Learning Design & Technology
Student Handbook

Fall 2019, Spring 2020, Summer 2020

MA Concentrations:
eLearning Design and Implementation
Instructional Design & Adult Learning
Digital Media for Teaching & Learning
Library

Endorsements:
K-12 Instructional Technology Specialist
K-12 Teacher Librarian
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Using Your Student Handbook

Welcome to the Learning Design & Technology (LDT) program at University of Colorado Denver! This student handbook is designed to help you navigate your way through the LDT program.

Please save an e-copy of this handbook to your personal computer since most of the links are embedded. Make sure you read through the entire handbook and consult your handbook regularly. It will assist you in completing your program without surprises.

Your successful experience in the School of Education and Human Development (SEHD) is important to us. This SEHD Learning Design & Technology (LDT) Student Handbook is a tool to ensure you maintain academic progress according to SEHD and University of Colorado Denver policies and procedures. Please take the necessary time to read this handbook.

In addition to this handbook, LDT students should refer to the SEHD’s Student Policy Handbook. The SEHD Student Policy Handbook can be found on the SEHD Graduate Resources page: Please bookmark this page, as it also has resources that will be helpful to SEHD graduate students as you complete your program: https://education.ucdenver.edu/academic-services/student-resources/graduate

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

The University of Colorado Denver and the School of Education and Human Development reserve the right to make changes in the regulations, courses, rules, fees, or other changes in this handbook without advance notice. See the SEHD website at https://education.ucdenver.edu/ and the CU Denver website at http://www.ucdenver.edu for any updates. No verbal modifications to the contents of this Handbook are allowed. All modifications must be in writing and approved by the SEHD prior to inclusion in the Handbook. The University of Colorado Denver is accredited by the Higher Learning Commission (HLC). University of Colorado Denver’s School of Education & Human Development is fully accredited by the Colorado Department of Education, the Colorado Department of Higher Education, the Council for Accreditation of Counseling and Related Educational Programs, and the National Association of School Psychologists.

We are affiliated with the American Association of Colleges of Teacher Education, the American Education Research Association, the Council of Great City Schools and Colleges of Education (with Denver Public Schools), the Urban Educator Corps, the National Education Association, A+ Denver Citizens Group, the Colorado Association of School Boards, the Colorado Association of School Executives, the Colorado Council of Deans of Education, and the Colorado Education Association.

Nondiscrimination

The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. The university takes action to increase ethnic, cultural, and gender diversity, to employ qualified disabled individuals, and to provide equal opportunity to all students and employees.

Qualification for the position and institutional need shall be the sole bases for hiring employees, and the criteria for retaining employees shall be related to performance evaluation, assessment of institutional need, fiscal constraints, and/or, in the case of exempt professionals, the rational exercise of administrative prerogative.
All students shall have the same fundamental rights to equal respect, due process, and judgment of them based solely on factors demonstrably related to performance and expectations as students. All students share equally the obligations to perform their duties and exercise judgments of others in accordance with the basic standards of fairness, equity, and inquiry that should always guide education.

History: Amended November 8, 2001; September 17, 2013.

**Title IX Notice of Non-Discrimination**

The University of Colorado Denver | Anschutz Medical Campus (“the University”) is committed to maintaining a positive learning, working and living environment. The University prohibits discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities. ([Law of the Regents, Article 10](#)).

The University prohibition against any act of sexual misconduct or related retaliation applies to all students, faculty, staff, contractors, patients, volunteers, affiliated entities, and other third parties and applies to conduct that occurs on campus and off-campus conduct, including on-line or electronic conduct as noted in the University policy. Violations may be subject to disciplinary action. The University will consider what appropriate potential actions should be taken.

The University employs trained staff members who have responsibility for Title IX compliance. The Title IX Coordinator oversees the development, implementation, and evaluation of Title IX policies, procedures, and training efforts and will refer all reports to a trained Title IX Investigator. To submit a concern, please fill out the online form, noted above, or to ask further questions about Title IX, please contact the University Title IX Coordinator or Deputy Coordinator: [https://equity.ucdenver.edu/contact-us/](https://equity.ucdenver.edu/contact-us/)
Program Descriptions for LDT

The LDT program offers several master’s degree options as well as added endorsement options available to students who already hold a current Colorado teacher license, described briefly below. This handbook applies to students in the following programs ONLY:

- MA in Learning Design & Technology
  - eLearning Design and Implementation concentration
  - Instructional Design and Adult Learning concentration
  - Digital Media for Teaching and Learning concentration with K-12 Instructional Technology (Specialist Level) Endorsement
  - Personalized Professional MA, Digital Media for Teaching and Learning concentration
  - Library concentration with or without K-12 Teacher Librarian Endorsement
- Instructional Technology Endorsement only (Specialist Level) without MA
- Teacher Librarian Endorsement only without MA

Please note when information pertains to a particular concentration to ensure you are following the correct information for your program.

