

# **Early Childhood Special Education Student Handbook**

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

**2017-2018**



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 our program publication, the student should become familiar with the Graduate Policies and Procedures as stated in the DU Bulletin and the [MCE Policies and Procedures](#). Although every effort has been made to ensure agreement among these three 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-NCA) and by other major accrediting agencies, as well as is authorized by the Colorado Departments of Education and Higher and Higher education for licensure programs.

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 Colorado Department of Education Teaching licensure (9.04) and other advanced 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 schools 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 Appendix A 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: (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, and it is up to the instructor to determine who will be required to show competency in the course.

The incomplete 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.

### ***Adequate Progress***

Two or more non-passing grades on a student's transcript is a sign of inadequate progress and may result in probationary status. Non -passing grades include incompletes and those that do not qualify for credit toward the degree. Severe or continued lack of adequate progress will result in termination from the program. Please see in the incomplete grade policy in the Graduate School Bulletin for further information:

<http://www.du.edu/registrar/programs/bulletin.html>

## **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.

## **Background Checks/Fingerprinting**

Students are required to submit to a criminal history record check in anticipation of field experiences in school settings and the eventual application for a professional license.

Students must self-disclose if they have ever been convicted of or pleaded guilty to a criminal offense other than a minor traffic violation, or are there criminal charges pending against them at the time of admission, upon entry to the program, and at any time while they are students at the University of Denver in Morgridge College of Education (MCE). Failure to self-disclose abovementioned information may result in probation status or dismissal from the program. If a criminal offence occurs after initial admission and while they are students in the program, they must notify program officials within five business days of the occurrence. Failure to do so may result in probation status or dismissal from the program. Admitted students must follow the below background check procedure prior to starting program courses.

Disclosed infractions will be reviewed on a case-by-case basis by a committee that will consist of the MCE associate dean, Teaching Learning and Science TLS department chair, program faculty representative, Office of Student Conduct representative and/or an Office of Graduate Studies representative, and Campus Safety representative. Results of the committee's determination will be communicated to the student in writing. At time of application, the committee will determine if the applicant will be admitted. During the program, the committee will determine if the student will be put on probation or dismissed. If it is determined that a student will be put on probation or dismissed, please refer to the policies and procedures listed under the "Probation Policy" section of this handbook.

### **Procedure for Submitting Fingerprints for the Background Check:**

1. Complete the VECHS Waiver Agreement and Statement form found at the end of this handbook. Upload the completed form to the Canvas Advising Site.
2. Get fingerprinted at any police station. For Denver residents, please see the [Denver Police Department website](#) for more information on locations.
3. Please see sample fingerprint card below and complete all fields as indicated. For the "Your No. OCA" box, please write in this code: **CONCJ5768**.
4. The fingerprint card will be returned to you, and you will need to mail the card to the Colorado Bureau of Investigation along with payment of \$33.50 **by money order only** payable to Colorado Bureau of Investigation or CBI (NO personal checks).

Mail to:

CBI

Identification Unit

690 Kipling Street, Suite 3000

Denver, CO 80215

*In addition, each school and/or district has their own requirements for finger printing and students must comply with those requirements as well.*

### **Sample Fingerprint Card**

<b>APPLICANT</b>		LEAVE BLANK		TYPE OR PRINT ALL INFORMATION IN BLACK				FBI		LEAVE BLANK	
		LAST NAME <b>NAM</b>		FIRST NAME		MIDDLE NAME				(21)	
(1)		ALIASES <b>AKA</b>		OR		COCBI0000		DATE OF BIRTH <b>DOB</b>		Month Day Year	
(12)		(2)		COLO B OF I		DENVER, CO		(10)			
(13)		CITIZENSHIP <b>CIT</b>		SEX <b>(4)</b>		RACE <b>(5)</b>		HGT. <b>(6)</b>		WGT. <b>(7)</b>	
(14)		SIGNATURE OF OFFICIAL TAKING FINGERPRINTS		YOUR NO. <b>OCA</b>		EYES <b>(8)</b>		HAIR <b>(9)</b>		PLACE OF BIRTH <b>POB</b>	
(15)		EMPLOYER MAIL ADDRESS		<b>(3)(3A) 33.50</b>		LEAVE BLANK					
(16)		FACILITY NAME		<b>(20) CONCJXXXXXX</b>		CLASS					
		STREET ADDRESS		FBI NO. <b>FBI</b>		REF.					
		CITY, STATE, ZIP		ARMED FORCES NO. <b>MNU</b>							
		REASON FINGERPRINTED		SOCIAL SECURITY NO. <b>SOC</b>							
		<b>NCPA/VCA VECHS VOLUNTEER</b>		<b>(17)</b>							
				MISCELLANEOUS NO. <b>MNU</b>							
				<b>(18)</b>							
(19)											

