

**Early Childhood Special Education
Master of Arts
and Certificate Program**

**2015-2016
Student Handbook**



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

WELCOME TO THE EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM.....	3
<i>Vision Statement.....</i>	<i>4</i>
<i>Master of Arts in Early Childhood Special Education Program Overview</i>	<i>4</i>
<i>Early Childhood Special Education Faculty and Staff.....</i>	<i>4</i>
MORGRIDGE COLLEGE OF EDUCATION POLICY AND PROCEDURES	7
<i>Academic Policies.....</i>	<i>7</i>
MASTER OF ARTS COURSEWORK REQUIREMENTS.....	8
<i>Practica Requirement.....</i>	<i>8</i>
<i>ECSE Comprehensive Exam</i>	<i>8</i>
<i>ECSE Licensure & Endorsement Options</i>	<i>9</i>
CERTIFICATE (ENDORSEMENT) PROGRAM	9
<i>Early Childhood Special Education Certificate.....</i>	<i>10</i>
MASTER OF ARTS COURSEWORK PLAN 2015-16	12
CERTIFICATE COURSEWORK PLAN 2015-16	14

WELCOME TO THE EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM

The goal of the Early Childhood Special Education MA program is to prepare highly competent, collaborative, ethical, and self-reflective Early Childhood Special Education Specialists. This program will facilitate your training and development as an evidence-based-practitioner who can solve problems and share decision-making with others to optimize social-emotional, cognitive, academic, and behavioral outcomes for children from birth to age 8 with special needs, and their families.

Students enrolled in the Early Childhood Special Education MA program recognize the critical importance of a quality education for our youngest and sometimes most impacted children, and have a passion for working with young children with developmental delays and special needs. Graduates of the program have the ability to receive an Early Childhood Special Education Specialist initial license or endorsement from the Colorado Department of Education. This higher degree and license/endorsement provides broader opportunities for such careers as early interventionists for children birth to 3 years, Itinerant Early Childhood Special Education teachers in public and private preschool environments; and Child Find evaluation specialists and coordinators. Graduates can be licensed to work with young children birth to 8 years of age in a variety of settings and collaborative teams. Students also have the distinct and powerful advantage of immediately applying what they are learning as they spend time working with children and their families at the Fisher Early Learning Center, the University of Denver's highly regarded early learning center for children ages 0-8. Furthermore, students will have opportunities to experience a variety of other community agencies and school districts that serve young children with disabilities and special needs. This hands-on experience, in combination with rigorous academic instruction and small class sizes, provides students with an exceptional learning experience that prepares them to teach, lead and innovate in the field of early childhood special education.

Our goal is to prepare you to be an Early Childhood Special Education Specialist who will serve young children with special needs and their families in schools, districts, and in community organizations. You will:

- Value inclusive excellence and demonstrate a commitment to education as an essential part of every community.
- Use data to drive, reflect, and grow your practice, and utilize evidence based practices.
- Utilize a family-centered and ecological approach to intervention for children and families.
- Understand and use the latest research and technology to improve educational efforts on behalf of all learners.
- Understand 21st Century learning skills as they relate to the development and learning of young children.

Graduates from the Early Childhood Special Education MA program will understand the needs of children and their families within the ever-changing global society. Your practice will be based on strong understanding of the interrelationship between the environmental, neurodevelopmental, and cultural influences on development. We are excited to have you in our program, and look forward to taking this journey with you.

Jeanine Coleman, PhD
Clinical Assistant Professor
Early Childhood Special Education
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Vision Statement

The Morgridge College of Education will be a global leader in innovative and effective approaches for promoting learning throughout the lifespan. Transcending traditional ideas about education and schooling, we will embrace a new, comprehensive vision of learning as a lifelong activity that involves the whole person and can occur through a variety of methods, anywhere and at any time. We will promote educational change and social equity and will provide leadership for the improvement of education, mental health and information services and systems.

Master of Arts in Early Childhood Special Education Program Overview

The MA degree in Early Childhood Special Education (ECSE) is a two-year program that focuses on expanding opportunities for specialized work with young children and families in school and community settings. It also is a pipeline to licensure and non-licensure degrees including a doctoral degree. Students in the MA ECSE degree program develop the knowledge and practical skills needed to work successfully within the early childhood special education field within school and community agencies that serve families with children with disabilities and special needs from birth to 8 years of age.