The LDT MA programs help students develop and implement learning technologies such as multimedia lessons, knowledge-sharing tools, and online courses in a variety of settings. There are different concentrations students can choose from based on their professional and academic interests:

MA Concentrations

eLearning Design and Implementation

The eLearning Design and Implementation concentration prepares professionals to design and facilitate online learning opportunities in a variety of settings, including higher education, K12 education, and corporate settings. Students design and create a variety of e-learning resources: self-paced modules, fixed-paced course modules with LMS support; webinars and live events; and multimedia learning resources.

Instructional Design and Adult Learning

This concentration is for learning specialists in corporate, healthcare, government, and higher-education settings. Students develop skills for planning and design of courses for higher education, improving workplace learning, using technology on-site and online, and facilitating organization change and technology adoption. This track’s core coursework is smaller, allowing for individual student interests and needs.

Digital Media for Teaching and Learning with K-12 Instructional Technology (Specialist Level) Endorsement

This concentration is for seasoned licensed K-12 teachers looking to be technology adopters and leaders in the classroom and/or at the school or district level. By completing coursework, students simultaneously pursue the added endorsement option available to students who already hold a current Colorado teacher license (see Instructional Technology Endorsement below). Topics include active and experiential pedagogy, media and maker projects, integration of technology, blended and online learning, and professional development/ professional learning.
Personalized Professional MA, Digital Media for Teaching and Learning (without Endorsement)

This concentration is customized to serve your unique goals as an educator, typically in K12 schools. You will complete Core, Research, and Internship coursework and choose 15 credit hours of LDT and other courses to fit your specific needs and goals. More customization means more possibilities for you. This concentration can be completed via a combination of online and hybrid or on-campus courses.

Library concentration with or without K-12 Teacher Librarian Endorsement

This concentration is a revised and approved teacher librarian education program. Licensed teachers can pursue the MA with the Teacher Librarian endorsement, which leads to the Colorado Department of Education K-12 endorsement for teacher librarians. The program integrates 21st Century Learning Standards as approved by the American Association of School Libraries with CDE content standards and leadership competencies. The program adheres to the constructivist theory of inquiry-based learning, teacher leadership, instructional coaching, and emerging digital literacies. The program believes that teacher librarians as endorsed by a state’s department of education require education as a teacher as well as a librarian, as advocated by the American Library Association and the International Association of School Libraries. As a teacher librarian, you will provide collaborative instructional planning, facilitation of professional learning, utilization of information and media literacy, cultivation of online instructional resources, and leadership through the management of your library program. Courses are offered in a completely online program.

Endorsements for Licensed Teachers

It is the student’s responsibility to ensure you are meeting the requirements for the endorsement. Students should refer to the Colorado Department of Education (CDE) website for the most current information: http://www.cde.state.co.us/cdeprof/licensure_authorization_landing

Approved Program Verification for added endorsements is completed by the School of Education & Human Development, but endorsements are granted by the Colorado Department of Education. Individual state requirements vary and may include teaching examinations in addition to a valid teaching license. PLACE Exams are no longer required for the Instructional Technology and Teacher Librarian Endorsement for students graduating Spring 2017 or later. Students should consult with the Colorado Department of Education and/or the state they will be living in, for the most updated endorsement requirements.

Upon endorsement completion, eligible students should download the “approved program verification” form from the Colorado Department of Education at https://www.cde.state.co.us/cdeprof, complete as instructed, and submit to the SEHD Certification Officer, to academicservices@ucdenver.edu.

Instructional Technology K-12 Endorsement

Students already holding a current Colorado teacher license are able to pursue an added endorsement in Instructional Technology (Specialist-level.) Added endorsements allow licensed teachers to add an additional area of specialization to their current teacher license in order to become qualified to teach in multiple areas. The IT added endorsement might be pursued alone or in combination with the MA Learning Design & Technology with concentration in Digital Media for Teaching & Learning.

The added endorsement in Instructional Technology-Specialist Level is for seasoned teachers with 3 or more years of licensed classroom experience who want to bring technology into their own classrooms, schools, and
districts, move into teaching technology, or support other teachers during professional development and in-service trainings. Teachers with 3 or more years of licensed experience are able to earn this added endorsement by completion of the 24 semester hour IT endorsement program (or 30 semester hours for those completing the IT endorsement along with the MA LDT.)