- **If any of the above items are missing or incomplete, the request will be returned.**
- The FBI will reject ALL cards that have highlighter markers.
- Applicant fingerprint cards can be obtained from State Forms Center 303-370-2165.
- Form of payment should be made payable to the Colorado Bureau of Investigation or CBI. Personal checks are not accepted. Remit only business checks, money orders, cashiers checks or certified checks.
- Please contact the Colorado Bureau of Investigation Identification Unit at 303-239-4208 if there are any questions.

**PLEASE FILL OUT THE FINGERPRINT CARD AS FOLLOWS:**

- 1) NAME: Type or print Last, First, Middle Name. Full name is mandatory. You are encouraged to type, as it is easier to read typed names.
- 2) AKA: Maiden name, other married names or any other name used.
- 3) CITIZENSHIP: U.S. (If born US) Alien Registration number.
- 3A) AMOUNT: Indicate the amount you are paying for the service and whether or not the service is to be invoiced to you (due) or is accompanied by payment (paid). Ex: \$33.50 due or \$33.50 paid. Refer to the fee schedule.
- 4) SEX CODES: M (Male) F (Female)
- 5) RACE CODES: W (White) B (Black) W (Hispanic) I (Indian) A (Asian – Oriental)
- 6) HEIGHT: Feet and Inches (5'6"=506, 6'=600)
- 7) WEIGHT: 090, 100, 250, etc.
- 8) EYE CODES: BLK-Black, BLU-Blue, BRO-Brown, GRN-Green, GRY-Gray, HAZ-Hazel, XXX-Unknown
- 9) HAIR CODES: BLD-Bald, BLK-Black, BLN-Blonde, BRO-Brown, GRY-Gray, RED-Red/Auburn, WHI-White, XXX-Unknown
- 10) DOB: Date of Birth
- 11) POB: Place of Birth (State only) or Country
- 12) SIGNATURE: Signature of person fingerprinted - Individual's Signature
- 13) RESIDENCE: Complete mailing address of person fingerprinted include city, state, and zip code.
- 14) DATE: Date Printed/Signature of Law Enforcement Official taking fingerprints.
- 15) EMPLOYER: The employer address box must have a

complete mailing address shown on every card. This is the address where information will be returned.

**16) REASON PRINTED:** Advise the reason for submission of fingerprints, **MUST INCLUDE COMPLETE COLORADO REVISED STATUTE NUMBER THAT APPLIES TO THE PROFESSION. (C.R.S) IE: GAMING CRS 12-47.1-1-510 (DO NOT USE THIS CRS # ON YOUR CARDS UNLESS IT IS GAMING). INCLUDE A LITERAL REASON SUCH AS THE FOLLOWING:**

Day Care, Adoption, Foster Care, Education, Security Guard, Liquor License, Concealed Weapon Permit, VISA, Public Search, Firefighter, Police Applicant, Criminal Justice Employee, OSN Criminal Justice Employee, Bail Recovery Agent, Legal Name Change, Contract Vendor, etc.

**17) SOC:** Social Security Number

**18) MISCELLANEOUS #:** 5-10 digit provider number (Daycare license number). Required for daycare, foster care, adoptions, and camps only.

**19) FINGERPRINTS:** All Applicant prints should be taken by a law enforcement agency. If the quality of fingerprints are

poor, the fingerprint card cannot be processed. For best results roll fingers nail to nail and avoid smudging. On dry hands use a lotion before fingerprinting.