Early Childhood Special Education Faculty and Staff

Ana Candelaria, Ph.D., Educational Services Clinic Director and Assistant Clinical Professor
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Dr. Candelaria received her PhD from the University of Denver. She began her career as a preschool teacher and coach of sports camps for young children. She worked at the Fisher Early Learning Center for four years before returning to graduate school to become a school psychologist. Dr. Candelaria worked in Denver Public Schools (DPS) for eight years as a school psychologist, primarily working in high needs schools. During her time in DPS, Dr. Candelaria focused her efforts on home-school partnerships and positive behavior interventions and supports. She coordinated the Parent-Teacher Home Visit program at her elementary school and also chaired the Positive Behavior Intervention Support team. She implemented a school-based mentoring program and introduced restorative justice interventions to her school as an alternative to traditional discipline measures. Dr. Candelaria also worked for the Volunteers in Partnership program at DU from 2005-2012, where she supervised undergraduate students and facilitated a seminar for first-year students. Her research interests include: Latino family involvement, cultural narratives, home-school partnerships, resiliency in children, and restorative justice approaches to school discipline. Dr. Candelaria enjoys spending time with her family, reading, practicing yoga, playing sports, and exploring nature.

Cynthia E. Hazel, Ph.D., Associate Professor and Department Chair

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Dr. Cynthia Hazel is an Associate Professor in the Child, Family, and School Psychology Program and the Chair of the Teaching and Learning Sciences Department within the Morgridge College of Education at the University of Denver. Dr. Hazel is committed to population-wide wellness promotion for children, families, and school communities. Dr. Hazel has a diverse background: she received her B.S. from Arizona State University in Architecture, a Masters in Art Therapy from Vermont College, and a Doctorate in School Psychology at the University of Northern Colorado. Dr. Hazel has coordinated arts-based after-school programs for urban youth, served as the Behavior Evaluation and Support Teams Coordinator for the Colorado Department of Education, and practiced as a school psychology in communities of predominately poor, Latino families from the preschool through secondary levels. Her clinical expertise includes working with children with behavioral regulation problems and those who have experienced abuse. Dr. Hazel has worked in day-treatment, residential, and public school programs for children with emotional and behavioral difficulties. Dr. Hazel's research interests include student school engagement, data-driven decision making, supporting student to graduate from high school with their cohort, preventing bullying, and consultation. Dr. Hazel is a Nationally Certified School Psychologist through the National Association of School Psychologists and the Past President of the Trainers of School Psychologists. Dr. Hazel has one daughter and likes to raft with her family in the summer and ski with them in the winter.

Gloria E. Miller, Ph.D., Morgridge Endowed Professor

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Dr. Gloria Miller received her B.A. and teaching certification from the State University of New York at Potsdam and taught reading and learning disabled children for three years at both public and private schools before returning to graduate school at the University of Wisconsin-Madison. She completed a M.S. in Educational Psychology, a M.A. in Curriculum and Instruction, and a Ph.D. in School Psychology and after graduation took a position in the Department of Psychology at the University of South Carolina where she taught undergraduate and graduate students, practiced as a school psychologist, served as the Undergraduate Program director and as the co-director of the Child and Family Studies Center, a NIMH research project investigating family-based treatment to prevent aggressive and challenging behaviors in young children. Dr. Miller joined DU in 1996 and served until June, 2010 as the CFSP Program Director. Her publications include articles, chapters, and books on home and school prevention and intervention strategies to enhance cognitive, literacy, and social emotional development. She is the co-editor of the Handbook of Educational Psychology (2003, to be revised for 2013) and has recently co-authored a book on family-school partnering titled: *The Power of Family-School Partnering (FSP): A Practical Guide for School Mental Health Professionals and Educators*. She serves on several journal editorial boards, was an Associate Editor for the *Journal of Educational Psychology*, and has co-directed several national research and personnel preparation grants from the U.S. Department of Education that provides specialized fellowship training in Early Childhood and Traumatic Brain Injury.