Teacher Librarian K-12 Endorsement

Students already holding a current Colorado teacher license are able to pursue an added endorsement in Teacher Librarian. Added endorsements allow licensed teachers to add an additional area of specialization to their current teacher license in order to become qualified to teach in multiple areas. The Teacher Librarian added endorsement might be pursued alone or in combination with the MA Learning Design & Technology with concentration in Library.

Program Admission

MA Learning Design & Technology and Instructional Technology or Teacher Librarian Endorsement Program Admission Guidelines:

NOTE: Students seeking endorsement without the attached M.A. are not eligible for federal financial aid. Contact the Office of Financial Aid at 303-315-1850 for more details.

Required materials:

- $50 application fee for domestic students, $75 application fee for international students (may be paid via credit card, e-check or by mailing in a check)
- Resume
- Written Statement describing your interest in the program, your special strengths, and the goals you hope to achieve through your work in the program.
- A copy of your teaching license if applying for the Instructional Technology or Teacher Librarian Endorsement
- Three letters of recommendation. Letters should be from present or former employers, coworkers, etc. Recommendations should not be more than two years old. The recommenders are sent an email with a link to the recommendation form once you submit their information in the online application.
- One official transcript from every previous college/university attended.
  Please submit transcripts from (a) institutions granting previous degrees and (b) institutions where courses have been taken that you were granted credit.
- Please note: the ONLY items that we will accept as hard copies are official transcripts and paper checks. All other required materials must be submitted electronically within the online application.

Successful applicants are notified of their admission to the program via an email from the School of Education & Human Development.
Program Requirements

LDT and Library Resources Websites

Requirements for the different program tracks are available online at the Resources websites:

Resources for MA with concentration in eLearning, Instructional Design & Adult Learning, Digital Media, or Endorsement in Instructional Technology: http://bit.ly/LDT-resources


Because requirements sometimes change, we recommend that you print out and save as a pdf file the plans of study now shown online and keep it for your reference. If requirements change, you would have an option of using the old requirements to complete the program as long as you remain continuously enrolled without missing more than 2 consecutive semesters (including summers).

In addition to the Plans of Study, the resources pages host other valuable information for LDT students, such as the course rotation for when classes are planned to be offered, current course plans and degree requirements. You should bookmark this page and refer to it often.

eLearning Design and Implementation MA program requirements

30 semester hours (each course is 3 semester hours):

Core, 24 semester hours:

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTE 5100 Planning and Designing for Instruction</td>
</tr>
<tr>
<td>INTE 5665 Social Media and Digital Cultures</td>
</tr>
<tr>
<td>INTE 5680 Producing Media for Learning</td>
</tr>
<tr>
<td>INTE 5670 Planning and Facilitating Live Events</td>
</tr>
<tr>
<td>INTE 5711 (was 6710) Creative Designs for Instructional Materials</td>
</tr>
<tr>
<td>INTE 6750 E-Learning Trends and Issues</td>
</tr>
<tr>
<td>INTE 5660 Developing Self-paced Online Courseware</td>
</tr>
<tr>
<td>INTE 6720 Research in Learning Design and Technology</td>
</tr>
</tbody>
</table>

Electives, Choose two courses (6 semester hours):

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTE 5250 Teaching Strategies for Online and Blended Learning</td>
</tr>
<tr>
<td>INTE 5200 Crafting eLearning Experiences</td>
</tr>
<tr>
<td>INTE 5320 Games and Learning</td>
</tr>
<tr>
<td>INTE 5340 Learning with Digital Stories</td>
</tr>
<tr>
<td>INTE 6930 Internship in ILT</td>
</tr>
<tr>
<td>INTE 6999 Leadership for Tech Innovation</td>
</tr>
<tr>
<td>INTE 5000 Design Thinking and Educational Innovation (on-campus)</td>
</tr>
</tbody>
</table>

### Instructional Design and Adult Learning MA program requirements

30 semester hours (each course is 3 semester hours)

**Core, 15 semester hours:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTE 5100</td>
<td>Planning and Designing for Instruction</td>
</tr>
<tr>
<td>INTE 5665</td>
<td>Social Media and Digital Cultures</td>
</tr>
<tr>
<td>INTE 6750</td>
<td>E-Learning Trends and Issues</td>
</tr>
<tr>
<td>INTE 5711 (was 6710)</td>
<td>Creative Designs for Instructional Materials</td>
</tr>
<tr>
<td>INTE 6720</td>
<td>Research in Learning Design and Technology</td>
</tr>
</tbody>
</table>