**20) OCA:** Please print your CBI account number

**CONCJ5768** in the "Your No. OCA BOX" on all fingerprint cards.

**21) FBI:** If the fingerprint card is going to the FBI, please circle the FBI in the upper right-hand corner.

(Rev 7/22/04)

## Practicum Requirement

The Early Childhood Practicum serves as a central and critical part of the ECSE program. It represents an opportunity for candidates to demonstrate that they meet or exceed the Colorado Department of Education (CDE) Licensure standards for the Early Childhood Special Education Specialist license (9.04), which includes Council for Exceptional Children (CEC) Performance Standards and Division for Early Childhood (DEC) Recommended Practices. 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 an ECSE Practicum Supervisor in the field. Students seeking an initial CDE teacher's license (and no previous education degree) will complete 800 hours in practicum with 200 hours within each of the following age groups: infants & toddlers (birth to 3 years), preschoolers (3-5 years), and early school-age (kindergarten-3rd grade). The additional 200 hours may be within any of the age groups. Students may conduct one of their practicum experiences at the Fisher Early Learning Center or their own classroom, if they are currently a teacher in another program. Students that enter the program with an education degree and previous teaching experience will complete 600 hours of practicum (i.e., 200 per age level) to demonstrate ECSE Specialist competencies. Students entering the ECSE Certificate program with an existing Master's degree and a CDE license and seeking an endorsement in ECSE Specialist, are required to complete 300 hours of practicum (i.e., 100 hours in each age level). 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 and families 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).

Students may be placed at FELC for one of their practicum experiences through the EC Practicum course. Students will also observe and interact young children, families and teachers at FELC through a variety of courses throughout the program. Instructor permission is required before any student is allowed to observe, interact, or conduct practicum hours at FELC. Please discuss this possibility with your advisor.

## **ECSE Comprehensive Exam**

The PRAXIS ECSE serves as the comprehensive assessment of knowledge for the MA and Certificate 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 of Colorado in order to graduate:

**Special Education: Preschool/Early Childhood**

**Test Code: 5691**

**Qualifying Score: 159**

Students can take the 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. Praxis 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 (9.04). 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 of the program.

1. Candidates may apply for 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 apply for the Endorsement for ECSE Specialist.

It is the student's responsibility to apply for licensure through CDE's process. Please refer to their webpage <https://www.cde.state.co.us/cdeprof>.

## 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 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 300 hours of practicum over three age levels (infant-toddler, preschool, and school-age) and pass the Praxis ECSE.

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

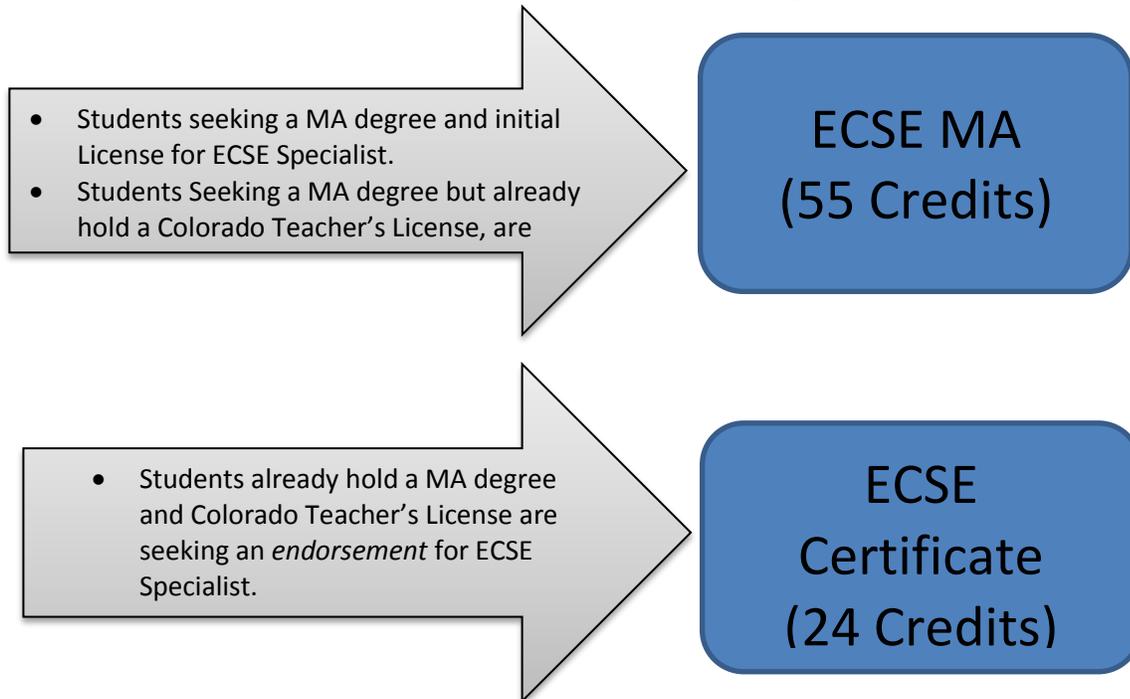
The certificate program requires a minimum of 24 credits. All students will be required to take and pass the aforementioned courses, maintain good standing within the University, and maintain a 3.0 GPA. In the spring quarter, students will take the ECSE PLACE and/or Praxis II exam for CDE licensure for Early Childhood Special Education Specialists (9.04)

