-practiced at critical thinking, goal setting and self-reflection. Transformation means both change in understandings of content knowledge and change in understanding of self as learner and engaged participant in the wider community.



**CUI 4041 School and Curricular Reform (3 Credits)**

A look into school reform movements, why most fail and only a few succeed.

**CUI 4043 Development of Technology Enhanced Educational Environments (3 Credits)**

Utilizing emerging Learning Theories and complex Instructional Design Theories, students will move into advanced educational web page development including designing with style sheets and layers. Several customized technology mediated lessons or professional projects will be created for use in practice. Various tools, designed to enhance learning environments, will be explored.

**CUI 4046 Technology Leadership (3 Credits)**

Explores the role of ethics, values, social, legal, and power issues associated with technology in education. Analyzes how technology is transforming learning, equitable distribution of information, and the implications for providing optimal education to diverse learning populations.

**CUI 4047 Humanizing Pedagogies (3 Credits)**

This course will provide a foundation in the conceptualization, design, and implementation of a humanizing pedagogy. A humanizing pedagogy is a “revolutionary approach to instruction that ceases to be an instrument by which teachers can manipulate students, but rather expresses the consciousness of students themselves” (Freire, 1970, p. 51). Students in this course will apply their knowledge of humanizing pedagogy to specific content areas, practice, and research through the tenets of a humanizing pedagogy. Moreover, students will explore humanizing literacy and math as fundamental human rights that afford access and equity to historically marginalized communities.

**CUI 4050 Research Seminar: Conducting Systematic Reviews (4 Credits)**

The Curriculum and Instruction (C&I) Research Seminar (CUI 4050) on conducting systematic reviews is designed to facilitate the understanding of the practical, intellectual, and organizational demands of doctoral work. Specifically, the course is intended to initiate and socialize doctoral students into the world of research of education including scholarly norms, forms of research, rigor, conducting systematic reviews, and the norms and standards of academic writing. It will assist PhD students in thinking about the organizing a proposal and dissertation. In addition, students will learn about current research being conducted by seasoned researchers as well as by fellow C&I students. By understanding their work, students will deepen their knowledge of the research process and standards.

**CUI 4051 Seminar in Dissertation Organization and Design (1-5 Credits)**

Individualized assistance in developing the dissertation topic, issue, problem; guidance in preparation for proposal orals and application to the Institution Review Board (IRB), direction for dissertation chapter organization, writing and completion. This seminar is targeted for the student who needs support in completing the dissertation.

**CUI 4058 Teacher as Researcher (4 Credits)**

This class will introduce you to the emerging philosophical, ethical, and methodological issues that arise when school practitioners undertake research within their own sites. We will discuss different research traditions, develop and refine relevant research skills, and access resources to enable you to define and address challenges in your teaching. The final project for the course is an action research mini-study of a problem of practice in a specific educational context.

**CUI 4130 Philosophy of Education (3 Credits)**

Focuses on 3-4 philosophers and examines the contributions their philosophical ideas have on education. Philosophers studied have included John Dewey, Cornel West, Nel Noddings and Maxine Greene.

**CUI 4131 Spirituality in Education (3 Credits)**

This course will explore the role of spirituality in education from both the student and educator point of view through an examination of the big questions that are held close to the heart; the ones that guide us toward meaning making in the world. The primary goal of the course is to plumb the depths of spirituality, a deep sense of inner meaning making, that calls us toward a particular profession. The course will focus on the interface between spirituality in education through the lenses of curriculum and instruction.

**CUI 4153 Practicum: Curriculum and Instruction (0-5 Credits)**

Designed to fit the educational needs of the individual student who may choose from a wide variety of practicum (internship) experiences, including teaching, curriculum development, museum internships or research projects in curriculum and instruction on or off campus. In the case of taking on a paid position, students should consult the Office of Internationalization about their visa status and requirements. Students should work with their advisor before they plan to register in order to get this course in the class schedule when it will be needed.

**CUI 4155 Special Topics (1-10 Credits)**

Special topics in the field of education.

**CUI 4160 Race, Class and Gender in Education (3 Credits)**

Ethnicity, Class & Gender in Education applies the concepts and theories of social science disciplines - sociology, social psychology, anthropology, historical perspectives and philosophical orientations - to the inclusive examination of the issues of racism, classism, sexism, and homophobia in education. This course seeks to conceptualize ethnicity, gender and social class as interactive systems, not as separate and independent variables, that impact students, teachers, school systems and the educational enterprise. We examine educational systems and practices that historically have disadvantaged women and peoples of color and discuss strategies and techniques for empowerment of the members of these groups.

**CUI 4170 Engaging Learners through the Arts (3-5 Credits)**

This seven day institute is designed to engage participants in a challenging exploration of the creative process through workshops with professional artists in the disciplines of dance, visual arts, creative writing, music, and theatre, and to provide a greater understanding of the theory and practical applications of school reform.

**CUI 4172 Aesthetic Foundation in Education (3 Credits)**

Educational enterprise from aesthetic viewpoints; examination of a number of aesthetic theories and exploration of implications for curriculum, teaching, and evaluation.

**CUI 4180 History and Philosophy of Education (4 Credits)**

In this course, students will learn about the historical and philosophical trajectory of public education in relation to the larger sociopolitical forces of American history. Two premises guide this course: 1. Social and political conditions in society exert intense pressure education, which poses significant challenges to educators and education leaders. 2. Education is a political, economic, and social endeavor that reflects social arrangements. This course will provide an historical view of educational trends and reforms in America, answering the question why modern forms of education look and behave the way they do. Additionally, the course will provide a philosophical foundation of ontology, epistemology, and axiology through which to understand and critique the history of educational reforms and traditions.

**CUI 4310 Supporting Apprentice Teachers (3 Credits)**

This course is designed to support mentor teachers as they build relationships with the apprentice teachers during the residency or student teaching phase of a teacher education program. It is designed to complement the professional standards-aligned coursework that apprentice teachers complete as part of the licensing process. As such, this course is designed to strengthen the connection between the institute of higher education and the field placement site. In doing so, mentor teachers can support the learning of apprentice teachers in the practical application of theoretical frameworks. This course specifically addresses supporting apprentice teachers as they learn as they learn to create culturally responsive classroom environments and to address the strengths and needs of all students particularly Culturally and Linguistically Diverse (CLD) Learners and students in Special Education. Topics addressed include mentor support for apprentice teachers' planning, teaching of reading and writing, applying a teacher evaluation framework, designing and interpreting formative and summative assessment, using data to inform instruction and differentiation for ELLs and GT identified students.

