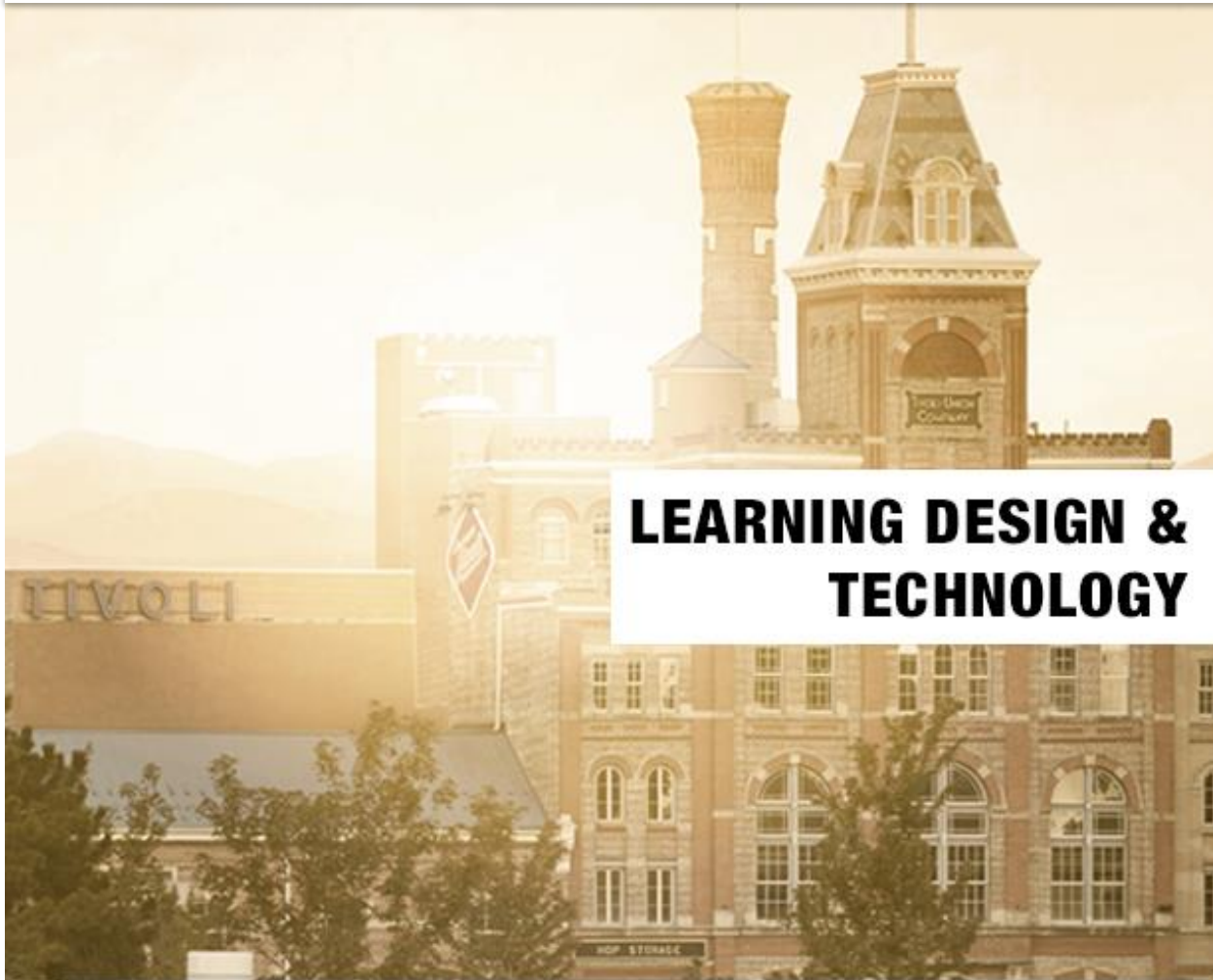


STUDENT HANDBOOK



LEARNING DESIGN & TECHNOLOGY



School of Education
& Human Development

UNIVERSITY OF COLORADO DENVER

CU IN THE CITY





University of Colorado
Denver

School of Education & Human Development

Learning Design & Technology Student Handbook

Updated April 2022

MA Learning Design & Technology

Endorsements:

K-12 Teacher Librarian

Certificates:

- Digital Pedagogy and New Literacies (formerly Open Digital Education)
- Learner-Centered Instructional Design (formerly Learning Experience Design)
- Leadership in Learning Design and Technology
- Leadership for P-12 Library Programs (formerly Highly Effective School Libraries)
- Online Teaching and Learning

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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/>

Program Descriptions for LDT

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

- MA in Learning Design & Technology
- Teacher Librarian *Endorsement* with or without MA

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.