As this certificate requires 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 prior 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.

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 2017-18 Early Childhood Special Education

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

CORE KNOWLEDGE BASE AND FOUNDATIONS			
Developmental and Psychological Foundations		Credits	Completed
CFSP 4304	Diversity in School and Community Settings	3	
CFSP 4310	Early Childhood Development	3	
CFSP 4311	Child & Adolescent Development	3	
CFSP 4312	Learning Application and Analysis	3	
CFSP 4305	Exceptionalities in Education: High Incidence Disabilities	3	
CFSP 4338	Exceptionalities in Education: Low Incidence Disabilities	3	
Required Credits		<b>18</b>	
Legal, Ethical and Professional Foundations		Credits	Completed
CFSP 4302	Legal Issues in Special Education	3	
CFSP 4315	Professional, Leadership, and Ethical issues in Special Education: Birth to 21	3	
Required Credits		<b>6</b>	
PROFESSIONAL SKILLS AND TRAINING			
Evaluation and Assessment		Credits	Completed
CFSP 4320	Early Childhood Assessment: Formal & Standardized	3	
CFSP 4326	Early Childhood Assessment: Informal & Play-based	3	
CFSP 4308	Early Academic Competencies & Intervention	3	
RMS 4900	Educational Research & Measurement	4	
Required Credits		<b>13</b>	

Collaborative Consultation with Families and Schools		Credits	Completed
CFSP 4330	Family-School Parenting and Consultation	3	
CFSP 4335	Infant & Family Intervention	3	
CFSP 4336	Preschool Intervention	3	
CFSP 4337	School-Age Competencies & Intervention	3	
	Required Credits	<b>12/13</b>	
<b>APPLIED COURSEWORK (6 credits)</b>			
Applied Courses		Credits	Completed
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 ECSE exam	PASS	
	Required Credits	6	
<b>Total Minimum Total Credits</b>		<b>55</b>	

M.A. DEGREE	CREDITS/SCORE	SIGNATURE	DATE
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

(Subject to Change)

Quarter	Year 1	Year 2
<b>Fall</b>	<ul style="list-style-type: none"> <li>• CFSP 4315 <i>Professional, Leadership &amp; Ethical Issues in Special Education: Birth to 21 (3)</i></li> <li>• CFSP 4310 <i>Early Childhood 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>• CFSP 4305 <i>Exceptionalities in Education: High Incidence Disabilities (3)</i></li> <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 4311 <i>Child &amp; Adolescent Development (3)</i></li> <li>• CFSP 4312 <i>Learning Application &amp; Analysis (3)</i></li> <li>• CFSP 4320 <i>Early Childhood Assessment: Formal &amp; Standardized (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul>	<ul style="list-style-type: none"> <li>• CFSP 4335 <i>Infant &amp; Family Intervention (3)</i></li> <li>• CFSP 4308 <i>Early Academic Competencies (3)</i></li> <li>• CFSP 4338 <i>Exceptionalities in Education: Low Incidence Disabilities (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 4330 <i>Family-School Partnering &amp; Consultation (3)</i></li> <li>• CFSP 4326 <i>Early Childhood Assessment: Informal &amp; Play-Based (3)</i></li> <li>• CFSP 4302 <i>Legal Issues in Special Education (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 4337 <i>School-Age Competencies &amp; Interventions (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul> <p>***Practicum Spring Symposium</p>
<b>Total Credits</b>	<b>30 credits</b>	<b>25 credits</b>