**CUI 4311 Supporting Apprentice Teachers II (3 Credits)**

This course is designed to support mentor teachers as they build relationships with the apprentice teachers during the residency or student teaching phase of a teacher education program. It is designed to complement the professional standards-aligned coursework that apprentice teachers complete as part of the licensing process. As such, this course is designed to strengthen the connection between the institute of higher education and the field placement site. In doing so, mentor teachers can support the learning of apprentice teachers in the practical application of theoretical frameworks. This course specifically addresses supporting apprentice teachers as they learn about developing unit and lesson plans, literacy (specifically reading), and developing competencies in the evaluative framework for residency or student teaching used in a teacher education program.

**CUI 4312 Supporting Apprentice Teachers III (3 Credits)**

This course is designed to support mentor teachers as they build relationships with the apprentice teachers during the residency or student teaching phase of a teacher education program. It is designed to complement the professional standards-aligned coursework that apprentice teachers complete as part of the licensing process. As such, this course is designed to strengthen the connection between the institute of higher education and the field placement site. In doing so, mentor teachers can support the learning of apprentice teachers in the practical application of theoretical frameworks. This course specifically addresses supporting apprentice teachers as they learn about developing formative assessment plans, literacy (specifically writing), and developing competencies in the evaluative framework for residency or student teaching used in a teacher education program.

**CUI 4313 Supporting Apprentice Teachers IV (3 Credits)**

This course is designed to support mentor teachers as they build relationships with the apprentice teachers during the residency or student teaching phase of a teacher education program. It is designed to complement the professional standards-aligned coursework that apprentice teachers complete as part of the licensing process. As such, this course is designed to strengthen the connection between the institute of higher education and the field placement site. In doing so, mentor teachers can support the learning of apprentice teachers in the practical application of theoretical frameworks. This course specifically addresses supporting apprentice teachers as they learn about using data to inform instruction, differentiating instruction for English Language Learners and Gifted and Talented identified students, and developing competencies in the evaluative framework for residency or student teaching used in a teacher education program.

**CUI 4400 Nature and Needs of Gifted Learners (3 Credits)**

This course is designed to provide participants with an understanding of 1) conceptual foundations and definitions of giftedness, 2) how intelligence, creativity, and non-intelligence factors are related to giftedness, 3) the nature, development, types, and needs of gifted individuals, 4) principles and issues in the identification of gifted individuals, and 5) the major issues and tensions in the education of gifted and talented individuals. Lectures, discussions, and other class activities and assigned readings and projects will include topics such as the history and nature of the giftedness construct; theories of intelligence and creativity and their relationship to conceptions of giftedness; types of giftedness; the diversity of gifted individuals and their personal and educational needs; the role of identification in the education and development of gifted children and youth; and purposes and perspectives in gifted education.

**CUI 4401 Nature, Needs, and Psychological Aspects of Giftedness (4 Credits)**

This course delves into the study of giftedness, exploring the nature and needs of gifted individuals through an examination of current theories, models, research, and case-histories. By developing an understanding of psychological development, students will establish a strong foundation for applying effective practices that foster the psycho-social-emotional growth of gifted individuals. The course places a strong emphasis on synthesizing theoretical knowledge and applying it to specific situations.

**CUI 4402 Curriculum for Gifted Learners (3 Credits)**

This course is designed to provide participants with an understanding of the conceptual foundations in the design and development of curriculum for gifted and talented students. Includes theories, models and processes for curriculum modification and curriculum design; strategies for adapting educational content, process, product, and learning environment based on the educational characteristics and needs of gifted learners; and curriculum design and development approaches that are effective in the intellectual and personal growth of gifted and talented learners. Content in this course is aligned with appropriate instructional strategies and techniques recommended for use with gifted and talented learners. Lectures, discussions, class activities, assigned reading and projects include topics such as a general overview of curricular principles and perspectives; critical analysis of general curriculum; issues of diversity in curriculum development and modification including cultural congruence; recommended models of curriculum development for gifted and talented learners; and national trends in gifted education.

**CUI 4403 Curriculum and Instructional Strategies and Fieldwork for Gifted Learners (4 Credits)**

This course will provide participants with an understanding of conceptual foundations in the design and development of appropriate curriculum, as well as an understanding of how to apply a variety of instructional strategies and structures that address the specific academic and affective needs of gifted and talented learners. The course includes information as it applies to theories, models and processes for curriculum modification and design, strategies for adapting educational content, process, product, and learning environment based on the educational characteristics and needs of gifted learners, and curriculum design and developmental approaches that are effective in the intellectual and personal growth of gifted and talented learners. Instructional strategies that will be explored include: acceleration, enrichment, differentiation, compacting and telescoping, grouping structures, independent study, integrating depth, rigor, and complexity into assignments, advanced thinking skills, problem-based learning, and concept-based instruction. By identifying and applying specific instructional strategies based on gifted learner profiles and results, educators can meet most needs of gifted learners in the regular classroom. Selected strategies can support identified goals and objectives stated in a student's Advanced Learning Plan (ALP) in both the cognitive and affective areas. Information within each module, assigned readings, online discussions, and demonstrations of learning will enable students to incorporate new learning and knowledge in order to develop and refine curriculum and implement instructional strategies to meet the needs of gifted learners.

**CUI 4404 Twice-Exceptional Students (3 Credits)**

The purpose of this course is to acquaint the student with the various areas of exceptionalities typically encountered with gifted students and to provide classroom related techniques to assist the teacher in identifying and working with twice-exceptional children in an effective manner. Environmental, behavioral, motivational, emotional and educational needs are addressed. Legal responsibilities, parent communication and staff development will be emphasized.

**CUI 4405 Practicum in Gifted Education (1-3 Credits)**

Students wishing to earn credit for the Practicum in Gifted Education must complete an experience in three of the five areas (Teaching, Assessment, Administration, Research, or Policy). Students must submit a Practicum Proposal outlining the intended practicum experiences. This Proposal must be approved by the practicum faculty supervisor when the practicum experiences are begun.

**CUI 4407 Current Topics in Gifted Education: Identification and Twice-Exceptionality Applications (4 Credits)**

This course is designed for practicing professionals, including teachers, counselors, psychologists, and administrators, who play a role in identifying and programming for gifted and twice-exceptional (2e) students. The course places a strong emphasis on employing multiple assessments, encompassing both quantitative and qualitative approaches, to effectively identify gifted and 2e students within an increasingly diverse population. This diversity includes students who are culturally and linguistically diverse, those who may qualify for early school entrance, and students facing economic disadvantages. Throughout the course, participants will gain a comprehensive understanding of the criteria for an inclusive identification process. They will explore the role of referral committees and Multi-Tiered Systems of Support (MTSS) processes in identifying and providing services for gifted and 2e students. Participants will also acquire skills to utilize data-driven approaches to tailor interventions to meet specific educational needs. The course will provide insights into the unique characteristics of twice-exceptional learners and effective strategies for addressing their educational and social-emotional needs. Topics will include prevalent 2e categories, 2e policies and partnerships, and considerations regarding misdiagnosis. The course will also cover topics such as legal requirements, communication, and professional development.