Learning Design & Technology (LDT) MA Program Plans of Study

For students Admitted Summer 2020 and Later - You can follow this [new/revised plan](#) or the [archive plan](#) that was in place during your first term of admission, in consultation with your Faculty Advisor.

For students admitted prior to Summer 2020, please refer to [this document](#) instead.

The [LDT 30-credit hour MA program](#) offers different plans of study to match various professional roles:

1. P-12 Educators
2. Youth Library Professionals (in K-12 settings and public libraries)
3. College Instructors
4. Instructional Designers (in workplace and P-20 settings)

MA Learning Design and Technology requires a total of 30 graduate-level semester hours plus a comprehensive thesis-in-practice experience (e.g., portfolio, culminating project, or thesis) in the final semester.

The thesis-in-practice will be completed in INTE 6840: Independent Study for Fall 2021 graduates or the new **INTE 5830: LDT Comprehensive Thesis** for those graduating *after* Fall 2021. To read more about the Comprehensive Thesis/Base Camp process, [link to this section](#).

Where to Start?

- Here is an [advising form](#) to copy to map out your course plan. Course requirements for the 30 semester hours are as follows:
- Students select **one** or **two** certificates from the five certificate options depending on areas of interest for professional career development. If a student completes only one certificate, they will work with their assigned faculty mentor to select 12 other credits from [Thematic Course Categories](#).
- The LDT program is completely online.
- Please refer to the [LDT course rotation schedule](#) as you develop your plan of action for completing the program. The LDT MA program is typically completed in two years.

LDT Certificate Options

Here are the five graduate certificates from which to choose:

- Digital Pedagogy and New Literacies (formerly Open Digital Education)
- Learner-Centered Instructional Design (formerly Learning Experience Design)
- Leadership in Learning Design and Technology

- Leadership for P-12 Library Programs (formerly Highly Effective School Libraries)
- Online Teaching and Learning

MA Requirements

In addition to 24 credits from two certificates or one certificate plus electives or from endorsement requirements, students completing the LDT MA will need to register for the following two **REQUIRED** courses to complete the 30 credit LDT MA program; **one is an essential part of our core curriculum (INTE 5360: Critical Digital Pedagogy)** which can be taken at any time during your program and **the second course** will be taken your last semester to create your final capstone/comprehensive project in lieu of a comprehensive “exam” where you reflect and demonstrate the LDT competencies for graduation. This course will be INTE 5830: Experiential Thesis beginning in Spring 2022.

- **INTE 5360: Critical Digital Pedagogy**
- and -
- **INTE 6950*: Experiential Thesis**

**This final course will be completed in your final semester and will be decided with your faculty mentor of choice.* Read the next section for details about your comprehensive practicum/project experience.

A Comprehensive Project/Practicum for MA completion

During the **last semester** of a MA program, students complete a professional portfolio, an online course project, or a thesis-type written project in lieu of a comprehensive exam. Each student seeking a MA in LDT will consult with a faculty mentor to determine which comprehensive project best meets your professional needs. This is a step beyond the “certificate” capstone explained in some of the certificates below.

While the Base Camp digital portfolio project has been a great support for LDT students’ work for a while now, we’ve come to recognize that, for some students, it’s not the right kind of capstone project for the work they want to do. So, we would like to offer a bit more flexibility for students going forward. What this will look like for students continuing with the program is a chance to *either* create a digital portfolio like Base Camp or complete a project in line with the work they are doing or want to do. This flexibility is available immediately to you, if you want it.

