

Early Childhood Special Education Student Handbook

Master of Arts and Certificate Program

2021-2022



UNIVERSITY *of*
DENVER

MORGRIDGE COLLEGE OF EDUCATION

Table of Contents

Welcome to Morgridge College of Education.....	3
TLS Faculty and Staff	4
Master of Arts in Early Childhood Special Education Program Overview.....	6
Morgridge Vision Statement.....	6
Master of Arts Coursework Requirements.....	7
Academic Policies.....	7
Adequate Progress.....	7
Background Checks/Fingerprinting.....	7
Bereavement Policy.....	9
Canvas Assignments.....	9
Course Attendance.....	9
Distributed Email List and Communication	9
Grades.....	10
MCE Strike Policy	10
Policies & Procedures.....	11
Practicum Requirement.....	11
Fisher Early Learning Center (FELC)	11
Malpractice Insurance.....	12
ECSE Comprehensive Exam	12
ECSE Licensure & Endorsement Options.....	12
Early Childhood Special Education Certificate (Endorsement) Program.....	12
Psychoeducational Assessment Library (PAL).....	15
Fisher Early Learning Center.....	15
Appendix A: Master of Arts Coursework Plan 2021-2022	16
Appendix B: Master of Arts Two-Year Course Sequence.....	18
Appendix C: Certificate Coursework Plan 2021-2022	19
Appendix D: ECSE-Certificate (Endorsement) Course Sequence.....	20
Appendix E: Loan Policies and Procedures for PAL Materials.....	21
Appendix F: 2021-22 ECSE Handbook Confirmation	22

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, and are authorized by the Colorado Departments of Education 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.

TLS Faculty and Staff

Department Chair

Rashida Banerjee, PhD

Professor
TLS Department Chair
Phone: 303-871-6597
Rashida.Banerjee@du.edu

Academic Service Associates

Kara Duggan

Academic Services Associate
Curriculum and Instruction
Teacher Education Program
Phone: 303-871-7013
Kara.Duggan@du.edu

Jessica Espinosa-Galindo

Academic Services Associate
School Psychology
Early Childhood Special Education
Phone: 303-871-4216
Jessica.Espinosa-Galindo@du.edu

Curriculum and Instruction & Teacher Education Preparation

William Anderson, EdD

Clinical Assistant Professor
Director, Teacher Education Program
Phone: 303-871-2517
William.Anderson72@du.edu

Doug Clements, PhD

Professor
Kennedy Endowed Chair, Early Childhood
Education Director, Marsico Institute
Phone: 303-871-2895
Douglas.Clements@du.edu

Mary Kay Delaney, PhD

Visiting Clinical Professor
Curriculum and Instruction
Mary.Delaney@du.edu

Brette Garner, PhD

Assistant Professor
Curriculum and Instruction
Phone: 303-871-3120
Brette.Garner@du.edu

Norma Hafenstein, PhD

Daniel L. Ritchie Endowed Chair in Gifted
Education
Phone: 303-871-2527
Norma.Hafenstein@du.edu

Betsy Leonard, MEd

Community Engagement Specialist
Phone: 303-917-6369
Betsy.Leonard@du.edu

Paul Michalec, PhD

Clinical Professor
Curriculum and Instruction
Phone: 303-871-7952
Paul.Michalec@du.edu

Garrett Roberts, PhD

Associate Professor
Curriculum and Instruction
Phone: 303-871-2823
Garrett.Roberts@du.edu

Maria Salazar, PhD

Professor
Curriculum and Instruction
Phone: 303-871-3772
Maria.Salazar@du.edu

Julie Sarama, PhD

Professor
Kennedy Endowed Chair in Innovative
Learning Technologies
Phone: 303-871-3983
Julie.Sarama@du.edu

Kimberly Schmidt, PhD
Clinical Assistant Professor
Curriculum and Instruction
Phone: 303-871-2474
Kimberly.Schmidt@du.edu

Early Childhood/Special Education

Jeanine Coleman, PhD
Clinical Associate Professor
Early Childhood Special Education Program
Lead
Phone: 303-871-2496
Jeanine.Coleman@du.edu

Phil Strain, PhD
Professor
Kennedy Endowed Chair in Urban
Education, Director, Positive Early Learning
Experiences Center
Phil.Strain@du.edu