**CUI 4408 Creativity: Theory & Practice (3 Credits)**

The essence of innovation is creativity, in thought, process and outcome. Classic and current theories provide a foundation for analysis of the concept of creativity. This course is designed to provide participants with an understanding of 1) the conceptual foundations and definitions of creativity; 2) how intelligence, creativity, and non-intellective factors are related to the constructs of giftedness; 3) documented brain research underlying exceptional cognition and/or creativity; 4) principles and issues in the identification and appropriate programming for creative individuals; and 5) the multiple perspectives and manifestations of creativity. Salon discussion groups, lectures, class activities and assigned readings and projects focus on the history and nature of the construct of creativity, theories of creativity, the role of innovation and transformation, assessment and measurement tools, environmental support of the creative process and creativity, and teaching and learning applications.

**CUI 4410 Program Development, Leadership, and Communication in Gifted Education (4 Credits)**

This course emphasizes the concepts and practices involved in development and management of school- and district-based programs for the special education of gifted and talented children and youth. The course leads to in-depth understanding of program components and systems, program planning and evaluation, program leadership, advocacy in gifted education, and communications. This is an advance graduate course in the sequence of courses offered by the University of Denver's Morgridge College of Education, Doctorate of Education in Curriculum and Instruction with specialization in Gifted Education. Strong knowledge of strategies in curriculum and instruction is important. Students will be expected to participate in discussions, activities, written work, and presentations to demonstrate and utilize knowledge and skills. Upon completion of this course, students should be able to meet the Colorado Department of Education's endorsement standards in gifted education listed at the end of this syllabus.

**CUI 4411 Wkshp: Gifted & Talented Educ (1-3 Credits)**

This blended course is designed to provide participants with an overview of the education of gifted and talented students. Areas of focus within the course include definitions of gifted and talented learners, gifted learner characteristics, educational/academic and affective/psychosocial needs, common identification methods, and research-based instructional strategies for gifted learners. Course restricted to students in TEP program or instructor approval.

**CUI 4412 Culturally and Linguistically Diverse Learners in Gifted Education (4 Credits)**

Culturally and Linguistically Diverse Learners have inequitable access to gifted programming, curricula and services; therefore, they do not receive instruction that nurtures their learning talents, culture, and emergent bilingualism. This course is designed to address the needs of the Culturally and Linguistically Diverse (CLD) and the Gifted and Talented (GT) learner. Upon completion of this course, students should be able to meet the approved standards for the English Language Learner Professional Development Pathway. In addition to ELL standards, this course is aligned with state gifted education standards.

**CUI 4450 Education and Psychology of Exceptional Children (3 Credits)**

Characteristics of students with moderate needs and state criteria used to determine eligibility for special education population.

**CUI 4451 Teaching the Exceptional Child (3 Credits)**

This course provides a broad overview of the field of exceptionality and special education. Included are discussions of current issues and controversies in the field, characteristics, classification, diagnosis, and educational interventions for early childhood and school-aged children with high-incidence and low-incidence disabilities who have exceptional education needs. This course also explores the characteristics of students with various disabilities, the history of Special Education, The Individuals with Disabilities Education Act (IDEA) and its current implications, the Response to Intervention Model (RtI) and the Individualized Education Plan (IEP). Prerequisite: CUI 4450.

**CUI 4452 Low Incidence Disabilities and Behavior Intervention (3 Credits)**

This course reviews a wide range of neurodevelopmental disorders and low-incidence disabilities including fragile X syndrome and Fetal Alcohol Syndrome, along with syndromes associated with chromosomal deletions. Implications for assessment and intervention are outlined including diagnostic criteria, prevalence and treatment. Research on identification and treatment including state of the art interventions and assistive technology are addressed. This class also addresses theories, research, effective practices, and background information needed to implement successful behavior intervention programs for whole classroom management and for students identified with behavioral needs. Prerequisites: TEP 4010 and CUI 4451.

**CUI 4453 Curriculum Adaptations and Assessments for Children with Disabilities (3 Credits)**

This course applies theories, research, effective practices, and background information for assessment for students with disabilities, monitoring student academic progress, and transition planning for students exiting K-12 schools.

**CUI 4455 Assessment of Students with Special Needs (3 Credits)**

Theories, research, effective practices and background information needed to develop, implement, analyze, and apply assessment data for mild/moderate-needs students.

**CUI 4457 Behavior Intervention (3 Credits)**

Theories, research, effective practices, and background information needed to implement successful behavior intervention programs for mild/moderate-needs students.

**CUI 4459 Curriculum, Collaboration, and Transitions in K-12 Schools (3 Credits)**

Knowledge, techniques to develop independent skills for K-12 moderate/mild-needs students and transitions across grade levels.

**CUI 4500 Elementary Literacy: Theory and Practice I (1-3 Credits)**

This course provides an introduction and overview to the many components that make up a quality balanced literacy program. During the course students will analyze current research and theory in reading and writing instruction. This course will use students' classroom placements to create a foundational understanding on which to build solid literacy philosophy as well as instructional ideas and strategies.

**CUI 4501 Elementary Literacy: Theory and Practice II (1-3 Credits)**

This course is an extension of Elementary Literacy I and concentrates on the continued development of theories and practical strategies for teaching literacy in diverse classrooms. This course will supply K-6 teachers with the skills to assess student abilities, select appropriate instructional strategies, and design effective instructional programs that lead to increased listening, speaking, reading and writing achievement of all children.

**CUI 4502 Elementary Science and Social Studies Methods for Culturally and Linguistically Diverse Learners (3-4 Credits)**

This course will enable students to develop a deeper understanding of science and social studies content and curriculum in the elementary classroom. Students will explore a range of instructional materials and develop teaching strategies with the guidance of state content standards and research on effective classroom instruction for culturally and linguistically diverse students. This course will revolve around discussion of key questions in the following eight areas: The Role of Social Studies and Science; Instruction; Standards; Content Knowledge; Curriculum Integration; Technology; Culturally Responsive Pedagogy; Sheltered Instruction. Course restricted to students in TEP program or instructor approval.