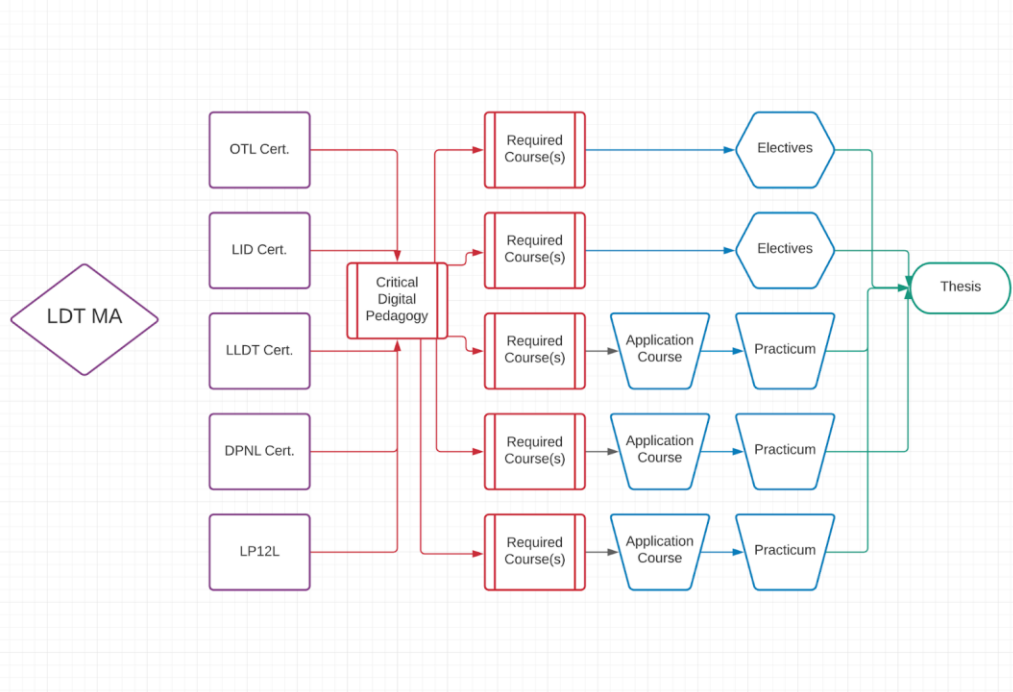
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MA Flowchart

The flowchart below illustrates how a student progresses through the certificate courses to complete the LDT MA. Each certificate contains required core courses, application course(s) and either additional electives or a certificate practicum experience prior to completing an experiential thesis to meet the final comprehensive exam requirements for the MA. An experiential thesis is defined as a comprehensive project that is inquiry-based and grounded in researched best practices. This may be a comprehensive online project, a basecamp/digital portfolio, a research project, or other forms of digital media projects that are approved by your faculty mentor. For more information, please reach out to LDT Program Leader, Dr. Laura Summers at laura.summers@ucdenver.edu.



Plans by Profession

College Instructors

There are THREE Plan of Study options for college instructors who plan on designing online, remote, or hybrid courses and are interested in the use of digital media to support student engagement and learning.

- Digital Pedagogy & New Literacies (New as of Fall 2021)
- Online Teaching and Learning
- Leadership in Learning Design and Technology

Instructional Designers

There are THREE Plan of Study options for professionals who plan on doing course and training design work in workplace settings (corporate, nonprofit, military, government, and community) or in P-20.

- Online Teaching and Learning
- Leadership in Learning Design and Technology

- Learner-Centered Instructional Design

P-12 Teachers

There are FOUR Plan of Study options for K-12 teachers who are interested in the use of digital media to support student engagement and learning and wish to provide technology leadership in their schools and district.

- Digital Pedagogy and New Literacies (officially began Fall 2021) - formerly Open Digital Education
- Online Teaching and Learning
- Leadership in Learning Design and Technology
- Leadership for P-12 Library Programs (formerly Highly Effective School Libraries)

Youth Library Professionals (in P-12 settings* or public libraries)

In addition to the required **Leadership for P-12 Library Programs** Certificate, there are THREE Plan of Study options for professionals who are interested in leading highly effective school libraries in P-12 settings (with Colorado added endorsement option*) or in youth departments within public libraries (with added endorsement option or non-endorsement option).

- Leadership in Learning Design and Technology
- Online Teaching and Learning
- Digital Pedagogy and New Literacies (officially began Fall 2021) - formerly Open Digital Education
- Leadership for P-12 Library Programs*** (formerly Highly Effective School Libraries Certificate) *** The Leadership for P-12 Library Programs certificate is required for students seeking a Teacher Librarian endorsement.

Certificates

- **Digital Pedagogy and New Literacies Certificate (formerly Open Digital Education)**
- **Learner-Centered Instructional Design Certificate** (formerly Learning Experience Design)**
- **Leadership in Learning Design and Technology Certificate**
- **Leadership for P-12 Library Programs Certificate (formerly Highly Effective School Libraries)**
- **Online Teaching & Learning Certificate**

Digital Pedagogy and New Literacies Certificate

TWO Required courses:

- INTE 5360: Critical Digital Pedagogy (3 credits) -and-
- INTE 5300: Critical Digital Literacies (3 credits)

Select ONE Application course:

- INTE 5340: Learning with Digital Stories (3 credits) -or-

- INTE 5670: Crafting Synchronous Learning (3 credits) -or-
- INTE 5000: Maker Studio (3 credits)

Select ONE Capstone* course:

- INTE 6840: Certificate-based Independent Study (an Independent Study for 3 credits) - or-
- INTE 6720: Research for LDT (3 credits)
- INTE 6930: Student Agency/Internship (3 credits)

*Your faculty advisor will discuss which course option best pertains to a student’s professional path. If a student is earning the K12 Teacher Librarian endorsement, there are requirements that need to be met prior to determining your final certificate course.

