

STUDENT HANDBOOK

2019-2020



LITERACY EDUCATION



School of Education
& Human Development

UNIVERSITY OF COLORADO DENVER

CU IN THE CITY



Responsive Literacy Education Student Handbook

This handbook applies to students in the following programs:

- **Master of Arts in English Education**
- **Master of Arts in Literacy Education**
- **Master of Arts in Reading & Writing with Reading Teacher Endorsement**
- **Reading Teacher Endorsement**

Your successful experience in Responsive Literacy Education is important to us. This handbook is a tool to ensure you maintain academic progress according to SEHD and University of Colorado Denver (UCD) policies and procedures. In addition to this handbook, students should refer to the School of Education and Human Development *Student Policy Handbook*, available on the [SEHD Current Student Resources website](#). **The Policy handbook includes information on registration, Financial Aid, grades, graduation, and other topics that relate to students in all SEHD programs.**

The student assumes full responsibility for meeting all basic requirements for the degree as well as the specific requirements outlined by their program.

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Program Philosophy

Faculty in the Responsive Literacy Education program believe that together, literacy and language are of utmost importance in students' development throughout their academic and professional careers, from kindergarten through graduate school, and into the work force. Therefore, two themes run throughout the program's offerings. The first concerns the importance of recognizing, valuing, and building upon a variety of literacies - home, school, and community - in students' native languages and cultures as they acquire literacy and content knowledge in English. Teachers need to develop instructional practices that utilize the complexity of literacy and language development across many contexts. The second theme involves the meaningful use of literacy and language to improve one's personal and professional quality of life. Teachers must work with students to create safe classroom environments where all learners understand and apply their academic skills to real-life, real-world issues and tasks. Effective teaching requires an awareness of, and the ability to respond to, others' individual differences and interests. In particular, teachers need to understand how linguistic and cultural diversity influence students' learning and academic success, and therefore must affect how teachers approach instruction. The RLE program emphasizes a learner's construction of meaning as well as the learning of essential skills.

Faculty and courses emphasize the importance of teachers as scholars and reflective practitioners. Reading, writing, and oral language are approached from a socio-psycholinguistic perspective that emphasizes a learner's construction of meaning in conjunction with the acquisition of important skills. Both the Reading and Writing and Secondary English Education MA programs integrate the study of classic, contemporary, and multi-cultural literature and genres of writing, together with the development of skills in thinking, speaking, listening, and viewing. The RLE program emphasizes the application of theory, inquiry, data collection, and teachers' personal reflection to inform classroom practice. The program prepares teachers to use a variety of assessments to identify and address students' needs. By placing emphasis on the reading, writing, and oral language development of diverse student populations, the master's programs are at the forefront of the field.

Course Plans

MA in Literacy Education: English Education

The MA in Literacy Education with an English Education concentration requires 3 core courses (9 credit hours). In addition, and with approval from your faculty advisor, you select 5 elective courses (15 credit hours) from the Department of English and SEHD Thematic Course Categories. For example, you might choose courses that would improve your teaching and educational leadership abilities or that work toward your qualification to teach concurrent enrollment courses in English. Finally, you complete a research course (3 credit hours) and then the Capstone course (3 credit hours) for a total of 30 credit hours.

This degree plan does not include a license or an endorsement.

Degree Components	Courses	Credits	Semester Completed
Core Courses: 3 courses required (9 credit hours)			
Core Course 1	LCRT 5200 Theory & Methods of English Education	3	
Core Course 2	LCRT 5201 Adolescent Literature	3	
Core Course 3	LCRT 5720 Writing Development, Instruction & Assessment	3	
Total Core Credits		9	
Personalized Elective Courses from the Thematic Course Categories list or other depts: 5 courses required (15 credit hours) with Faculty Advisor approval			
Elective		3	
Elective		3	
Elective		3	
Elective		3	
Elective		3	
Total Thematic Course Credits		15	
Research (required)	RSEM 5080 Research in Schools OR other RSEM course with Advisor Approval	3	
Capstone (required)	LCRT 6915 Seminar & Practicum in Literacy Professional Development	3	
COMPS	Final MA Portfolio	-	
Total Credit Hours		30	