**CUI 4503 Elementary Math Methods for Culturally and Linguistically Diverse Learners (3,4 Credits)**

This course prepares students for mathematics instruction in elementary classrooms. We will study theories of learning, the development of children's mathematical thinking, and research-based instructional practices in mathematics. Students will solve mathematical problems using a variety of methods, practice giving math lessons, engage in continuous instructional improvement activities, grapple with issues of equity—race, class, gender, ability, and the intersections therein—as they pertain to math teaching and explore digital resources related to teaching math for understanding. Course restricted to students in TEP program or instructor approval.

**CUI 4504 Elementary Math, Science, and Social Studies Methods Cultural Linguistic Diversity I (3 Credits)**

This course is the first of a two-course study that will prepare students to develop a deeper understanding of math, science and social studies content and curriculum in the elementary classroom as guided by Colorado Model Content Standards and research on effective sheltered content instruction for culturally and linguistically diverse students. Pre-service teachers will develop an understanding of how students in the elementary grades construct meaning through active engagement in purposeful learning opportunities.

**CUI 4505 Mathematics across the Content Areas (2-4 Credits)**

In this class, prospective secondary teachers study fundamental mathematical ideas and how they apply to various real-world settings. For instance, students may explore the mathematics of gerrymandering and map projections. Students will also engage in mathematical practices such as argumentation and justification. Finally, students will learn about inquiry-based approaches to teaching that they can use in their secondary classrooms with their students.

**CUI 4506 Mathematics for Elementary School Teachers I (2,3 Credits)**

In this class, prospective elementary school teachers experience an in-depth look at the representations of rational numbers, including base-ten and decimal numbers, integers, fractions, and arithmetic operations on these sets. Problem solving is emphasized throughout. Students also learn about inquiry-based approaches to teaching that they can use in their classrooms with their students.

**CUI 4507 Mathematics for Elementary School Teachers II (3 Credits)**

In this class, prospective elementary school teachers study fundamental mathematical ideas typically taught in grades 5-8. Students learn about visualization and its importance in geometry. Students study geometric shapes and solve a variety of problems involving geometric shapes. In addition, students learn some fundamental ideas of measurement and study length, area, volume, dimension, error and precision. Students also solve problems involving area, learn about solid shapes, and solve volume and surface area problems. Finally, students learn about inquiry-based approaches to teaching that they can use in their classrooms with their students. Prerequisite: CUI 4506.

**CUI 4508 Mathematics for Elementary School Teachers III (3 Credits)**

In this class, prospective elementary school teachers study fundamental mathematical ideas typically taught in grades 5-8. Students learn about visualization and its importance in geometry. Students study geometric shapes and solve a variety of problems involving geometric shapes. In addition, students learn some fundamental ideas of measurement and study length, area, volume, dimension, error and precision. Students also solve problems involving area, learn about solid shapes, and solve volume and surface area problems. Finally, students learn about inquiry-based approaches to teaching that they can use in their classrooms with their students. Prerequisites: CUI 4506.

**CUI 4509 Mathematics for Middle School Teachers (3 Credits)**

Mathematics education for middle school teachers. Meets Common Core State Standards.

**CUI 4511 Secondary Literacy: Reading and Writing Across Content Areas I (3 Credits)**

This course is the first of a two-course study that is designed to give secondary Residents an introduction to best practices in content area literacy instruction for in 6-12 classrooms. In support of the instructional shifts presented by the Common Core State Standards, Residents will explore the rationale behind instructional strategies for literacy instruction in the content area classrooms, as well as examine tools and techniques for teaching students to become strategic readers and writers as they model their own thinking and scaffold students' use of strategies for content area literacy.

**CUI 4512 High School Mathematics from an Advanced Perspective (3 Credits)**

High School mathematics education. Meets Common Core State Standards.

**CUI 4513 Elementary Math, Science, and Social Studies Methods Cultural Linguistic Diversity II (3 Credits)**

This course is an extension of the Autumn quarter session and will prepare students to develop a deeper understanding of math, science and social studies content and curriculum in the elementary classroom as guided by Colorado Model Content Standards, Next Generation Science Standards and research on effective sheltered content instruction for culturally and linguistically diverse students. Pre-service teachers will develop an understanding of how students in the elementary grades construct meaning through active engagement in purposeful learning opportunities.

**CUI 4514 Secondary Literacy: Reading and Writing Across Content Areas II (3 Credits)**

This course is an extension of the Autumn quarter session. In this course, Residents will deepen their knowledge of the English language and linguistics, through an analysis of socio and psycholinguistics, as well as rigorous practice in grammar, syntax and semantics. As Residents gain a more practical understanding of the complexities of the English language, they will be better able to support their English Language Learners. This course addresses the following Common Core State Standards: L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking L3: Apply knowledge of language to understand how language functions in different context to make effective choices for meaning or style, and to comprehend more fully when reading or listening. W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CUI 4521 Urban Education II: School, Student, Family and Community Influences on Student Learning (2-4 Credits)**

This course will consider how teachers are able to foster meaningful connections between the educational goals of the schools and the personal and cultural experiences of young people. Students will study the child in relation to family, school, and community, as well as the relationships between teacher and pupil. We will emphasize the cultural complexity of an urban society and pay special attention to ways that curriculum, language, and literacy affect school success.

**CUI 4527 Supporting English Language Learners and Students with Special Needs Across Content Areas (3 Credits)**

This course evaluates similarities and differences in theory, methods, approaches, and techniques in meeting the needs of diverse learners including English Language Learners, special needs, and/or gifted. Differentiated instruction, Sheltered instruction, and Response to Intervention (RTI) are key methodologies in meeting needs of diverse learners.



**CUI 4529 Foundations of Education for Culturally and Linguistically Diverse Learners in Teaching and Learning (3,4 Credits)**

This course will examine the essential knowledge and orientations educators must possess to effectively meet the needs of culturally and linguistically diverse (CLD) learners through the analysis of historical, political, ethical, and legal foundations of language education in the United States. This course will explore the immigrant experience and the experience of CLD learners in schools in order to understand how the psychosocial aspects of the immigrant experience can impact second language learning. Course restricted to students in TEP program or instructor approval.

**CUI 4530 Second Language Acquisition (1-3 Credits)****CUI 4531 Literacy, Language, and Cultural Development for Multilingual Learners (3,4 Credits)**

This course provides foundational and applied knowledge about language acquisition, linguistics, and literacy development for culturally and linguistically diverse learners in classroom contexts. Our focus will be on analyzing theories in relation to language or classroom discourse including speech intentions, functions, and organizational patterns, while also considering elements of sociolinguistics, specifically cultural references, registers, dialects, accents, and nonverbal communication. In addition to language development, we will look at literacy development for multilingual learners and the ways language and literacy development and culture impact multilingual learners.