Dr. Miller has taught courses in child and adolescent development, professional issues, social-emotional assessment, family, child and group counseling, academic assessment and

intervention, early language and literacy, applied behavioral analysis, and educational research and measurement. Her research interests include early childhood social-emotional, language, and literacy development, the design of interventions particularly related to promoting early literacy and social-emotional competence and the prevention of behavior and learning disorders, and effective home-school collaboration and partnerships that can enhance school transitions. Gloria's favorite pastime interests include reading, hiking, skiing, tennis, gardening, traveling and spending time with her husband of over 35 years and her college-aged daughter.

Tara C. Raines, Ph.D., Assistant Professor

Tara C. Raines, Ph.D., is an Assistant Professor in the Child, Family, and School Psychology program and affiliate faculty member of the Center for Multicultural Excellence at University of Denver. Dr. Raines received an undergraduate and M.A. degree in Special Education from Florida State University, a subsequent M.A. and specialist degree in School Psychology from Nova Southeastern University, and she ultimately obtained her Ph.D. in School Psychology from Georgia State University. Initially, Dr. Raines taught middle schoolers with Severe Emotional Disturbances in a Day Treatment Program in Florida before becoming a bilingual school psychologist in Georgia. She then completed a pre-doctoral internship in Child and Pediatric Psychology at the Children's Hospital of Los Angeles (CHLA), University Center for Excellence in Developmental Disabilities (UCEDD). As a researcher Dr. Raines worked for 6 years on an Institute of Education Sciences grant focusing on establishing the validity and utility of universal screening for behavioral and emotional risk within the Los Angeles Unified School District and multiple school districts in Georgia. She investigates early identification of behavioral and emotional disorders, subsequent interventions and outcomes across different groups. More recently, Dr. Raines partnered with Clark County Schools and the City of Las Vegas on their implementation of My Brother's Keeper, an initiative that was recently adopted by President Obama to expand opportunity at key moments in the lives of young men of color. In addition to her passion for community engagement, Dr. Raines is also dedicated to the improvement of cultural competence and increase of bilingual clinicians in the field of mental health. In 2008, she developed a Spanish language immersion program specifically for mental health and education professionals, which she hosts annually in Quito, Ecuador. In her downtime, Dr. Raines lives for traveling, loves to explore museums, reads/watches plenty of science fiction, and obsesses over all things related to Florida State University football.

Karen Riley, Ph.D., Associate Professor and Dean

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Dr. Riley is an Associate Professor in the Child, Family and School Psychology Program and Dean of the Morgridge College of Education. Her education includes a B.S. in Psychology from Colorado State University; an M.A. in Early Childhood Special Education from the University of Denver and a Ph.D. in Educational Psychology with an emphasis in Child and Family Studies from the University of Denver. She was awarded a FRAXA National Post-doctoral fellowship, which she completed at The Children's Hospital in Denver in the Fragile X Treatment and Research Center and subsequently worked in the Child Development Unit within The Children's Hospital. She has over 20 years of experience in teaching and administration in early childhood special education programs. She has an additional 15 years of experience working with children

with neurodevelopmental disorders and their families. She has been involved in several psychopharmacological studies and other research projects related to fragile X syndrome and other neurodevelopmental disorders. Dr. Riley has been the PI on several large grants including Project InSPECT, a 1.5 million dollar federally funded personnel preparation grant. Particular areas of interest and expertise include assessment and intervention of infants and preschoolers, curriculum development, school consultation, behavioral interventions, social emotional development and low incidence disabilities. She lectures extensively throughout the US as well as internationally, on behavioral and educational interventions for children with neurodevelopmental disorders.

Devadrita (Tanya) Talapatra, Ph.D., Assistant Professor

Dr. Talapatra is an Assistant Professor in the Child, Family, and School Psychology Program within the Morgridge College of Education at the University of Denver. She received her B.S. from Emory University in Neuroscience and Behavioral Biology and a Doctorate in School Psychology from Georgia State University. Dr. Talapatra began her career as a high school special education teacher working with students on the Autism Spectrum. At her school, she organized an after-school club, BEST (Bringing Exceptional Students Together) to promote social inclusion of students with disabilities in the larger high school community. Dr. Talapatra has clinical expertise working with students with Autism Spectrum Disorder; she completed her predoctoral internship at a developmental clinic and served as a Leadership Education in Neurodevelopmental and Related Disabilities (LEND) fellow at Georgia State University. Dr. Talapatra's research interests focus on enhancing outcomes for students with intellectual and developmental disabilities through promotion of inclusion in post-secondary settings, development of adaptive and academic interventions to improve post-school transition and self-determination, and training of school psychologists to increase their presence in transition services. When she is not at school, Dr. Talapatra enjoys outdoor activities with her dog, reading a good book, and finding delicious food.

