

# **Early Childhood Special Education Student Handbook**

## **Master of Arts and Certificate Program**

**2016-2017**



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

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## Welcome to Morgridge College of Education

This Student Handbook provides students in the program with policies and procedures to assist them as they progress through the requirements of the Morgridge College of Education (MCE) degrees and certificates. In addition to this program handbook, students should become familiar with the Graduate Policies and Procedures as stated in the DU Graduate Bulletin. Although every effort has been made to ensure agreement between these two documents, it is the student's responsibility to read the norms regarding degree programs in all documents and to complete various program steps in a timely fashion.

Please take some time to review this material to become familiar with the details of the program. *You are responsible for familiarizing yourself with the contents of this Handbook, as well as the policies outlined in the [Graduate Policies and Procedures Bulletin](#).*

Please also check the MCE website for the most updated Policies and Procedures information specific to the MCE: <http://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>

The University of Denver and its programs are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC) and by other major accrediting agencies.

The University of Denver is an Equal Opportunity Institution. It is the policy of the University not to discriminate in the admission of students, in the provision of services, or in employment on the basis of race, ethnicity, color, religion, sex, national origin, age, marital status, veteran status, sexual orientation, gender identity, gender expression, genetic information, or disability. The University prohibits all discrimination, harassment and retaliation, and complies with all applicable federal, state and local laws, regulations and Executive Orders.

Inquiries concerning allegations of discrimination based on any of the above factors may be referred to the University of Denver Office of Equal Opportunity/ADA Compliance, Mary Reed Building, Room 422, 2199 S. University Blvd., Denver, CO 80208. Phone: 303-871-7436. Fax: 303-871-3656. For more information, please call the above number or see the website at <http://www.du.edu/deo/>. You may also contact the Office of Diversity and Equal Opportunity/ADA Compliance with concerns regarding determinations of religious or disability accommodations and /or issues about access.

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

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.

The MA degree in Early Childhood Special Education (ECSE) is a two-year program that focuses on 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 at school and community agencies that serve families with children with disabilities and special needs from birth to 8 years of age. 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. 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.

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 interrelationships among the environmental, neurodevelopmental, and cultural influences on development. We are excited to have you as a part of our program and look forward to taking this journey with you.

### ***Morgridge 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 Coursework Requirements

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 21<sup>st</sup> Century learning skills as they relate to the development and learning of young children.

The Early Childhood Special Education (ECSE) 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.

### Academic Policies

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 Academic Policies: <http://morgridge.du.edu/>

#### ***Course Attendance***

100% attendance in all classes is expected. In a traditional 10-week quarter, you may miss up to one class session. A second missed class will result in reducing your final grade by a full-letter grade. Each additional class missed will result in an additional grade-letter deduction. Please refer to syllabus for policies regarding participation points. Attendance policies in condensed or hybrid-format courses may differ. Please consult the course syllabus.

In the event that it is necessary to miss a class, students must contact the instructor at least three days prior to the class session. In the case of an emergency in which prior notification is impossible, apprentice teachers should contact the instructor within 24 hours of the class meeting time. It is the student's responsibility to contact the instructor about missed course content. Moreover, every third tardy (per course) will count as an absence.

We ask that you consider missing classes carefully as the policy will apply regardless of the reason for absence.

## **Grades**

ECSE is a performance-based program; therefore, faculty will recommend students for a state teaching license only if all standards have been met by the student at the proficient level.

In a performance-based program, grades serve a different purpose than they do in a traditional academic program. In a performance-based program your grades do not directly affect our decision to recommend you for licensure, advancement in field experiences, or continuation in the program. In a performance-based program, grades are indicators of the following matters: (1) your timely progress in understanding and applying the knowledge base needed to perform at the proficient level, (2) your intellectual engagement with the process of becoming an early childhood special educator, and (3) your ability to think, speak, and write at a graduate level.

You must maintain at least a 3.0 GPA throughout the program. If your grade point average falls below 3.0 at any time during the program, you may be removed from fieldwork placement and will be placed on probation. *A grade lower than B- renders the credit unacceptable for meeting ECSE degree requirements.* If you receive a grade of a C+ or lower, you will have to repeat the course.

An Incomplete "I" is a temporary grade which may be given at the instructor's discretion to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the academic term. Because courses are cumulative, students may not be allowed to begin/continue academic courses or fieldwork placements until all grades of Incomplete have been resolved. It is the responsibility of the student to initiate the incomplete process by immediately communicating with the instructor prior to the end of the quarter.