**Electives, Choose five courses (15 semester hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTE 5660</td>
<td>Developing Self-paced Online Courseware</td>
</tr>
<tr>
<td>INTE 5320</td>
<td>Games and Learning</td>
</tr>
<tr>
<td>INTE 5670</td>
<td>Planning and Facilitating Live Events</td>
</tr>
<tr>
<td>INTE 5680</td>
<td>Producing Media for Learning</td>
</tr>
<tr>
<td>INTE 5200</td>
<td>Crafting eLearning Experiences</td>
</tr>
<tr>
<td>INTE 5250</td>
<td>Teaching Strategies for Online and Blended Learning</td>
</tr>
<tr>
<td>INTE 5340</td>
<td>Learning with Digital Stories</td>
</tr>
<tr>
<td>INTE 6930</td>
<td>Internship in ILT</td>
</tr>
<tr>
<td>INTE 6999</td>
<td>Leadership for Tech Innovation</td>
</tr>
<tr>
<td>INTE 5000</td>
<td>Design Thinking and Educational Innovation (on-campus)</td>
</tr>
</tbody>
</table>

### Digital Media for Teaching and Learning K-12 MA program with IT endorsement (formerly K12 Teaching) requirements

30 semester hours (each course is 3 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTE 5665</td>
<td>Social Media and Digital Cultures</td>
</tr>
<tr>
<td>INTE 5200</td>
<td>Crafting eLearning Experiences</td>
</tr>
<tr>
<td>INTE 5340</td>
<td>Learning with Digital Stories</td>
</tr>
<tr>
<td>INTE 5320</td>
<td>Games and Learning</td>
</tr>
<tr>
<td>INTE 5250</td>
<td>Teaching Strategies for Online and Blended Learning</td>
</tr>
<tr>
<td>INTE 6750</td>
<td>E-Learning Trends and Issues</td>
</tr>
<tr>
<td>Select one:</td>
<td></td>
</tr>
<tr>
<td>INTE 5711 (was 6710)</td>
<td>Creative Designs for Instructional Materials or</td>
</tr>
<tr>
<td>INTE 5680</td>
<td>Producing Media for Learning</td>
</tr>
<tr>
<td>INTE 6720</td>
<td>Research in Learning Design and Technology</td>
</tr>
<tr>
<td>INTE 6999</td>
<td>Leadership for Tech Innovation</td>
</tr>
<tr>
<td>INTE 6930</td>
<td>Internship in ILT</td>
</tr>
</tbody>
</table>
Personalized Professional MA Learning Design & Technology without Endorsement, Digital Media for Teaching and Learning requirements

For the Digital Media for Teaching and Learning (DMTL) concentration there are 3 required core courses (9 semester hours.) In consultation and with approval from your faculty advisor (mentor), select 5 graduate-level courses (15 semester hours) from Advisor-approved “Thematic Course Categories” (or other faculty advisor approved courses) to customize your learning. Finally, take the required research course (3 semester hours) and then complete the Capstone course (3 semester hours) for a total of 30 semester hours. This plan does NOT lead to an endorsement.

30 semester hours (each course is 3 semester hours)

Core, 9 semester hours:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTE 5340</td>
<td>Learning with Digital Stories</td>
</tr>
<tr>
<td>INTE 5320</td>
<td>Games and Learning</td>
</tr>
<tr>
<td>INTE 5665</td>
<td>Social Media &amp; Digital Cultures</td>
</tr>
</tbody>
</table>

Thematic Course Categories, 15 semester hours (requires Faculty Advisor approval):

<table>
<thead>
<tr>
<th>Course 1</th>
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<table>
<thead>
<tr>
<th>Course 2</th>
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</table>

<table>
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<th>Course 3</th>
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</table>

<table>
<thead>
<tr>
<th>Course 4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Course 5</th>
</tr>
</thead>
</table>

Research and Capstone, 6 semester hours:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTE 6720</td>
<td>Research in Learning Design and Technology</td>
</tr>
<tr>
<td>INTE 6930</td>
<td>Internship: Learning Technologies (Capstone)</td>
</tr>
</tbody>
</table>

Library MA program with Teacher Librarian endorsement requirements

30 semester hours (each course is 3 semester hours)

Core, 21 semester hours:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHL 5100</td>
<td>School Libraries in the Digital Age</td>
</tr>
<tr>
<td>SCHL 5030</td>
<td>Information Literacy</td>
</tr>
<tr>
<td>SCHL 5160</td>
<td>Managing School Libraries</td>
</tr>
<tr>
<td>INTE 6720</td>
<td>Research in Learning Design and Technology</td>
</tr>
<tr>
<td>SCHL 5200</td>
<td>Promoting Literature in Schools</td>
</tr>
<tr>
<td>SCHL 5913</td>
<td>School Library Field Experience</td>
</tr>
<tr>
<td>INTE 5300</td>
<td>Media Literacy</td>
</tr>
</tbody>
</table>

Concentration, 9 semester hours:

Complete 3 faculty advisor approved courses or graduate-level INTE courses
Instructional Technology K-12 Endorsement Only (without MA), Specialist Level requirements

24 semester hours (each course is 3 semester hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTE 5665</td>
<td>Social Media and Digital Cultures</td>
</tr>
<tr>
<td>INTE 5340</td>
<td>Learning with Digital Stories</td>
</tr>
<tr>
<td>INTE 5320</td>
<td>Games and Learning</td>
</tr>
<tr>
<td>INTE 5250</td>
<td>Teaching Strategies for Online and Blended Learning</td>
</tr>
<tr>
<td>INTE 6750</td>
<td>E-Learning Trends and Issues</td>
</tr>
<tr>
<td></td>
<td>Select one:</td>
</tr>
<tr>
<td>INTE 5200</td>
<td>Crafting eLearning Experiences</td>
</tr>
<tr>
<td>INTE 5711</td>
<td>(was 6710) Creative Designs for Instr Materials or</td>
</tr>
<tr>
<td>INTE 5680</td>
<td>Producing Media for Learning</td>
</tr>
<tr>
<td>INTE 6999</td>
<td>Leadership for Tech Innovation</td>
</tr>
<tr>
<td>INTE 6930</td>
<td>Internship in ILT</td>
</tr>
</tbody>
</table>

Teacher Librarian K-12 Endorsement Only (without MA) requirements

24 semester hours (each course is 3 semester hours):

Core, 18 semester hours:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHL 5100</td>
<td>School Libraries in the Digital Age</td>
</tr>
<tr>
<td>SCHL 5030</td>
<td>Information Literacy</td>
</tr>
<tr>
<td>SCHL 5160</td>
<td>Managing School Libraries</td>
</tr>
<tr>
<td>SCHL 5200</td>
<td>Promoting Literature in Schools</td>
</tr>
<tr>
<td>SCHL 5913</td>
<td>School Library Field Experience</td>
</tr>
<tr>
<td>INTE 5300</td>
<td>Media Literacy</td>
</tr>
</tbody>
</table>

Electives, 6 semester hours:

Complete 2 faculty advisor approved courses or graduate-level INTE courses

Portfolio

Portfolio Description and Guidelines

In the final semester of the program, MA LDT students submit a professional portfolio as the culminating experience for the program (in place of a sit-down written exam).

The semester that you intend to submit your portfolio, you must sign up for COMPS. The deadline to sign up for COMPS will always be Census Date the semester you intend to submit your portfolio. Census Date can be found on the Academic Calendar.

University policy requires that you be registered for at least one class during the semester you complete COMPS. Most students complete COMPS in their final semester of classes, but you have the option of completing your portfolio after you are done with coursework. If you decide to complete COMPS once you have completed all of your coursework, you will need to register for CAND 5940 “Candidate for Degree”. You will need to pay the
associated 1 semester hour of tuition and fees for CAND 5940, but there is no actual class to attend. If you are already registered for another course the semester you are completing COMPS, you do not also need to register for CAND 5940.

Portfolio requirements for the MA LDT with concentration in eLearning, Instructional Design & Adult Learning, or Digital Media for Teaching & Learning

The portfolio serves as a professional portal or “base camp” showcasing your work for colleagues or prospective employers. Students create base camps using a variety of tools like Wix, Weebly, Wordpress, or Google Sites. Select a platform that makes the best sense for you – your skill level, your audience, and the features you need.

The portfolio, published on the Web, presents an opportunity for you to showcase your accomplishments to professionals and prospective employers. For examples of past portfolios and for guidance about doing your own, see the Portfolios link off the LDT Resources page.

Portfolio requirements for the MA LDT with concentration in Library

Library students complete a professional portfolio as the culminating experience of their plan of study. Consult this FAQ for initial guidance in doing your library portfolio. Examples of portfolios can be found here.

LDT Values

Definitions of LDT Values

Regardless of your specific program or emphasis, the LDT program follows a set of values that form the basis for our teaching, learning, and professional practice.

- **Diverse settings and environments.** LDT students prepare to work in diverse settings and apply their knowledge to those settings, including corporate, higher-education, and K12 settings. Within those settings, LDT skills relate directly to classroom, work/field, online, and informal learning environments.

- **Moral and responsible conduct.** LDT students are trained to acknowledge and honor the moral dimensions of their work. As instructional technologists, LDT graduates should maintain the highest level of professional comportment, including dealing responsibly to issues and problems related to technology and education. LDT students and graduates should respect diverse perspectives and work to ensure full equity, fairness, and access to technology for their constituents.

- **Collaboration and inclusive decision-making.** Professional practice requires constant collaboration, communication, and distributed participation. Much work is completed within problem-solving teams. Wherever possible decision-making processes should include all stakeholders and reflect democratic values that respect the varying perspectives of all participants.