MA in Literacy Education

For the MA in Literacy Education, there are 3 required core courses (9 credit hours). In consultation and with approval from your faculty advisor, select 5 courses from the SEHD Thematic Course Categories list to personalize your learning (15 credits). For instance, you may want to focus on courses that would improve your elementary or secondary teaching and leadership abilities. Finally, take a research course (3 credits) and then complete the Capstone course (3 credits) for a total of 30 credits.

This degree plan does not include a license or an endorsement.

Degree Components	Courses	Credits	Semester Completed
Core Courses: 3 courses required; 9 credits			
Core Course 1	LCRT 5720 Writing Development, Instruction & Assessment	3	
Core Course 2	LCRT 5020 Reading Development, Instruction & Assessment	3	
Core Course 3	LCRT 5055 Literacy Assessment & Informed Instruction	3	
Total Core Credits		9	
Choice of 5 Personalized Elective Courses from the Thematic Course Categories list with Faculty Advisor approval; 15 credits required			
Course 1		3	
Course 2		3	
Course 3		3	
Course 4		3	
Course 5		3	
Total Thematic Course Credits		15	
Research (required)	RSEM 5080 Research in Schools OR other RSEM course with Advisor Approval	3	
Capstone (required)	LCRT 6915 Seminar & Practicum in Literacy Professional Development	3	
COMPS	Portfolio	-	
Total Credit Hours		30	

MA in Literacy Education: Reading and Writing with Reading Teacher Endorsement, K-12

Recommendations for endorsements are made by the Responsive Literacy Education program, but endorsement is granted by the State of Colorado. Individual state requirements vary and may include teaching experience in addition to a valid teaching credential. Students should consult with the Colorado Department of Education (http://www.cde.state.co.us/cdeprof/licensure_authorization_landing) (or the equivalent department in another state in which they wish to be endorsed) for the most updated endorsement requirements.

Please note: The Colorado Department of Education requires 2 years of post-license teaching experience and 24 graduate credit hours to apply for the Reading Teacher endorsement.

This MA plan includes an endorsement.

Courses	Credits	Semester Completed
LCRT 5810 Oral & Written Language & Literacy	3	
LCRT 5020 Reading Development, Instruction & Assessment	3	
LCRT 5055 Literacy Assessment & Informed Instruction	3	
LCRT 6910 Seminar & Practicum in Literacy & Language	3	
LCRT 5710 Primary Literacy for Diverse Learners, PreK-3 OR LCRT 5730 Language & Literacy Across the Curriculum	3	
LCRT 5720 Writing Development, Instruction & Assessment	3	
LCRT 5795 Current Children's Literature OR LCRT 5201 Adolescent Literature (OR LCRT 5750, LCRT 5780, or LCRT 5790 are offered occasionally)	3	
Choice from SEHD Thematic Course Categories list with Faculty Advisor Approval	3	
RSEM 5080 Research in Schools OR other RSEM course with Advisor Approval	3	
LCRT 6915 Seminar & Practicum in Literacy Professional Development	3	
Portfolio	-	
Total Credit Hours	30	

Reading Teacher Endorsement, Grades K-12

Recommendations for endorsements are made by the Responsive Literacy Education program, but endorsement is granted by the State of Colorado. Individual state requirements vary and may include teaching experience and examinations in addition to a valid teaching credential. Students should consult with the Colorado Department of Education (http://www.cde.state.co.us/cdeprof/licensure_authorization_landing) (or the equivalent department in another state in which they wish to be endorsed) for the most updated endorsement requirements.

Please note: The Colorado Department of Education requires 2 years of post-license teaching experience and 24 graduate credit hours to apply for the Reading Teacher endorsement.