School Psychology
Korrie Allen, PsyD
Clinic Director, Director of Clinical Training,
and Clinical Associate Professor
School Psychology
Phone: 303-871-7662
Korrie.Allen@du.edu

Cynthia Hazel, PhD
Professor
School Psychology
Cynthia.Hazel@du.edu

Samuel Y. Kim, PhD
Assistant Professor
School Psychology
Samuel.Kim@du.edu

Amy McDiarmid, PhD
Clinical Assistant Professor and
Director of Field Experiences
School Psychology
Phone: 303-871-3765
Amy.McDiarmid@du.edu

Gloria Miller, PhD
Morgridge Endowed Professor in Literacy
School Psychology
Phone: 303-871-3340
Gloria.Miller@du.edu

Devadrita Talapatra, PhD
Associate Professor
School Psychology
Phone: 303-871-3352
Devadrita.Talapatra@du.edu

Master of Arts in Early Childhood Special Education Program Overview

The goal of the Early Childhood Special Education (ECSE) Master of Arts (MA) is to prepare highly competent, collaborative, ethical, and self-reflective ECSE 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 ECSE is a two-year program that focuses on specialized work with young children and families in school and community settings. It is also 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 ECSE MA program will understand the needs of children and their families within the ever-changing global society. Your practice will be based on a 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 ECSE Specialist who will serve young children with disabilities 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.

These goals and values are based on the professional organization of the [Division for Early Childhood of the Council for Exceptional Children](#) and the Colorado Department of Education licensing standards for Early Childhood Special Education Specialist (9.04).

The ECSE MA requires a minimum of 55 credit 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 Education Policies and Procedures which includes information students need to know in order to remain in good academic standing.

Adequate Progress

Two or more non-passing grades on a student's transcript are 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 the Incomplete Grade Policy in the Graduate School Bulletin for further information: <http://bulletin.du.edu/graduate/>.

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 if there are criminal charges pending against them at the time of admission, upon entry to the Program, and/or at any time while they are students at the University of Denver (DU) in MCE. Failure to self-disclose abovementioned information may result in probation status or dismissal from the Program. If a criminal offense occurs after initial admission and while they are students in the program, they must notify their academic advisor 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 the 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, the student should 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 on the SP EdS Canvas site or at the end of this handbook. Upload the completed form to the Canvas Site. (Please note: The Qualified Entity on this form is "The University of Denver / Morgridge College")
2. Beginning September 24, 2018 the Colorado Bureau of Investigation (CBI) will only accept digital fingerprints. In order to obtain this type of fingerprinting you will need to go to a Colorado Applicant Background Service (CABS) vendor. **When filling out the forms, please make sure they are aware that you need both CBI and FBI background checks.**

3. Current Approved Vendors:

IdentoGo – Service Code: 25YQ54

Appointment Scheduling Website:

<https://uenroll.identogo.com/>

Call Center: 844.539.5539 (toll free)

IdentoGO CABS Information Website: www.identogo.com/locations/colorado

Colorado Fingerprinting

Unique ID Numbers: 5768VECG, CONCJ5768

Colorado Fingerprinting Phone: 720-292-2722

Email: info@coloradofingerprinting.com

Online pre-registration: www.coloradofingerprinting.com

Choose a location and time that is convenient for your appointment

4. Please note the following information:
 - **Employer and Address** - The University of Denver, 1999 E. Evans Ave., Denver, CO 80208
 - **The purpose of background check/fingerprinting: NCPA/VCA Volunteer and you will pay a fee.** If you recently were recently fingerprinted for a

background check for another entity you will still be required to go through the process again for your program at the University of Denver.

For more detailed information on fingerprinting and background checks in the state of Colorado visit their website [here](#). In addition, each school and/or district has its own requirements for finger printing and students must comply with those requirements as well.

Bereavement Policy

A student's absence from class will be excused for funeral leave in the event of a death in the student's immediate family or household for up to three consecutive business days for in-state funeral services and five consecutive business days for out-of-state funeral services. The student is responsible for fulfilling the course requirements and for working with course instructors on an appropriate timeline to submit any missed assignments/requirements.