This form may be downloaded from the [Registrar](#). Apprentice teachers who carry any grades of incomplete from one quarter to the next may be placed on academic probation.

## **Distributed Email List and Communication**

All students are automatically assigned a University e-mail address upon entry into the program which must then be forwarded to a preferred email account. This e-mail address is entered in the MCE list and lists related to your program, and will be used to send Program-specific and MCE communications. Students are responsible for checking email regularly for critical information on scheduling, deadlines, conferences, field placements, and job opportunities, etc. Students are responsible for notifying the Department Chair of any changes in mailing address or other contact information within the first week of classes each quarter.

## **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 provide candidates with 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 or their own classroom. Students that enter the program without an education degree, will complete an additional 200 hours of practica for a total of 800 hours to demonstrate teaching competencies. Please refer to the ECSE Practicum Manual for further detail.

### ***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; and
- 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. In Colorado, this score is 147 on the electronic version of the exam and 165 on the paper based version of the exam, which is consistent with the NASP requirement. Students can take the PLACE or PRAXIS exam multiple times but cannot graduate until a passing score in one 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](http://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) that reflects graduate-level work. See [Appendix A](#) for the coursework plan and [Appendices B](#) and [C](#) for possible course sequencing. Candidates in the ECSE MA program have two licensure options upon successful completion the program and licensure 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.

### **Early Childhood Special Education 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 program 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, and school-age), pass the Place ECSE test or Praxis II, and apply to the state for the Early Childhood Special Education Specialist Endorsement.

Please refer to [Appendix D](#) for the Certificate coursework plan and [Appendix E](#) for the Certificate course sequencing.

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)

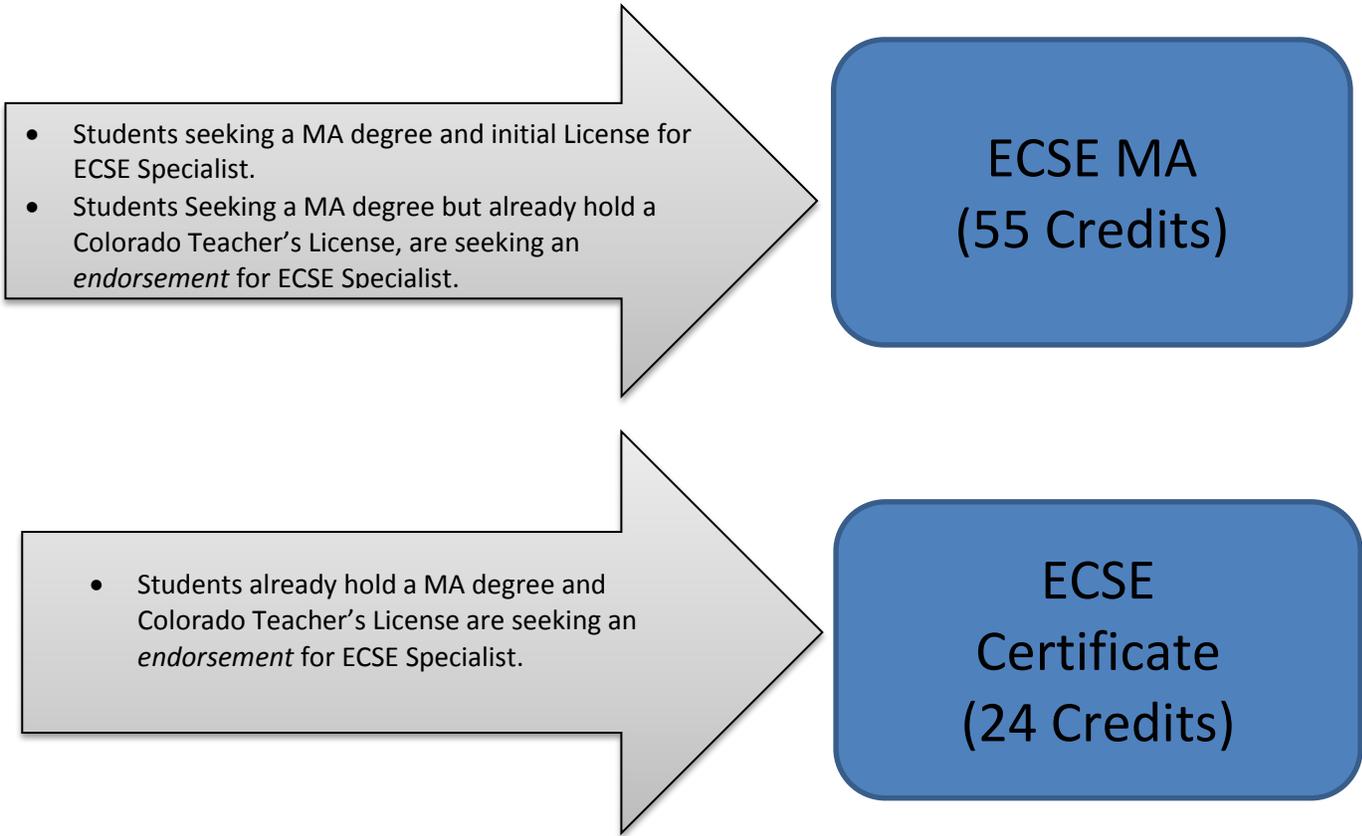
As this certificate sits on top of a MA degree it is probable that many students will enter the program with duplicate courses. In order to meet the standards outlined by CDE and to provide a rigorous and enriching experience for students, additional flexibility is necessary. Up to two courses may be 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 illustrates the difference between the programs and licensure options:



## Appendix A: Master of Arts Coursework Plan 2016-17 Early Childhood Special Education

NAME: \_\_\_\_\_ STUDENT ID: \_\_\_\_\_

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

<b>CORE KNOWLEDGE BASE AND FOUNDATIONS</b>			
<b>Developmental and Psychological Foundations</b>		<b>Credits</b>	<b>Completed</b>
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	<b>18</b>	
<b>Legal, Ethical and Professional Foundations</b>		<b>Credits</b>	<b>Completed</b>
CFSP 4302	Legal Issues in Education	3	
CFSP 4315	Professional and ethical issues in Early Childhood Special Ed	3	
	Required Credits	<b>6</b>	
<b>PROFESSIONAL SKILLS AND TRAINING</b>			
<b>Evaluation and Assessment</b>		<b>Credits</b>	<b>Completed</b>
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	<b>13</b>	

<b>Collaborative Consultation with Families and Schools</b>		<b>Credits</b>	<b>Completed</b>
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 Competencies	3 4	
	Required Credits	<b>12/13</b>	
<b>APPLIED COURSEWORK</b>			
<b>Applied Courses</b>		<b>Credits</b>	<b>Completed</b>
CFSP 4357	EC Practicum (600-800 minimum hours taken over the course of the program covering infant, toddler, preschool and/or kindergarten-3 <sup>rd</sup> grade)	6	
	Praxis II Elementary or ECSE exam	PASS	
	Required Credits	6	
	<b>Total Minimum Total Credits</b>	<b>55</b>	

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

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix B: Early Childhood Special Education-MA Two Year Course Sequence

Quarter	Year 1	Year 2
<b>Fall</b>	<ul style="list-style-type: none"> <li>• CFSP 4315 <i>Professional &amp; Ethical Issues in ECSE (3)</i></li> <li>• CFSP 4310 <i>Infant Development (3)</i></li> <li>• CFSP 4304 <i>Diversity in Community &amp; School Settings (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul>	<ul style="list-style-type: none"> <li>• RMS 4900 <i>Educational Research &amp; Measurement (4)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul>
<b>Winter</b>	<ul style="list-style-type: none"> <li>• CFSP 4308 <i>Early Academic Competencies (3)</i></li> <li>• CFSP 4312 <i>Learning Application &amp; Analysis (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul>	<ul style="list-style-type: none"> <li>• CFSP 4320 <i>Infant Assessment (3)</i></li> <li>• CFSP 4335 <i>Infant &amp; Family Intervention (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• CFSP 4305 <i>Exceptional Children (3)</i></li> <li>• CFSP 4330 <i>Family-School Partnering (3)</i></li> <li>• CFSP 4337 <i>School-Aged Competencies* (4)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul>	<ul style="list-style-type: none"> <li>• CFSP 4336 <i>Preschool Assessment (3)</i></li> <li>• CFSP 4336 <i>Preschool Intervention (3)</i></li> <li>• CFSP 4338 <i>Low Incidence Disabilities (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul> <p>***Practicum Spring Symposium</p>
<b>Summer</b>	<ul style="list-style-type: none"> <li>• CFSP 4311 <i>Child Development (3)</i></li> <li>• CFSP 4302 <i>Legal Issues in Education (3)</i></li> </ul>	<ul style="list-style-type: none"> <li>• CFSP 4317 <i>Learning Differences in the P-3 Classroom* (3)</i></li> </ul>

\*Students can choose one of these two options: School-Aged Competencies (4) or Learning Differences in the P-3 Classroom (3)

\*\*\*At the end of the students' practicum courses, they will present their learning via poster presentations to the ECSE community at MCE.