- **Design of learning resources extends to instructional, informational, multimedia, and work-support products.** All of these resources need to be integrated into a system of accountable learning and performance. Principles of cognition serve as a foundation for design, complemented by aesthetic, pragmatic, and moral concerns.
Appropriate use of technologies and resources. This includes the integration of learning technologies into teaching environments and practices; adoption of resources; and systemic change by individuals, groups, and organizations.

Tool choice. Authoring and development tools are constantly changing as new affordances are created on the Web. Some tools are presented in classes; others may be required at your individual work setting. The particular choice of a tool of technology should be based on the design situation and requirements you face on your project.

Inquiry is a key to professional improvement and effective practice. Inquiry is not just reserved for professors and doctoral students. LDT students conduct inquiry for understanding, and to improve professional practice and decision-making. In many ways, completion of the master’s degree itself is a major commitment to inquiry.

Evaluation and assessment are critical to practice in today’s world. They assure a proper fit of learning technologies and interventions within existing systems of teaching, learning, and performance. Evaluation for improvement (formative) and accountability (summative) depends on assessment of student learning outcomes and attitudes. LDT students learn to create and use assessments for various evaluation purposes, and to evaluate programs, products, and practices.

Pragmatic stance toward practice. The LDT program relies on a diverse mix of theories and knowledge bases, from ISD to the learning sciences to critical theory to management models and principles. This diversity is intentional and grounded in a belief that the problems should dictate the model—not the other way around. Reflecting this pragmatism, LDT courses usually adopt a constructivist, activity-centered approach, but also include direct-instructional strategies and field experiences to fully prepare instructional technology leaders.

Open boundaries. The field of instructional design and technology (IDT) has an established knowledge base, but we should always remain open to new ideas and connections with other disciplines. Hence LDT professionals should seek out interactions with other educators and workers, to learn from them and to contribute to collective understanding of challenging problems of practice.

You will demonstrate these values in your comportment in classes and in submitted work, including your professional portfolio. In particular, faculty will look for these values in reflections, philosophy statements, and professional reports. Failure to adhere to professional standards and values, including the CU Denver Code of Student Conduct, may be grounds for discipline and dismissal from the program.

Technology & Assessment Requirements

Technology Expectations

Because of the online focus of both subject and delivery, you will be engaging in social networking, synchronous web conferencing, and media production. Each LDT student is expected to have reliable access to a Web-connected computer for completing routine course requirements and maintaining communication with the program. Your computer should have a webcam, audio mic, and current processor. Choice of OS (Mac or PC) is flexible. Mobile devices (phone, tablet or laptop) will be used in some classes.
Some courses will have software or web hosting requirements. You are strongly advised to purchase software or hosting access as suggested by your instructor, but wait until the course begins before purchasing anything to make sure you are getting the correct version of required resources.

Finally, as experienced computer users know, you must make and keep back-up copies of all your work because when working with computers, stuff happens. Technology failure is not an excuse for late or incomplete work.

University Email

Email is the official means of communication for the university. It is therefore essential that you check your university email address regularly for information from instructors, advisors, and other official university communication. You can connect to the Internet through a wireless network available in campus classrooms. For more information on connecting to the campus wireless, please contact the university OIT Services Help Desk at 303-724-HELP (4357) or UCD-OIT-HELPDESK@ucdenver.edu.

Canvas

All LDT courses use Canvas by Instructure, a learning management system (LMS) similar to Moodle or Blackboard. Within each course shell, you can submit assignments, share resources, download documents, participate in discussions, and engage with peers and instructors. Once you are registered for a class, you can access the Canvas course shell on the first day of the course at https://ucdenver.instructure.com/login using your UCDAccess login and password.

You can learn more about Canvas here. Student guides for Canvas are available here.

ILT-L - the LDT Program’s Email Listserv

Every LDT student is asked to subscribe to the program listserv, called ILT-L. Program requirements are announced there, as well as notices about jobs, professional meetings, service opportunities, and professional resources. To join, leave, or change options for ILT-L, go to this support site.

Completing the Program

This section is meant to equip continuing students with information useful in completing their master’s and/or added endorsement program in LDT.

Course Sequencing

Taking two courses in the LDT program (6 semester hours) is full time. You may choose to attend the LDT program part-time by taking only one class at a time (3 semester hours.) You can take classes at your own pace, choosing courses as they fit your scheduling needs. Most students take 1-2 classes per semester, especially if they are working. For questions about financial aid eligibility, please check with Financial Aid directly at 303-315-1850 or financialaid@ucdenver.edu.