***This course plan can be added to your Bachelor's degree and teaching license OR your previously obtained Master's degree and teaching license.**

Courses: All Required	Credits	Semester Completed
LCRT 5810 Oral & Written Language & Literacy	3	
LCRT 5020 Reading Development, Instruction & Assessment	3	
LCRT 5055 Literacy Assessment & Informed Instruction	3	
LCRT 6910 Seminar & Practicum in Literacy & Language	3	
LCRT 5710 Primary Literacy for Diverse Learners, PreK-3 OR LCRT 5730 Language & Literacy Across the Curriculum	3	
LCRT 5720 Writing Development, Instruction & Assessment	3	
LCRT 5795 Current Children's Literature OR LCRT 5201 Adolescent Literature (OR LCRT 5750, LCRT 5780, LCRT 5790 are offered occasionally)	3	
LCRT 6915 Seminar & Practicum in Literacy Professional Development	3	
Total Credit Hours	24	

RLE MA Culminating Portfolio Requirements (COMPS)

Revised 7. 25 .19

The M.A. portfolio counts as your comprehensive exam. It permits you to document your development over the course of your degree. The portfolio should reflect the learning, growth and development you have gained through participation in your master's program. Most of the assignments required for your portfolio are performance-based assessments (PBAs) or final papers / projects that you complete during your MA coursework. These artifacts need to be uploaded to LiveText at the time of the final exam in each course. We strongly encourage you to keep electronic copies of all of your MA assignments, however, because you will need to upload some a second time into your final portfolio.

The portfolio is comprised of several parts:

A personal philosophy of literacy education

Your philosophy of literacy education is an attempt to characterize your understanding of literacy teaching and learning in a personally meaningful way. It should begin with a brief personal autobiography in which you explore your own language and literacy learning. The main body of the philosophy reflects your understanding of the major issues and concepts examined in the program's course work and grounded in the professional literature you have been reading and discussing. There is no prescribed format or list of topics; our desire is for you to develop a philosophy that is particularly meaningful to you.

The philosophy should describe those aspects of literacy education which are most important to you. Your beliefs about literacy education should be grounded in the professional literature of the field and include citations of that literature and a reference list at the end of the philosophy paper, following the current APA reference style.

A selection of artifacts – PBAs from courses and other requirements

All MA students will receive information about getting started with LiveText in their emailed admission letters and/or by separate email. Learn more about LiveText at <http://sehdassessment.ucdenver.edu>

Your portfolio will be compiled from course products (PBAs and final papers/projects) that you complete in your courses throughout the program, as well as other required artifacts (see portfolio artifacts lists on the RLE program website page). Completing the portfolio during the last semester of your degree program need not be a huge burden. It is advisable to review the program information about the portfolio – and talk to your faculty advisor as needed for clarification - the semester before you graduate so that you are sure you understand all details about graduation paperwork and the submission of your portfolio.

Please note that if you have completed courses listed on the artifacts chart (or equivalent to

those listed) for the portfolio prior to your getting started with LiveText, you will need to have saved your PBAs / final papers / projects and all applicable rubrics and to be ready to scan or download them into the electronic portfolio.

Final master's degree reflection

We provide an essay structure and ask you to reflect across your whole master's program experience. This reflection also asks you to make suggestions regarding how we might improve the Responsive Literacy Education program. The structure and rubric for this essay can be found on the Responsive Literacy Education program website.

<http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/CurrentStudents/Resources/Pages/LLCResources.aspx>

Resume and Unofficial Transcript

We ask that you upload a current version of your professional resume. Please include the MA degree you are now completing and the pending professional endorsement (if you are completing the Reading Teacher Endorsement requirements).

We also ask that you upload a copy of your transcript. Since we have students in different areas of our MA program, and some who come from other programs that we offer off campus, it is helpful for us to have access to your current transcript. An unofficial copy is fine; these are available on UCD Access. The transcript allows faculty to see what courses you have taken and which MA program you are finishing so we can make sure your portfolio is correct and complete.