**CUI 4532 Culturally Responsive Pedagogy (3,4 Credits)**

This course examines the intricate web of variables that interact in the effort to create culturally responsive pedagogy. It examines the need and establishes a definition for culturally responsive pedagogy; and includes an examination of one's conception of self and "others;" conception of social relations; and conception of knowledge teaching and learning in a culturally diverse context. Furthermore, it cultivates the practice of culturally responsive teaching as well as explores the reality of implementing cultural responsive pedagogy in an era of standardization. In sum, this course helps practicing teachers acquire the dispositions, cultural knowledge, and competencies to adapt their curriculum and instructional skills for culturally responsive classroom practice.

**CUI 4536 Literacy, Language, and Culture in Assessment Practices for Multilingual Learners (4 Credits)**

The primary goal of this course is to help educators gain the necessary skills, orientations, and competencies to become critical users of both summative and formative assessment instruments in relation to multilingual learners and create classroom assessments that account for the language and literacy needs of multilingual learners. First, this course addresses testing practices and the implications for culturally and linguistically diverse learners in our national and local contexts. Second, this course assists educators in critically analyzing the cultural and language implications of assessments as fair, valid, reliable, authentic, and effective for emerging bilinguals. Third, this course emphasizes both summative and formative assessments and their role in guiding evidence-based practices. In this course students will have first-hand opportunities to develop, select, review, adapt, and administer assessments to make informed teaching decisions based on the cultural, academic, and social emotional needs of multilingual learners.

**CUI 4538 Literacy, Language, and Culturally Relevant Strategies for Multilingual Learners (4 Credits)**

In this course you will build from the contextual and theoretical background to understand the social, cultural, linguistic, and academic factors that influence the acquisition of language and literacy for culturally and linguistically diverse (CLD) or multilingual learners. Specifically, you will identify and adapt important culturally relevant language and literacy strategies within your content area that include oracy, phonics, phonemic awareness, and fluency, comprehension, vocabulary, argumentative writing, or cause and effect in reading and writing... all with a central focus on the needs of multilingual learners. You will become an expert in your content area and strategy and then teach your classmates key information and model a lesson.

**CUI 4540 Curriculum, Instruction and Assessment for Culturally and Linguistically Diverse Learners I (1-4 Credits)**

This course explores the theoretical underpinning and practical application of curriculum design. Students design their own curriculum unit aligned to standards, essential questions, big understandings, and social justice themes. Course restricted to students in TEP program or instructor approval.

**CUI 4541 Curriculum, Instruction, and Assessment for Culturally and Linguistically Diverse Learners II (1-4 Credits)**

In this course, apprentice teachers will explore the theoretical underpinnings and practical application of data and assessment. This course will build essential knowledge and skills in school and classroom assessments, research methodology, and equity in assessment practices. Students will design a series of assessments aligned to unit goals. Course restricted to students in TEP program or instructor approval.

**CUI 4542 Curriculum, Instruction, and Assessment: Theory and Practice III (1-4 Credits)**

This is the third and final quarter of an academic year-long weekly seminar to foster reflective, research-based classroom practice. Teacher candidates will deepen their understanding of teaching and learning in contemporary schools through a guided teaching apprenticeship with a trained mentor teacher, focused observations of a myriad of classrooms, readings, interviews, discussions, critical writing, and presentations. Course restricted to students in TEP program or instructor approval.

**CUI 4544 Ed Psych: Exceptional Child (1-3 Credits)**

The focus of this course is on educating children and adolescents with special needs in the general education classroom. The intent is to enable future educators to better serve the needs of these children in their classrooms. Topics such as the special education process, information on specific disabilities, accommodations and modifications, behavior issues, mental health, and communicating with parents will be addressed.

**CUI 4600 History and Philosophy of STEM Education (3 Credits)**

The goal of this course is to help future Science, Technology, Engineering, and Mathematics (STEM) education leaders understand the historical trajectory of public education in relation to the larger sociopolitical forces of American history. Two premises guide this course: 1. Social and political conditions in society exert intense pressure on STEM fields and STEM education, which poses significant challenges to STEM education leaders. 2. Education in general — and STEM education in particular — are political, economic, and social endeavors that reflect social arrangements. This course will enable students to view their specialization as part of a complex and larger milieu; that is the U.S. educational system.

**CUI 4610 Learning & Teaching of STEM (4 Credits)**

In this course, students will be introduced to foundational research literature on learning and teaching in STEM education. The research introduced will focus extensively on theories of learning and how these theories are influencing P-16 STEM curriculum, instruction and assessment. The literature base introduced is foundational to research conducted in STEM education.

**CUI 4620 Research on Diversity, Equity, and Social Justice in STEM Education (4 Credits)**

The goal of this course is to help future STEM education leaders understand the current context of issues of diversity, equity and social justice in STEM education and explore its implications for access and opportunity for traditionally marginalized students. Two premises guide this course: 1. Social and political conditions in contemporary society exert intense pressure on STEM fields and STEM education. 2. Education in general – and STEM education in particular – are political, economic, and social endeavors that reflect social arrangements. This course will enable students to view their specialization as part of a complex and larger milieu; that is the U.S. educational system.

**CUI 4630 Technology in STEM Education (4 Credits)**

The goal of this course is to help students understand the role of technology in teaching and learning, particularly in Science, Technology, Engineering, and Mathematics (STEM) courses. Three premises guide this course: 1) Technology offers great potential for innovation in education, but it also can be dangerous if used inappropriately and indiscriminately; 2) Social and political conditions in society exert intense pressures on technology in STEM education, which poses significant challenges to STEM education leaders; and, 3) Education in general – and STEM education in particular – are political, economic, and social endeavors that reflect social arrangements. This course will enable students to view their specialization as part of a complex and larger milieu; that is the U.S. educational system.

**CUI 4640 Improving STEM Instruction (4 Credits)**

For as long as the United States has implemented public education—well over 100 years—many features of schooling have stayed the same. Despite waves of curricular and policy reforms, widespread anxiety over student achievement (especially in comparison to other countries), and concerted efforts to “disrupt” education, many elements of teaching and learning persist. In STEM education, especially, scholars and practitioners have been advocating for the same things for decades: teaching for conceptual understanding, using rich tasks that encourage student collaboration, incorporating discourse in the classroom, and supporting students to engage in STEM practices like proof, argumentation, and the scientific method. We know that these things can support meaningful student learning. But most K-12 STEM classrooms are centered on memorization and standardized testing. Why is it so hard to change? The short answer: It's complicated. In this course, students will critically examine various instructional improvement efforts, identifying both the ways in which these efforts are potentially productive and potentially destructive. We'll juxtapose these efforts with relevant research on teacher learning and organizational change in order to critique reform efforts. Ultimately, students will become more critical consumers of instructional improvement efforts and will be better prepared to translate research into practice. Although STEM is the focus of this class, the overarching ideas of the course are applicable to many other subjects.