We try to make courses available at convenient times. Most LDT courses are offered fully online; occasionally, a few elective classes might be offered hybrid (combination of online and face to face meetings). Generally, online classes are asynchronous and do not require students to access course material or login at a certain time. The program is designed for full-time working professionals.
Some guidance about course sequencing is provided in the Plans of Study link on the LDT Resources page; see that page for help in choosing courses. The Course Rotation link shows courses planned for upcoming terms. You may also check in with your faculty and academic advisors about course decisions.

Course Registration

Check the Registrar’s website at www.ucdenver.edu/registrar for registration dates and academic calendars of deadlines.

GPA and Grade Requirements

Students must maintain an overall grade point average of 3.0 (“B”). No course with a grade lower than B- may count towards the LDT degree, endorsement, or certificate requirements. Failure to maintain a 3.00 GPA will result in students being placed on academic probation, as defined below. Courses in which grades below “B-” (2.7) are received cannot be applied toward fulfillment of the requirements for any graduate degree or license/endorsement, and consequently, the course must be retaken to achieve a B- or better grade. However, all grades received, including repeat courses, will appear on the student’s transcript and will be included in the GPA calculation, but only one course enrollment may be counted towards program completion credits.

Time Limit to Degree

M.A. and endorsement. students, whether enrolled full time or part time, must complete all degree/endorsement requirements within seven years of program admission. All courses applying towards the MA/endorsement must be completed within seven years of program completion. Students who fail to complete the degree in this seven-year period are subject to termination. For a student to continue beyond the time limit, the student must obtain approval via the Extension of Time Limit form.

Working with your Advisors and Success Coach

The LDT program academic advisor is Rebecca Schell (Rebecca.Schell@ucdenver.edu or 303-315-4978.) Rebecca is a professional staff person who assists students with program specific advising needs. For example, she can help you with academic advising and program planning, completing required forms, and troubleshooting registration.

Your faculty advisor (mentor) will be Dr. Joni Dunlap (Joni.Dunlap@ucdenver.edu), Dr. Remi Kalir (Remi.Kalir@ucdenver.edu.), Dr. Laura Summers (Laura.Summers@ucdenver.edu), or Dr. Brent Wilson (Brent.Wilson@ucdenver.edu). You can find your faculty advisor’s name in your SEHD Admission email and in your UCDAccess portal. Your faculty advisor can assist you with academic and career-related issues. For example, your faculty advisor would help you with choosing electives to meet your academic and professional goals, approving changes to your program of study, or discussing career options.

As an additional resource as a fully online student, you will also be connected to India Feaster (India.Feaster@ucdenver.edu), our Student Success Coach for SEHD online students. India is part of the Office of Digital Education’s Student Success Team.

Your advisors and success coach are your critical links to the program. They are your advocates in this program, so get to know them, feel comfortable consulting with them about your progress in the program, and keep them informed immediately if you are having trouble or if circumstances arise that jeopardize your ability to complete courses or your program. Email is a favored form of communication because it leaves a record of your
conversation, but keep track of any correspondence relating to plan of study, course changes, or approved electives.

There is overlap between how your academic advisor, your faculty advisor, and your student success coach can assist you. We do not expect students to necessarily know which questions are academic advisor or success coach questions versus which are faculty advisor questions. Therefore, you can always begin with your academic advisor or success coach who can refer you to the appropriate person if they cannot help you directly.

Applying for Graduation

To graduate, you must:
- Complete all coursework with a minimum grade of at least B- for individual classes
- Maintain an overall 3.0 grade point average
- Submit a passing portfolio to the Faculty Advisor in the final semester
- Apply for graduation by the posted deadline; instructions can be found here

The deadline to register for graduation will always be Census Date the semester you intend to graduate. Census Date can be found on the Academic Calendar here.

Be sure to clear up any holds and pay all fees. Any outstanding holds will prevent you from being able to obtain your official transcript and diploma!

Commencement

You may participate in commencement (cap & gown graduation ceremony), conducted fall and spring semesters. Please note there is no summer commencement. Therefore, if you graduate in the summer, you can participate in the fall commencement ceremony in December. You will need to order a rented cap and gown for this event. You can learn more about commencement registration here.

Academic Policies & Resources

Student Policy Handbook

The Student Policy Handbook gives a detailed description of School of Education & Human Development policies: https://education.ucdenver.edu/academic-services/student-resources

Please also be aware of all policies, including the following:

Incomplete Grades

An "I" (incomplete grade) can be approved only when students, for reasons beyond their control, have been unable to complete course requirements. A substantial amount of work must have been satisfactorily completed before approval for such a grade is given. The instructor who assigns an "I" sets the conditions under which the coursework can be completed and the time limit for its completion. The student is expected to complete the requirements within the established deadline and not retake the entire course. At the end of one year, "I" grades for courses that are not completed or repeated are changed to an "F".