\*\*\*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, Leadership &amp; Ethical Issues in Special Education: Birth to 21 (3)</i></li> <li>• CFSP 4310 <i>Early Childhood 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 4305 <i>Exceptionalities in Education: High Incidence Disabilities (3)</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 4311 <i>Child &amp; Adolescent Development (3)</i></li> <li>• CFSP 4320 <i>Early Childhood Assessment: Formal &amp; Standardized (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> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul>	<ul style="list-style-type: none"> <li>• CFSP 4308 <i>Early Academic Competencies (3)</i></li> <li>• CFSP 4338 <i>Exceptionalities in Education: Low Incidence Disabilities (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</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 4326 <i>Early Childhood Assessment: Informal &amp; Play-Based (3)</i></li> <li>• CFSP 4302 <i>Legal Issues in Special Education (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> <li>• CFSP 4337</li> </ul>	<ul style="list-style-type: none"> <li>• CFSP 4337 <i>School-Age Competencies &amp; Interventions (3)</i></li> <li>• CFSP 4330 <i>Family-School Partnering &amp; Consultation (3)</i></li> <li>• CFSP 4338 <i>Low Incidence Disabilities (3)</i> CFSP 4357 <i>Early Childhood</i></li> </ul>	<ul style="list-style-type: none"> <li>• CFSP 4336 <i>Preschool Intervention (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul> <p>***Practicum Spring Symposium</p>

<b>Total Credits</b>	<b>19 credits</b>	<b>20 credits</b>	<b>16 credits</b>
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(Subject to Change)

## Appendix D: Certificate Coursework Plan 2017-18 Early Childhood Special Education

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

CORE KNOWLEDGE BASE AND FOUNDATIONS (9 credits)			
Developmental and Psychological Foundations		Credits	Completed
CFSP 4305	Exceptionalities in Education: High Incidence Disabilities	3	
CFSP 4338	Exceptionalities in Education: Low Incidence Disabilities	3	
Legal, Ethical and Professional Foundations		Credits	Completed
CFSP 4315	Professional, Leadership, & Ethical issues in Special Education: Birth to 21	3	
PROFESSIONAL SKILLS AND TRAINING (12 credits)			
Evaluation and Assessment		Credits	Completed
CFSP 4320	Early Childhood Assessment: Formal & Standardized	3	
CFSP 4326	Early Childhood Assessment: Informal and Play-based	3	
CFSP 4308	Early Academic Competencies and Intervention	3	
Collaborative Consultation with Families and Schools <i>(choose one of the following courses)</i>		Credits	Completed
CFSP 4335 <b>OR</b> CFSP 4336	Infant & Family Intervention <b>OR</b> Preschool Intervention	3	
APPLIED COURSEWORK (3 credits)			
Applied Courses		Credits	Completed
CFSP 4357	EC Practicum (300 minimum hours taken over three quarters covering infant, toddler, preschool and/or kindergarten-3 <sup>rd</sup> grade) (1 credit hour each)	3	
	ECSE Praxis exam (comprehensive exam)	PASS	
Total Minimum Total Credits		24	

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

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

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

(Subject to Change)

### Fall Start Date

Quarter	Year 1
<b>Fall</b>	<ul style="list-style-type: none"> <li>• CFSP 4315 <i>Professional, Leadership &amp; Ethical Issues in Special Education: Birth to 21 (3)</i></li> <li>• CFSP 4305 <i>Exceptionalities in Education: High Incidence Disabilities (3)</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 4320 <i>Early Childhood Assessment: Formal &amp; Standardized (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 4326 <i>Early Childhood Assessment: Informal &amp; Play-Based (3)</i></li> <li>• *CFSP 4336 <i>Preschool Intervention (3)</i></li> <li>• CFSP 4338 <i>Exceptionalities in Education: Low Incidence Disabilities (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul> <p>**Practicum Spring Symposium</p>
<b>Total Credits</b>	<b>24 credits</b>

\*Students can choose one of these two options:

- Infant & Family Intervention
- Preschool Intervention



## Appendix J: PAL Loan Policies and Procedures

The Psychoeducational Assessment Library (PAL) provides assessment and related material loan services to students enrolled in CFSP classes. Although there is no charge for the use of any PAL materials for students, students are expected to treat any item entrusted to them with the utmost responsibility and care. Other than normally expected wear and tear, the student will be held responsible for the replacement costs of any lost, stolen, or damaged materials. Students must be currently enrolled in courses, in the CFSP or ECSE program, and a valid DU ID must be presented prior to signing out materials. Materials will only be checked in and out of the PAL at the designated checkout times. The PAL policies and procedures listed on the back of this form should be read carefully and understood by each student using the facility. After reading these policies, complete and sign the contractual agreement below. This contract will be binding for the duration of your tenure at DU.

**STATEMENT OF LIABILITY**

**I am responsible for the safe and timely return of PAL items. I agree to pay for any and all damages, including replacement of the item(s). If I fail to return the materials or fail to pay for damages in a timely manner the CFSP Program can withhold my diploma until the matter is settled.**

**Reminders**

- **2 WEEK CHECKOUT.**
- **NO MORE THAN 2 CONSECUTIVE CHECKOUTS (4 WEEKS TOTAL).**
- **Late returns incur 1-point grade deduction (from the course which necessitated material checkout) for *each day* beyond the due date.**
- **Damaged or lost materials are the responsibility of the last person who checked them out. For this reason, it is important that checked-out materials are not traded or loaned to anyone else.**

**I have read and agree to the terms outlined in this document.**

Name (print):	Department:
DU Email:	Phone Number:
DU ID:	Date:
Signature:	



## Loan Policies and Procedures

### *Loan of Materials*

1. I understand that all materials shall be returned to the PAL in the same proper working condition as it was issued.
2. I agree that it is my responsibility to accept materials in proper working condition (i.e., parts and content) from the PAL.
3. Should materials be damaged for any reason while in my charge, I will make absolutely no attempt to repair it. If damaged, I will return the materials immediately to the PAL.
4. I agree that under no circumstances should any materials in my charge be loaned to any other person. All materials transfers must be handled through the PAL, even to the next user in line. This will protect me from being assessed a fine for someone else's carelessness.
5. I understand that materials will not be issued outside of the checkout period determined by the PAL coordinator.

### *Terms of Loan*

1. I agree that I will be held totally responsible for all future materials checked out to me once I sign this contractual agreement
2. I understand that all materials may be signed out for two (2) week. Materials must be returned and checked before a renewal of the loan may be made. A maximum of one (1) renewal is allowed. Renewals must be done in person.
3. I understand that it is essential that materials be returned to the PAL on time. Late fines will be enforced after a missed deadline. If I am late, I will be fined. It is my responsibility to be aware of the deadline.
4. If I am late in returning materials, I understand that one (1) point will be deducted from my total class grade for every day that I am late. I understand that the PAL coordinator will contact the course instructor for the class which required assessment use, and that no class is exempt from the PAL fine policy.

### *Lost, Damaged or Stolen Materials*

1. I agree that I am responsible for returning all materials received in the same condition as when received. If I discover that loaned materials are damaged, it is my responsibility to report this immediately to the PAL coordinator.
2. If any materials are not returned, or materials are returned damaged beyond repair, I will be held responsible for the cost of replacement. This cost will be billed directly to the student by the MCE Budget & Planning office, separate from DU tuition and fees.
3. Costs assessed against me will be treated as any other debt owed to the University, and failure to pay as required may result in loss of privileges and benefits, including but not limited to prevention from registering for courses, delay in receipt of grades, or withholding of granting of certificates or degrees. Payments in these cases may be returned directly to the MCE Budget & Planning office, KRH 317.

### *Loan of Materials to Non-Students*

1. If I am serving as adjunct faculty, I understand that I can check out PAL materials only if they are needed for instruction of my assigned course. I agree to uphold all the policies and procedures stated above regarding (a) terms of the loan and (b) monetary fines assessed to lost, damaged, or stolen materials.
  2. If I am an alum of the CFSP program, I agree to only review materials in the PAL facility, but *not* check out materials. I understand that I will have to present proper credentials to access the PAL materials.
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