**CUI 4690 Field Experience: Curriculum & Instruction (3 Credits)**

This course provides students with an authentic field experience for those pursuing a degree in Curriculum & Instruction. Field Experience in Curriculum & Instruction is an off-campus, experience taken throughout the coursework plan. Field Experience is designed to broaden one's professional skills and is considered a critical transition of substantial growth. Field Experience is a hybrid on-line and face-to-face seminar that is designed to facilitate case analysis, ongoing self-reflection, and to provide peer consultation and professional feedback relevant to best practices. The Field Experience is considered a critical professional transition to help consolidate learning and professional competencies in preparation for employment. All students engage in weekly experience seminars (either on-line or face-to-face) facilitated by a University Supervisor. Supervision is designed to provide ongoing professional feedback, case analysis, peer consultation, and continued professional development and experiences pertinent to successful practice. This course promotes the idea that educators are lifelong learners and regularly reflect on and adjust their practice.

**CUI 4700 Cognitive, Creative, and Learning Theories and Applications (4 Credits)**

Cognitive, Creative, and Learning Theories and Applications is an introduction to and survey of various creativity and cognitive theorists and their work. Students will explore and compare theories, examining key elements, contexts, and settings. Theoretical applications will be explored in both practice and research, with a focus on integrating and synthesizing concepts and evaluating their applicability. By the end of the course, students will have a comprehensive understanding of numerous approaches, critical analysis skills, cognitive theories, and the ability to apply these concepts in various contexts.

**CUI 4710 Foundations of Education: Cognitive Theory II (3 Credits)**

Second course in cognitive research in education. Includes theories and research regarding the implementation of these theories in specific curricula. Prerequisite: CUI 4700.

**CUI 4720 Discourse in the Mathematics Classroom (3 Credits)**

The study of discourse as it relates to mathematics teaching and student learning.

**CUI 4730 STEM and Instructional Technology (3 Credits)**

The goal of this course is to help students understand the role of technology in teaching and learning, particularly in Science, Technology, Engineering, and Mathematics (STEM) courses. Three premises guide this course: 1) Technology offers great potential for innovation in education, but it also can be dangerous if used inappropriately and indiscriminately; 2) Social and political conditions in society exert intense pressures on technology in STEM education, which poses significant challenges to STEM education leaders; and, 3) Education in general – and STEM education in particular – are political, economic, and social endeavors that reflect social arrangements. This course will enable students to view their specialization as part of a complex and larger milieu; that is the U.S. educational system.

**CUI 4740 School and Curricular Reform (4 Credits)**

In this course, students will be introduced to and explore a range of educational policies and how those policies have influenced and continue to influence teaching and learning. A particular focus of the class will be the underlying ideologies of policies that have had a strong influence on the development of curriculum and research in education. Students will learn how to critique and analyze educational policies and their implementation.

**CUI 4991 MA Independent Study (1-10 Credits)****CUI 4995 Independent Research (1-10 Credits)****CUI 5980 Research as Problem Analysis (4 Credits)**

Curriculum and Instruction (C&I) is designed to facilitate the understanding of the practical, intellectual, and organizational demands of doctoral work. Specifically, the course is intended to initiate and socialize doctoral students into the world of research of education including scholarly norms, forms of research, rigor, and the norms and standards of academic writing. It will assist doctoral students in thinking about the organizing a proposal and dissertation. In addition, students will learn about current research being conducted by seasoned researchers as well as by fellow C&I students. By understanding their work, students will deepen their knowledge of the research process and standards. Students are advised to complete this course no later than the fall of their second year in the doctoral program. The course objectives include: (a) understand the rigorous scholarly research norms and standards for doctoral students in educational research, and b) Identify and describe the key components of the C&I comprehensive exam and dissertation proposal.

**CUI 5981 Research as Intervention (3 Credits)**

This course is the second of three culminating research courses for students in the Ed.D. in Curriculum and Instruction and is designed to help candidates finish collecting their data and analyze their data. This course will also introduce and develop the evaluation or analysis section of the doctoral paper and the beginning steps of the dissemination of the research project.

**CUI 5982 Applied Research (4 Credits)**

This is a seminar type course with each student working on his or her own research project. While time will be devoted to data collection during this course, students should be collecting and analyzing data prior, during, and following this course. These tools will help with the development of emerging understandings related to answering the research questions and support the writing of chapter 4, "Findings" or "Results" of the dissertation in practice. This course will build on previous research courses and will develop research skills related to the process of data collection and data analysis. This course will provide the opportunity to further develop the skills and knowledge associated with applied research. By the end of the course students will be able to present a draft version of the first 4 chapters of the dissertation.

**CUI 5983 Defense of Research (2 Credits)**

This course will build on the "persistent problems of practice" and research questions identified in CUI: 5980, data collection and analysis in CUI 5981, and applied research skills in CUI 5982. By the end of the course you will be able to schedule and present your doctoral research project for defense. Completion of CUI: 5982 "Research as Applied Research" or permission of the instructor.

**CUI 5991 PhD Independent Study (1-10 Credits)****CUI 5992 Research as Intervention and Applied Analysis (4 Credits)**

This is a seminar type course with each student working on his or her own research project. While time will be devoted to data collection during this course, students should be collecting and analyzing data prior, during, and following this course. These tools will help with the development of emerging understandings related to answering the research questions and support the writing of chapter 4, "Findings" or "Results" of the dissertation in practice. This course will build on previous research courses and will develop research skills related to the process of data collection and data analysis. This course will provide the opportunity to further develop the skills and knowledge associated with applied research. By the end of the course students will be able to present a draft version of the first 4 chapters of the dissertation.

**CUI 5993 Dissertation in Practice (1-4 Credits)**

Doctoral research credits for doctoral research project toward the EdD. Prerequisite: Must be an EdD student in C&I; must have completed C&I doctoral research courses (CUI 5980, CUI 5981, and CUI 5982).