MORGRIDGE COLLEGE OF EDUCATION POLICY AND PROCEDURES

Academic Policies

Grades and Grade Point Average

The minimum passing grade for coursework is C-. Please refer to the Office of Graduate Studies [Academic Standards document](#), which includes information students need to know in order to remain in good academic standing.

Policies & Procedures

Graduate students are responsible for adhering to the Office of Graduate Studies [Policies and Procedures](#). For MCE Academic Policies & Procedures, please refer to the MCE website for the 2015-16 Academic Policies: <http://morgridge.du.edu/>

MASTER OF ARTS COURSEWORK REQUIREMENTS

The Early Childhood Special Education MA requires a minimum of 55 quarter hours. Course options will be determined by prior individual experience and coursework. Please refer to the [Graduate Bulletin](#) for the course requirements for the MA degree.

Practica Requirement

The Early Childhood practicum serves as a central and critical part of the ECSE program. It represents an opportunity for candidates to demonstrate the Council for Exceptional Children (CEC) Performance Standards and Division for Early Childhood (DEC) Recommended Practices that have been developed through coursework and previous experience in the field. It also allows for the development and demonstration of new knowledge and skills that complete the professional preparation and to allow candidates to move into more specialized professional roles in early childhood special education and /or early intervention. Practicum experiences give candidates the opportunity to demonstrate these skills under the supervision of a university supervisor and a mentor teacher in the field. Students will complete 600 contact hours in practica with the following age groups- infants & toddlers, preschoolers and kindergarten-3rd graders. Students may conduct one of their practica at the Fisher Early Learning Center.

Fisher Early Learning Center (FELC)

Located on the University of Denver campus and affiliated with the Morgridge College of Education, FELC provides children with a continuum of learning experiences in an inclusive setting that reflects research-based practices, celebrates diversity, and addresses the uniqueness of each child.

- Establishes a foundation of skills and knowledge essential to the development of competent and caring young children
- Utilizes cutting edge, evidence-based programming to deliver high quality learning experiences to children that range in age from six weeks to 5 years
- Accredited by the National Association for the Education of Young Children (NAEYC)

ECSE Comprehensive Exam

The PRAXIS II Elementary or ECSE PLACE Examination serves as the comprehensive assessment of knowledge for the MA in Early Childhood Special Education. Students register for the exam on their own. Typically, registration is required at least one month in advance. All students must meet or exceed the passing score of the state in which they plan to practice in order to graduate. Students can take the PLACE (or PRAXIS) exam multiple times but cannot graduate until a passing score is obtained. Students must request their official exam scores be sent to the University of Denver prior to graduation.

PLACE exam: <http://www.place.nesinc.com/>

Praxis II exam: www.ets.org/praxis/about/praxisii

ECSE Licensure & Endorsement Options

The ECSE MA program is a university-approved program by the Colorado Department of Education and Department of Higher Education for the Early Childhood Special Education Specialist license and endorsement (9.08). Candidates in the ECSE MA program have two licensure options, upon successful completion the program and application to the state.

1. Candidates may receive an initial license for ECSE Specialist if they do not already hold a Colorado Teacher's License.
2. Candidates who already hold a Colorado Teacher's License, may receive and Endorsement for ECSE Specialist.

Graduates will be fully prepared to teach, consult and coach in early childhood settings with a particular expertise in early childhood special education. Program preparation for the Early Childhood Special Education Specialist endorsement includes an emphasis on leadership in early childhood settings (ages 0-8), assessment administration and interpretation, and implementation of specialized instruction for children with disabilities and special needs. This program prepares candidates for leadership, policy, and instructional roles in both public and private early childhood settings.