The Office of Student Outreach & Support (SOS) is the designated office to help support the student and review all available options if the death has an impact on the student's academic progress for the term. Faculty requesting verification of the funeral leave should consult with the SOS staff. The policy can be found here:

https://www.du.edu/studentlife/studentsupport/pioneers_care/

Canvas Assignments

You will be added to a Canvas site called ECSE MA. The purpose of this site is to assist you in progressing through the program. Requirements for program completion outside of coursework are assignments in this Canvas site. You are responsible for contacting your advisor if you have questions or concerns regarding the required information. Failure to complete the items in Canvas may result in delayed graduation.

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 letter-grade deduction. Please refer to the course 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 carefully consider missing classes, as the policy will apply regardless of the reason for absence.

Distributed Email List and Communication

All students are automatically assigned a University e-mail address upon entry into the program, which can be forwarded to a preferred email account. This university e-mail address will be used for all 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 also responsible for notifying the Department Chair of any changes in mailing address or other contact information within the first week of classes each quarter.

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. Grades are indicators of the following: 1) timely progress in understanding and applying the knowledge base needed to perform at the proficient level, 2) intellectual engagement with the process of becoming an ESCE educator, and 3) 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- will render 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 incomplete grades 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 what will be required to show competency in the course.

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

MCE Strike Policy

The University of Denver and the Morgridge College of Education understands the complexity of labor negotiations and does not take sides in any contract disputes. DU students should contact their university supervisors for instructions as soon as an event such as a strike or work stoppage occurs. We strongly discourage students from attending field and service placements during a labor strike due to a variety of issues including but not limited to supervision. Students will work with their university supervisors to ensure that they are able to complete their work. This policy is not intended to influence students who are also district employees as they should use their own professional judgement. Their actions regarding these situations will have no academic consequences or impact on their status within the program.

Policies & Procedures

Graduate students are responsible for adhering to the Office of Graduate Education Policies and Procedures. For MCE Academic Policies & Procedures, please refer to the MCE website for the Academic Policies - <https://morgridge.du.edu/handbooks-forms/mce-policies-procedures/>.

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. This also supports candidates as they 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 who enter the program with a degree in education and a teacher's license/certification 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 teacher's license/certification 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 DU campus and affiliated with MCE, 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 who 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 Early Childhood Practicum course. Students will also observe and interact with 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.

Malpractice Insurance

Students are strongly encouraged to purchase personal malpractice insurance for courses that have a practice and/or field component. While the University provides some coverage, students can obtain affordable additional malpractice insurance through their membership with the American Psychological Association, the Council for Exceptional Children, the National Association of School Psychologists, or the American Counseling Association.

ECSE Comprehensive Exam

The PRAXIS Exam serves as the comprehensive assessment of knowledge for the MA and Certificate in Early Childhood Special Education. Students must 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 DU prior to graduation.

Praxis 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 (9.04). 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 Master of Arts in Early Childhood Special Education. For the purposes of DU, 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 who 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 Exam for Special Education: Preschool/Early Childhood. Please refer to Appendix D for the Certificate coursework plan and [Appendix E](#) for the Certificate course sequencing.