Learner-Centered Instructional Design Certificate**

**Formerly listed as Learning Experience Design Certificate. If you signed up for the Learning Experience Design Certificate, then this is the name that will be on your transcript and the course you complete will reflect the [LDX certificate requirements](#).

Required course:

- INTE 5100: Learner-Centered Design (3 credits)

Select THREE Application courses:

- INTE 5010: Humanizing Learning Design
- INTE 5680: Producing Media for Learning (3 credits)
- INTE 5660: Developing Self-paced Online Modules (3 credits)
- INTE 5711: Creative Designs (3 credits)
- INTE 6930: Student Agency/Internship

Leadership for Learning Design & Technology (LDT) Certificate

Required course:

- INTE 6750: Trends and Issues in Learning Design and Technology (3 credits)

Select TWO Application courses:

- INTE 5010: Humanizing Learning Design
- INTE 6720: Research in Learning Design and Technology (3 credits)
- INTE 6999: Leadership for Tech Innovation (3 credits)
- INTE 7100: Professional Learning and Technology (3 credits)
- INTE 7110: Mentoring, Coaching and Training (3 credits)
- INTE 7130: Evaluating Professional Learning Programs & Performance (3 credits)

Select ONE Capstone* course:

- INTE 6720 Research in Learning Design and Technology (3 credits) -or-
- INTE 6840: Certificate-based Practicum (an Independent Study for 3 credits)
- or-
- INTE 6930: Student Agency/Internship (3 credits)

*Your faculty advisor will discuss which course option best pertains to a student’s professional path. If a student is K12 Teacher Librarian endorsement, there are requirements that need to be met prior to determining your final certificate course.

Leadership for P-12 Library Programs Certificate

Required courses:

- SCHL 5160: Managing School Libraries (3 credits)
- INTE 5360: Critical Digital Pedagogy (3 credits)

Select ONE Application courses:

- SCHL 5200: Promoting Literacy through Libraries (3 credits) - or -
- INTE 5300: Critical Digital Literacies (3 credits)

Select ONE Capstone* course:

- INTE 6840: Certificate-based Practicum (an Independent Study for 3 credits) - or-
- INTE 6720 Research in Learning Design and Technology (3 credits) - or -
- SCHL 5913*: K-12 Field Experience (3 credits)

*If you are seeking a K12 Teacher Librarian endorsement now or in the future, you will need to complete SCHL 5913. Contact Dr. Summers if you have a question about which capstone you should be completing.

Online Teaching and Learning Certificate

THREE Required courses:

- INTE 5200 Designing Online Learning Experiences (3 credits)
 - INTE 5250 Teaching Strategies for Online and Blended Learning (3 credits)
 - INTE 5670 Crafting Synchronous Learning (3 credits)

Select ONE Application course:

- INTE 5340 Learning with Digital Stories (3 credits) -or-
- INTE 5711: Creative Designs (3 credits) -or-
- INTE 6930: Student Agency/Internship* (3 credits) – or-
- INTE 5010: Humanizing Learning Design

Eliminated Courses

When a course is eliminated from the schedule, alternate courses ARE substituted. If you have already completed the course, the course will still count as part of your plan. If you haven't taken the previously approved course, another course will be substituted. You may work with your faculty advisor, or contact Laura L Summers laura.summers@ucdenver.edu for more information.

INTE 5665: Social Media and Digital Networks

This class has been eliminated. For those students graduating after Spring 2021 who still need INTE 5665 -- INTE 5665 has been replaced by INTE 6840: Independent Study. This course will be instructor-led and will still allow you to complete the Base Camp project required for your degree, or you may choose to complete a different project. For more information about INTE 6840 and your options for completing your Base Camp project, contact your faculty mentor.

Faculty Mentors

Below is our list of faculty mentors for Learning Design and Technology. Each mentor is assigned students and also leads on specific certificates. If you have questions about your plan of study or a specific certificate, contact one of the faculty mentors below. You may choose a different faculty mentor from who has been assigned to you as a student at any point. Reach out to Academic Services Manager [Rebecca Schell](#) or LDT Program Leader [Laura Summers](#) to specify your choice for a faculty mentor.