**CUI 5995 Dissertation Research (2 Credits)**

This course provides students the opportunity to present and defend the conceptual foundations of research, the applied research and subsequent impact on the field. The course builds on the dissertation introduction, research questions, methodology, data collection, data analysis and discussion of implications as identified in previous courses. Time is devoted in this course to considering rational and defense of research data analysis, reporting, discussion of implications and dissemination. This is a seminar type course with each student writing on their own area of research within their own project. In-depth analysis of applied research will occur through reading, discussions and critiques. Students will hone their own research analysis and the process of communicating study results. The concept and application of completed studies and community communications will be thoroughly examined as students complete and defend their own final work. Students will be finishing the Institutional Review Board process and collecting and analyzing data prior to enrolling in this course. Students are expected to have successfully completed all research methods courses prior to enrollment in this series. Students will be expected to complete extensive readings, participate in discussions, activities and written work, and prepare and deliver presentations and documents to demonstrate knowledge and skills.



## Special Education Courses

### **SPED 4001 Teaching Individuals with Developmental Disabilities DD and Behavioral Disorders (5 Credits)**

This course will introduce students to the concepts and principles of behavior on which the discipline of applied behavior analysis was founded. Topics of study will include the history and dimensions of applied behavior analysis, defining and measuring behavior, procedures and factors related to behavior change, and the role of the basic principles of behavior (positive and negative reinforcement, punishment, stimulus control, and motivating operations) in establishing new behavior and decreasing problem behavior.

### **SPED 4002 Teaching Individuals with Developmental Disabilities and Behavioral Disorders (4 Credits)**

This course focuses on the basic principles of assessment, instruction, and curriculum development; application of formal and informal assessment procedures for goal selection, formulating instructional plans, and adapting instructional materials to accommodate learning needs of students with developmental disabilities and/or behavioral disorders.

### **SPED 4003 Advanced Concepts and Principles in Behavior Analysis (5 Credits)**

This course focuses on the definitions and characteristics of applied behavior analysis and the concepts, principles, and processes. Concepts related to ethics and behavior change procedures will also be discussed. The purpose of this graduate-level course is to provide students pursuing a BACB® credential with 45 hours of instruction in advanced content areas of philosophical underpinnings and concepts and principles as outlined by the coursework requirements for BACB® credentials. The course covers content from areas A & B from the 5th edition of the BACB®'s Behavior Analyst Task List®.

### **SPED 4004 Single Case Research Design (5 Credits)**

The purpose of this course is to provide master's level students with 45 hours of instruction in the content areas of measurement, data display, data analysis, and single-case research experimental design and evaluation. This course describes the rationales for single-case research in applied settings. It will equip students to critique, design, and conduct single-case research for applied behavior analysis applications. The course covers content from areas C and D from the 5th edition of the BACB®'s Behavior Analyst Task List®.

### **SPED 4005 Ethics in Applied Behavior Analysis (5 Credits)**

This course focuses on ethical and professional conduct in the field of applied behavior analysis. An overview of the profession of behavior analysis is addressed, including the history, foundations, and ethics of the field, as well as professional skills for ethical practice. During this course, we will specifically review the BACB's Compliance Code and disciplinary systems.

### **SPED 4991 Independent Study (1-10 Credits)**

Independent study/research.

### **SPED 5001 Multi-tiered Systems of Support (3 Credits)**

This course will provide (a) an overview of the historical, legal, and theoretical foundations of multi-tiered systems of support; (b) review the research and evidence-base of a multi-tiered system of support approach for behavior; and (c) explore the influence of behavior analytic procedures within a multi-tiered system of support.

### **SPED 5002 FBA's and BIP's in Schools (3 Credits)**

This course will enable students to develop the skills needed for completing Functional Behavior Assessments (FBA), developing Behavior Intervention Plans (BIP), and applying behavior analytic principles to (1) implement the developed BIP, (2) monitor BIP implementation, (3) measure BIP effectiveness, and (4) collaborate with others to improve BIP implementation. Additionally, the course will focus on applying behavior analytic principles through a developmentally appropriate and culturally responsive lens.

### **SPED 5003 Supervision and Management (3 Credits)**

This course focuses on supervision and management practices in the field of applied behavior analysis and related settings (i.e., clinics, schools). An overview of supervision is addressed, including foundations, ethics, and professional skills for both the supervisor and the supervisee. During this course, we will specifically review the BACB's standards for supervisory practices as they relate to improving and maintain the behavior-analytic, professional, and ethical repertoires of practitioners and facilitate the delivery of high-quality services to his/her clients.

## Teacher Ed Prep Courses

### **TEP 4010 Foundations of Special Education: Inclusive Pedagogy for Students with Dis/Abilities (2-4 Credits)**

This course serves as the foundation for understanding children with disabilities and dis/abilities, as well as the philosophies, laws and policies that support the students. To be responsive to the diverse strengths, needs, and experiences children bring to the classroom, educators need a foundational knowledge of special education and opportunities that can influence student learning. We emphasize a strengths-based perspective and provide pedagogy for supporting for all learners. We introduce the classroom teacher's role in understanding the Individual Education Program (IEP) process, designing lesson plans and inclusive practices based on differentiated and universal design learning instructional strategies and working collaboratively with families and interdisciplinary teams. In addition, we introduce potential commonalities of students with high-incidence disabilities, the history and legal aspects of Special Education and the Response to Intervention Model (RtI)/Multi-Tiered System of Supports (MTSS). Course restricted to students in TEP program or instructor approval.

### **TEP 4520 Art Methods K-12 (3-4 Credits)**

Throughout this course, Apprentice Teachers will analyze the following essential questions about teaching and learning in the visual arts field: 1) What type of visual arts classroom environment best supports student learning and skill development in a 21st century classroom?, 2) How do the Colorado Academic Standards guide arts instruction?, 3) What is the role of descriptive feedback in the reflective practice of teaching and learning?, 4) How can visual arts instruction enhance positive-identity development for diverse learners?, and 5) How can visual arts educators use arts assessment in curriculum planning and to gauge student learning?.

**TEP 4590 Elementary Literacy Instruction I (3,4 Credits)**

This is the first of two elementary literacy classes. The purpose of Literacy Instruction I is to provide apprentice teachers with the research-based foundations of reading processes for diverse learners. Teacher candidates will be knowledgeable about the development of reading, the science of reading research, and its application to effective instructional practices within the language domains of reading, writing, speaking, and listening. Teacher candidates will learn how to plan and organize core literacy practices such as interactive read alouds and small group reading instruction in conjunction with Colorado Academic Standards and the Common Core State Standards. The National Reading Panel (NRP) summarized their findings in five components of reading instruction that will guide our work together: phonemic awareness, phonics, fluency, vocabulary development, and text comprehension. Course restricted to students in TEP program or instructor approval.