## Appendix C: Early Childhood Special Education-MA Three Year Course Sequence

Quarter	Year 1	Year 2	Year 3
<b>Fall</b>	<ul style="list-style-type: none"> <li>• CFSP 4315 <i>Professional &amp; Ethical Issues in ECSE (3)</i></li> <li>• CFSP 4310 <i>Infant Development (3)</i></li> </ul>	<ul style="list-style-type: none"> <li>• CFSP 4304 <i>Diversity in Community &amp; School Settings (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul>	<ul style="list-style-type: none"> <li>• RMS 4900 <i>Educational Research &amp; Measurement (4)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul>
<b>Winter</b>	<ul style="list-style-type: none"> <li>• CFSP 4308 <i>Early Academic Competencies (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul>	<ul style="list-style-type: none"> <li>• CFSP 4320 <i>Infant Assessment (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul>	<ul style="list-style-type: none"> <li>• CFSP 4312 <i>Learning Application &amp; Analysis (3)</i></li> <li>• CFSP 4335 <i>Infant &amp; Family Intervention (3)</i></li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• CFSP 4305 <i>Exceptional Children (3)</i></li> <li>• CFSP 4337 <i>School-Aged Competencies* (4)</i></li> </ul>	<ul style="list-style-type: none"> <li>• CFSP 4336 <i>Preschool Assessment (3)</i></li> <li>• CFSP 4338 <i>Low Incidence Disabilities (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul>	<ul style="list-style-type: none"> <li>• CFSP 4336 <i>Preschool Intervention (3)</i></li> <li>• CFSP 4330 <i>Family-School Partnering (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul> <p>***Practicum Spring Symposium</p>
<b>Summer</b>	<ul style="list-style-type: none"> <li>• CFSP 4311 <i>Child Development (3)</i></li> </ul>	<ul style="list-style-type: none"> <li>• CFSP 4302 <i>Legal Issues in Education (3)</i></li> </ul>	<ul style="list-style-type: none"> <li>• CFSP 4317 <i>Learning Differences in the P-3 Classroom* (3)</i></li> </ul>
<b>Total Credits</b>	<b>16/20 credits</b>	<b>18 credits</b>	<b>18/21 credits</b>

\*Students can choose one of these two options: School-Aged Competencies (4) or Learning Differences in the P-3 Classroom (3)

\*\*\*At the end of the students' practicum courses, they will present their learning via poster presentations to the ECSE community at MCE.

## Appendix D: Certificate Coursework Plan 2016-17 Early Childhood Special Education

NAME: \_\_\_\_\_ STUDENT ID: \_\_\_\_\_

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

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

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix E: Early Childhood Special Education-Certificate (Endorsement) Course Sequence

### Fall Start Date

Quarter	Year 1
<b>Fall</b>	<ul style="list-style-type: none"> <li>• Professional &amp; Ethical Issues in ECSE (3)</li> <li>• Practicum-1 (1)</li> </ul>
<b>Winter</b>	<ul style="list-style-type: none"> <li>• Early Academic Competencies (3)</li> <li>• Assessment of Infants (3)</li> <li>• *Infant &amp; Family Intervention (3)</li> </ul>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• Exceptional Child (3)</li> <li>• Preschool Assessment (3)</li> <li>• *Preschool Intervention (3)</li> <li>• Low Incidence Disabilities &amp; Intervention (3)</li> <li>• Practicum-2 (1)</li> </ul> <p style="margin-left: 20px;">**Practicum Spring Symposium</p>
<b>Summer</b>	<ul style="list-style-type: none"> <li>• Practicum-3 (1)</li> </ul>
<b>Total Credits</b>	<b>24 credits</b>

\*Students can choose one of these two options:

- Infant & Family Intervention
- Preschool Intervention

\*\*At the end of the students 3 practicum courses, they will present their learning to the ECSE community at MCE (and other interested faculty/students/staff at MCE). This will be an opportunity for students to delve deeper into a subject matter that is of great interest to them.