Students must complete an Incomplete Grade Application form in conjunction with the instructor and obtain the instructor's signature BEFORE submission to the SEHD Academic Services. The Incomplete Grade Application form can be found here: https://education.ucdenver.edu/academic-services/student-resources.
Reasonable Accommodations

CU Denver is an educational institution that welcomes and supports a diverse student body. The Disability Resources and Services Office is the designated office that maintains disability-related records, determines eligibility for academic accommodations, determines reasonable accommodations, and develops plans for the provision of such accommodations for students.

The LDT program is committed to providing reasonable accommodation and access to our programs and services to students with disabilities. Students should contact the Disability Resources and Services at (303) 315-3510 or DisabilityResources@ucdenver.edu for more information. All requests should be made in a timely fashion to allow for adequate opportunity to provide reasonable accommodations.

Transfer Standards

Transfer students from other education programs will be considered under the same criteria as a de novo admission. They will need to meet all of the same requirements for regular admission.

Transfer Credits

Transfer credit is defined as any credit earned at another regionally accredited institution either in the United States or abroad. Graduate courses taken while the student was enrolled in a graduate program anywhere in the CU system are considered resident, not transfer, and therefore fall outside the limits on transfer credits. Submit the “Transfer of Credit Form” as soon as possible once the course and grade are posted on the transcript.

1. Official transcript showing courses recommended for transfer must accompany this request (unless already submitted during the admissions process.) To be official, a transcript must show the seal of the institution.
2. Courses used toward one master’s degree (or EdS) cannot be used toward another master’s (or EdS) degree.
3. Grades in the courses recommended for transfer must be no lower than B-.
4. Courses with “Pass/Fail” or “Satisfactory/Unsatisfactory” grades will not be transferred.
5. Institutions from which courses are recommended for transfer must be regionally accredited.
6. Quarter hours will be converted to semester hours by multiplying the number of quarter hours by 2/3.
7. Student must have satisfactorily completed one semester in the SEHD graduate program as a regular degree student before transfer of credit is recommended.
8. Student’s grade-point average on all work taken must be no lower than 3.0.
9. The LDT program stipulates a maximum of 9 semester hours may be transferred with faculty advisor approval.
10. Transfer courses must be validated by the faculty advisor if credits were not earned within the Master’s or EdS program 7 year time limit.
11. Courses recommended for transfer must be equal in level to courses applicable toward the degree at this institution.
12. Grades for transferred classes are not calculated into the graduate grade point average.
Academic Appeals Process

The steps in the program academic appeals process are as follows:

1. The student appeals to the individual faculty member.
2. If the student is not satisfied with the instructor’s decision, he or she can follow the “academic appeals process” through the Student Academic Appeals Committee in the School of Education & Human Development.

Academic Probation/Discontinuance

The GPA of students enrolled in the LDT program must remain at 3.0 or above to maintain good standing in the program. Should a student’s GPA fall below 3.0, the program leader or academic advisor will notify the student and the student will be placed on academic probation. Students must obtain a GPA of at least 3.00 during each semester on probation. Probation students will have two (2) semesters if enrolled as a full-time student or four (4) semesters if part time, in which to raise the cumulative GPA to at least 3.00. If a probation student does not obtain a GPA of at least 3.00 during each semester while on probation, or the student does not raise the cumulative graduate level GPA to at least 3.00 within two semesters (four semesters if part time) of being placed on probation, the student will be subject to immediate dismissal upon the recommendation of the Faculty Advisor and the Associate Dean. Students who are placed on probation and subsequently dismissed from a graduate degree program by the SEHD will be notified officially by the Program Leader or Academic Advisor. Such notifications will include the reasons for dismissal and the right of appeal.

Students may be dismissed from the program if they fail to demonstrate adequate progress (including meeting timelines for degree completion), fail the Comprehensive Exam, or for violations of university and school ethical and professional standards of conduct.

Any student who is dismissed from the LDT program following unsuccessful academic probation or failure to meet his or her program’s guidelines for satisfactory academic progress may reapply for admission to the same or a different graduate program in the School of Education and Human Development after one (1) year.

Honor Code

Students are expected to adhere to the highest standards of personal integrity and professional ethics as detailed in the SEHD’s Student Honor Code: https://education.ucdenver.edu/academic-services/student-resources/student-honor-code

Generally, procedures for matters involving academic misconduct should emphasize due process, which should include, at a minimum, notification to the student regarding the alleged violation, an opportunity for the student to gather information to properly respond to the allegation, and an impartial hearing to be conducted by the SEHD Student Committee.