CERTIFICATE (ENDORSEMENT) PROGRAM

The Early Childhood Special Education Certificate is a 24-credit hour program that is aligned with the Masters of Arts in Early Childhood Special Education. For the purposes of the University of Denver, the certificate is labeled a "certificate," although the Colorado Department of Education (CDE) uses the word "endorsement." The endorsement is an additional set of courses/knowledge/skills that is attached to the CDE Teachers' License. Candidates that choose the ECSE Certificate program are candidates that already hold a Master's degree and a Colorado Teacher's License.

As with the MA ECSE program, the candidates in the ECSE Certificate program are required to complete 600 hours of practicum over three age-levels (infant-toddler, preschool, school-age), pass the Place ECSE test or Praxis II, and apply to the state for the Early Childhood Special Education Specialist Endorsement.

Early Childhood Special Education Certificate

Please refer to the [Graduate Bulletin](#) for the Certificate coursework plan.

The endorsement requirements consist of a minimum of 24 hours for licensure within the Colorado Department of Education. All students will be required to take and pass the aforementioned courses, maintain good standing within the university, and maintain a 3.0 GPA. In the spring quarter, students will take the ECSE PLACE and/or Praxis II exam for CDE licensure for Early Childhood Special Education Specialists (9.04)

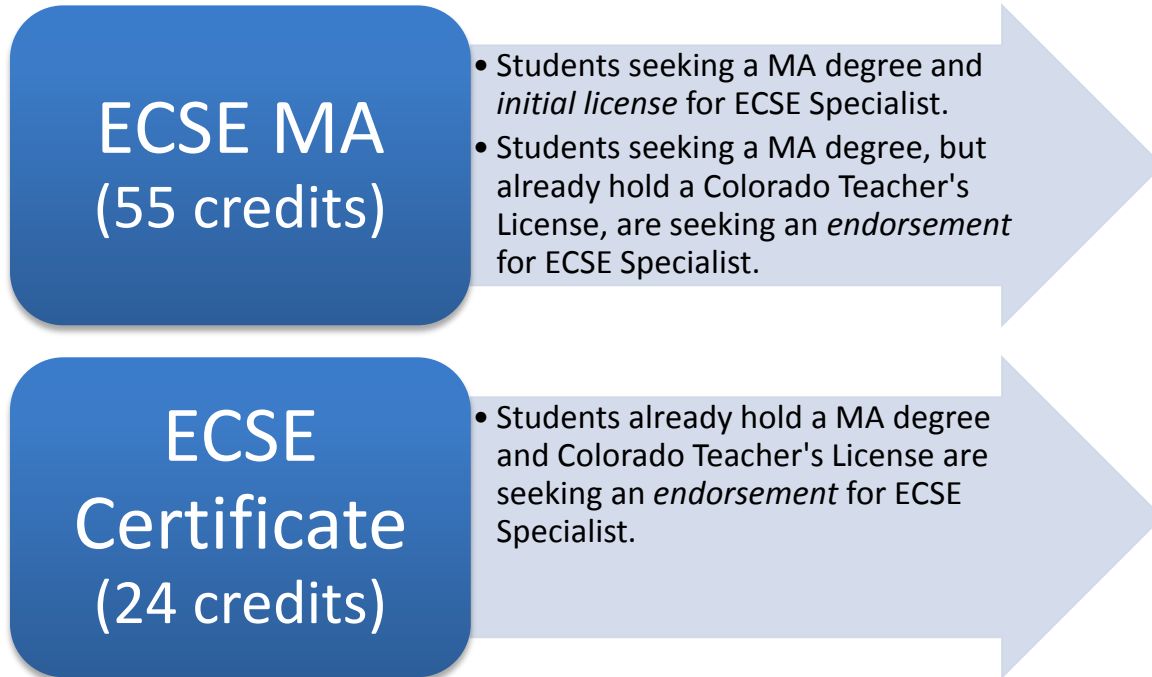
As this certificate sits on top of a MA degree it is probable that many students will enter the program with duplicate courses. In order to meet the standards outlined by CDE and to provide a rigorous and enriching experience for students, additional flexibility is necessary. Up to two courses may be transferred* in to the certificate program. These courses must be outside those required for a degree. Professional development or continuing education units will not be considered. Additionally, students have the opportunity to waive** two courses (6 credit hours), although those courses would need to be substituted with two other courses. The total number of hours for the certificate would remain at 24 hours with all of the courses coming from DU. For example; a student could transfer in two courses and these would count as part of the 24 credits, and the student would take an additional 18 credits from DU and graduate with a 24 credit certificate.