**TEP 4591 Elementary Literacy Instruction II (3-4 Credits)**

This is the second quarter of a twenty-week course focused on literacy with an emphasis on language, phonics, and writing. The purpose of TEP 4591 or Literacy Instruction is to provide teacher candidates with the research-based foundations and processes employed in skillful speaking, listening, reading and writing. Specifically, we will look at the building blocks of literacy that include phonics and language acquisition: phonology, morphology, and syntax and its application to reading and writing as we build from our reading emphasis the previous quarter. In this course, there will be a shift from literacy input (reading and listening) from the previous quarter to literacy output (writing and speaking). Further, at the end of the course, teacher candidates will reflect upon their literacy philosophy as we review key concepts and classroom strategies. Course restricted to students in TEP program or instructor approval.

**TEP 4592 Literacy Instruction for Secondary Teaching I (3,4 Credits)**

This is the first quarter of a twenty-week course on literacy. The purpose of this course is to provide teacher candidates with the research-based foundations of literacy and cognitive processes employed in skillful reading and writing for effective secondary instruction. In this first course, teacher candidates will be knowledgeable about the stages of reading as well as student literacy development in reading, writing, speaking, and listening. Teacher candidates will practice recognizing and evaluating these skills on a micro level through a mini-case study of an individual student. Teacher candidates will learn how to plan, organize, and tailor literacy instruction in their specific content area using ongoing and summative assessment in conjunction with the Common Core State Standards/Colorado Academic Standards. Teacher candidates will develop the knowledge, skills and understanding of the science of reading as it applies to all students from a wide range of backgrounds. There is a special emphasis in this course on literacy instruction in urban, diverse, and multi-lingual settings. Course restricted to students in TEP program or instructor approval.

**TEP 4593 Literacy Instruction for Secondary Teaching II (3,4 Credits)**

This is a literacy course for secondary-level English, math, science and social studies teacher candidates. In this course, there will be a shift of focus from literacy input (reading) from the previous quarter to literacy output (writing), and we will broaden our scope from analyzing one student at a time to assessing and addressing students' literacy needs in a whole-classroom environment. This quarter we will also examine outside influences – such as culture, language, and technology – on classroom literacy and how literacy practices and teaching methods can be adapted for multiple contexts. Throughout the course, teacher candidates will develop and reflect upon their literacy philosophy in terms of planning and instruction in a specific content area. Course restricted to students in TEP program or instructor approval.

**TEP 4600 Introduction to Secondary Methods (3-6 Credits)**

Provides general introduction to principles of effective secondary instruction curriculum design and assessment. Frequently covered topics include: design of classroom environments, comparison of different instructional practices, purposes for and approaches to assessment, comparison of middle and high school philosophies, introduction to instructional unit plan development, and theories of instructional approach and design. Course lays a foundation for more specialized subject-matter methods courses. Prerequisite: enrollment in the Teacher Education Program.

**TEP 4610 English in Secondary School (3-5 Credits)**

In this course, Apprentice Teachers will explore the theory and practice of teaching English Language Arts at the secondary level. Topics include standards alignment, student cognitive development, and pedagogical content knowledge. Course restricted to students in TEP program or instructor approval.

**TEP 4620 Social Science in Secondary School (3-5 Credits)**

In this course, Apprentice Teachers will explore the theory and practice of teaching Social Studies at the secondary level. Topics include standards alignment, student cognitive development, and pedagogical content knowledge. Course restricted to students in TEP program or instructor approval.

**TEP 4630 Science in Secondary School (3-5 Credits)**

In this course, Apprentice Teachers will explore the theory and practice of teaching Science at the secondary level. Topics include standards alignment, student cognitive development, and pedagogical content knowledge.

**TEP 4640 Math in Secondary School (3-5 Credits)**

In this course, Apprentice Teachers will explore the theory and practice of teaching Mathematics at the secondary level. Topics include standards alignment, student cognitive development, and pedagogical content knowledge. Course restricted to students in TEP program or instructor approval.

**TEP 4650 Foreign Language Methods in K-12 Schools (3-5 Credits)**

In this course, Apprentice Teachers will explore the theory and practice of teaching Foreign Language at the secondary level. Topics include standards alignment, student cognitive development, and pedagogical content knowledge.

**TEP 4690 Field Experience (1-12 Credits)**

Involves field experiences, including full-day teaching for 12 weeks in elementary or secondary school classroom and regularly scheduled seminar discussions with supervisor. Prerequisite: enrollment in the Teacher Education Program.

**TEP 4691 Field Experience I (1 Credit)**

This is the first quarter of an academic year-long field experience to develop and reflect upon effective teaching practices in an urban school setting. Following the gradual release calendar of teaching responsibilities, Residents will be observed, coached and evaluated on specific LEAP indicators in the domains of learning environment, instruction, and professionalism. In conjunction with the CUI 4540 Curriculum, Instruction and Assessment course, Residents will deepen their understanding of teaching and learning in diverse schools to increase student achievement for all students.

**TEP 4692 Field Experience II (1 Credit)**

This is the second quarter of an academic year-long field experience to develop and reflect upon effective teaching practices in an urban school setting. Following the gradual release calendar of teaching responsibilities, Residents will be observed, coached and evaluated on specific LEAP indicators in the domains of learning environment, instruction, and professionalism. In conjunction with the CUI 4541 Curriculum, Instruction and Assessment course, Residents will deepen their understanding of teaching and learning in diverse schools to increase student achievement for all students.

**TEP 4693 Field Experience III (1 Credit)**

This is the final quarter of an academic year-long field experience to develop and reflect upon effective teaching practices in an urban school setting. Following the gradual release calendar of teaching responsibilities, Residents will be observed, coached and evaluated on specific LEAP indicators in the domains of learning environment, instruction, and professionalism. In conjunction with the CUI 4542 Curriculum, Instruction and Assessment course, Residents will deepen their understanding of teaching and learning in diverse schools to increase student achievement for all students.

**TEP 4781 Elementary Art Methods (3-6 Credits)**

Prepares K-12 art teachers to design and implement effective instruction in elementary school classrooms. Course introduces full array of sound teaching and assessment strategies for all aspects of art. Prerequisite: enrollment in the Teacher Education Program.

**TEP 4782 Secondary Art Methods (3-4 Credits)**

Prepares K-12 art teachers to design and implement effective instruction in secondary school classrooms. Course introduces full array of sound teaching and assessment strategies for all aspects of art. Prerequisite: enrollment in the Teacher Education Program.

**TEP 4991 Independent Study (1-10 Credits)****TEP 4995 Independent Research (1-10 Credits)**