Joanna (Joni) Dunlap	Online Teaching and Learning Certificate Learner-centered Instructional Design Certificate
Brad Hinson	Student Agency/Internships (INTE 6930)
Remi Kalir	Digital Pedagogy and New Literacies Certificate
Laura L Summers	Leadership for LDT Certificate Leadership for P12 Library Programs Certificate Research for LDT - MA comprehensive practicum option (INTE 6720) Teacher Librarian endorsement Librarians (public, school, or academic)

BAMA

If you are pursuing a BA to MA and are applying nine semester hours (3 courses) of your SEHD-approved 5000-level BA credits to the LDT MA, you may follow the Personalized Professional (PPMA) Plan of Study and select any **one** of the certificates while completing the LDT MA options. BAMA students must be [admitted into the BAMA program](#) via an approved SEHD undergraduate program.

Transcripts

Completed certificates and endorsements will be transcribed upon MA graduation (or "endorsement only" completion) ONLY if you are admitted into the certificates/endorsements you are seeking. You are responsible for checking you are admitted into the certificates/endorsements via [UCDAccess](#). To check your admission in UCDAccess, go to Student Center --> Academic --> My Academics --> scroll down to the bottom to "My Program". To request corrections to admitted certificates/endorsements, use your ucdenver.edu email account to email rebecca.schell@ucdenver.edu with your student ID number and specific certificate/endorsement you are adding.

Teacher Librarian Endorsement

- *Licensed teachers pursuing Teacher Librarian endorsement must follow the endorsement plan of study included for Teacher Librarian Endorsement.*
- Students pursuing the Teacher Librarian Endorsement **without the MA**, refer to [this endorsement page](#) instead.

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 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 rebecca.schell@ucdenver.edu.

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.

*From the Colorado Department of Education Website:

<p>Teacher Librarian (K-12) - 6.02 (PDF)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> *Added endorsement only; must hold a valid Colorado teacher license and already have three or more years of licensed teaching experience. <input type="checkbox"/> May be earned through completion of an approved program from a regionally accredited institution for instructional technology specialists that shall include a supervised practicum or internship as an instructional technology specialist. <input type="checkbox"/> Teacher Librarian PLACE Exam is no longer required for the Teacher Librarian Endorsement for students graduating Spring 2017 or later**
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Source: <http://www.cde.state.co.us/cdelib/LibraryDevelopment/SchoolLibraries/index.htm>

LDT Resources Website

Requirements for the different program options are available online at the LDT Resources website:

<https://education.ucdenver.edu/academic-services/student-resources/graduate/learning-design-technology>

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).

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 your 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 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.

Digital Learning Platforms

All LDT courses use a digital platform to access their online materials. Below are a couple of common digital applications that are utilized.

Canvas. Many of our 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](#).

SLACK. Some LDT instructors use SLACK for course announcements, discussions, or direct messages. This information will be shared by the individual instructor within the course syllabus. The address for our LDT community-at-large is: sehd-ldt.slack.com

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/Mentors

The LDT program Academic Services Manager 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 Mentor/Advisor will be either: Joni Dunlap (Joni.Dunlap@ucdenver.edu), Dr. Remi Kalir (Remi.Kalir@ucdenver.edu), or Dr. Laura Summers (Laura.Summers@ucdenver.edu). You can find your faculty mentor'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.

Your advisors/mentors 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 and your faculty mentor can assist you. We do not expect students to necessarily know which questions are academic advisor or faculty advisor questions. Therefore, you can always begin with your academic advisor who can refer you to the appropriate person if they cannot help you directly.

Applying for Graduation/Completion

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 apply for graduation will always be at the beginning of the semester you intend to graduate. The specific deadline 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!

Students completing the Teacher Librarian “Endorsement Only” (without the MA) who are NOT planning to earn the Master’s will still apply for completion through UCDAccess by the deadline on the [Academic Calendar](#). To apply for completion for an “endorsement only” through UCDAccess, click “academics” and “apply for graduation” – *endorsement only students are applying for **completion**, which is not technically graduation, but you’ll still click on “apply for graduation” in order to apply for completion through UCDAccess.* Students completing endorsements without degrees do not participate in commencement.

Commencement

If you’ve successfully applied to graduate, there is a separate process to participate in commencement (cap & gown ceremony.) CU Denver Commencement is 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 can learn more about commencement registration [here](#).

SEHD Graduate 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 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 or doctoral) cannot be used toward another master’s (or EdS or doctoral) 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 mentor 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.