Faculty will make the determination of eligibility for transfers as well as waiving courses at the time of acceptance into the certificate program.

*Transferred credits—Prior coursework counts for the courses needed and students do not need to take a substitute course. Complete the [transfer of credit form](#) within the first quarter of study, in order to be eligible.

**Waived credits—Students do not need to take the required course because they have taken a similar course from another institution, but they have to take another course in its place.

The following visual attempts to explain the difference between the programs and licensure options.



MASTER OF ARTS COURSEWORK PLAN 2015-16

Early Childhood Special Education

NAME: _____ STUDENT ID: _____

(actual course offering may vary depending on program and student needs)

CORE KNOWLEDGE BASE AND FOUNDATIONS (24 credits)			
	Developmental and Psychological Foundations	Credits	Completed
CFSP 4304	Diversity in School and Community Settings	3	
CFSP 4310	Infant Development	3	
CFSP 4311	Child Development	3	
CFSP 4312	Learning Application and Analysis	3	
CFSP 4305	Exceptional Child	3	
CFSP 4338	Low Incidence Disabilities and Interventions	3	
	Required Credits	18	
Legal, Ethical and Professional Foundations (6 credits)			
CFSP 4302	Legal Issues in Education	3	
CFSP 4315	Professional and ethical issues in Early Childhood Special Ed	3	
	Required Credits	6	
PROFESSIONAL SKILLS AND TRAINING (25/26 credits)			
	Evaluation and Assessment		
CFSP 4320	Assessment of Infants & Toddlers	3	
CFSP 4326	Preschool Assessment	3	
CFSP 4308	Early Academic Competencies	3	
RMS 4900	Educational Research & Measurement	4	
	Required Credits	13	

	Collaborative Consultation with Families and Schools		
CFSP 4330	Family-School Parenting and Consultation	3	
CFSP 4335	Infant & Family Intervention	3	
CFSP 4336	Preschool Intervention	3	
CFSP 4317 or CFSP 4337	Learning Differences in the P-3 Classroom OR School-Age Academic Competencies	3 4	
	Required Credits	12/13	
APPLIED COURSEWORK (6 credits)			
	Applied Courses		
CFSP 4357	EC Practicum (600 minimum hours taken over three quarters covering infant, toddler, preschool and/or kindergarten-3 rd grade) (2 credit hours each)	6	
	Praxis II Elementary or PLACE exam	PASS	
	Required Credits	6	
	Total Minimum Total Credits	55	

M.A. DEGREE	CREDITS/SCORE	SIGNATURE	DATE
Program Requirements			
Transfer Credits			
Comprehensive Exam Score			

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

CERTIFICATE COURSEWORK PLAN 2015-16

Early Childhood Special Education

NAME: _____ STUDENT ID: _____

(actual course offering may vary depending on program and student needs)

CORE KNOWLEDGE BASE AND FOUNDATIONS (9 credits)			
	Developmental and Psychological Foundations	Credits	Completed
CFSP 4305	Exceptional Child	3	
CFSP 4338	Low Incidence Disabilities and Interventions	3	
	Legal, Ethical and Professional Foundations		
CFSP 4315	Professional and ethical issues in Early Childhood Special Ed	3	
PROFESSIONAL SKILLS AND TRAINING (12 credits)			
	Evaluation and Assessment		
CFSP 4320	Assessment of Infants & Toddlers	3	
CFSP 4326	Preschool Assessment	3	
CFSP 4308	Early Academic Competencies	3	
	Collaborative Consultation with Families and Schools <i>(choose one of the following courses)</i>		
CFSP 4335	Infant & Family Intervention	3	
CFSP 4336	Preschool Intervention	3	
APPLIED COURSEWORK (3 credits)			
	Applied Courses		
CFSP 4357	EC Practicum (600 minimum hours taken over three quarters covering infant, toddler, preschool and/or kindergarten-3 rd grade) (1 credit hour each)	3	
	Praxis II Elementary or PLACE exam (comprehensive exam)	PASS	
	Total Minimum Total Credits	24	

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____