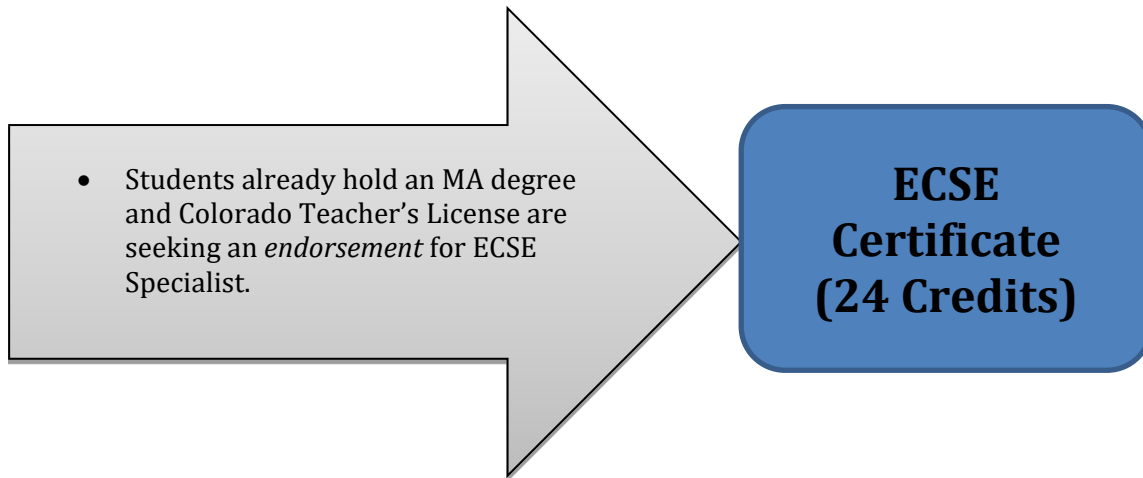
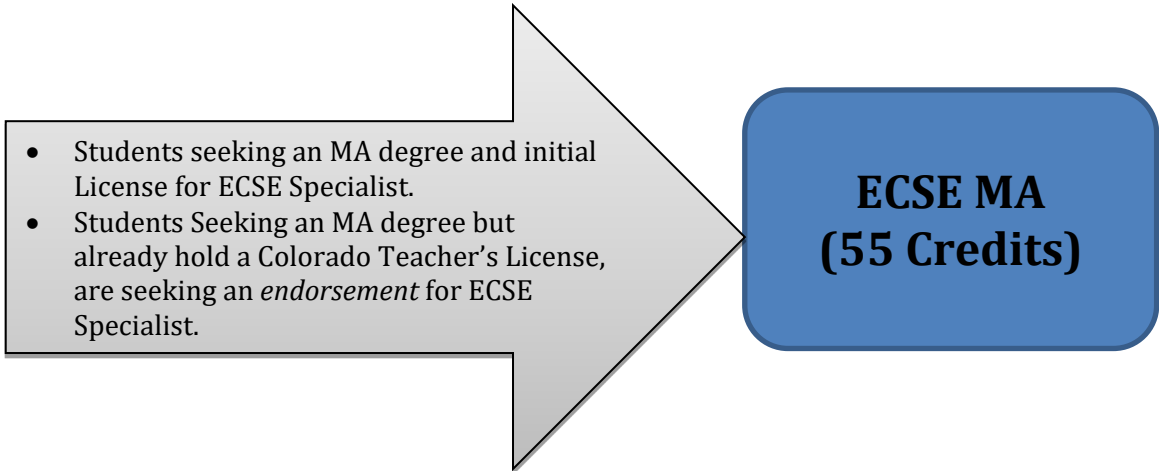
The certificate program requires a minimum of 24 credits. All students will be required to take and pass the aforementioned courses, maintain good standing within the University, and maintain a 3.0 GPA. In the spring quarter, students will take the ECSE PRAXIS Exam for CDE licensure for Early Childhood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

As this certificate requires an 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 into 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:



Program, College, and University Resources

Psychoeducational Assessment Library (PAL)

The Psychoeducational Assessment Library (PAL) houses an array of materials relevant to Psychoeducational assessment and research for use by students and faculty in the MCE. The PAL is a professional library equipped with cognitive, behavioral, and social-emotional assessment measures, protocols, scoring software, training videos and other mental health resources. Materials in the PAL are accessible to currently matriculated, qualified CFSP graduate students enrolled in assessment classes, faculty, doctoral students, and field-based placements. A list of all PAL resources can be obtained from the PAL graduate assistant. Procedures for signing out PAL materials are available in the PAL Loan Policies and Procedures.

The PAL is overseen by Program faculty and is staffed by a graduate assistant who posts hours each quarter when students can access PAL materials. Students must review, fill out and sign the online form through Qualtrics, which can be obtained from the PAL coordinator or graduate assistant, before they can access any PAL materials. Guidelines for the use and treatment of materials: Under no circumstances should test library materials be written in or on, underlined, or highlighted. Sticky notes and flags may be placed within the materials but must be removed before returning the materials. Avoid writing on the test manual. Instead, test protocols should be used for highlighting, underlining, and making notes pertaining to testing administration rules. Missing or damaged materials will require that the user (student or faculty) pay the cost of replacing these items. Grades for assessment classes will be withheld for students not returning materials and/or not paying replacement fees.

Fisher Early Learning Center

The mission of Fisher Early Learning Center is to provide 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. Through family and community partnerships and high professional standards, Fisher offers a quality program that establishes a foundation of skills and knowledge essential to the development of competent and caring young children. Through partnerships with families and communities, and a commitment to professional development, Fisher will serve as the model for high quality care and education that results in creating an optimal learning environment where all children achieve their full potential. For more information about the FELC visit their website: <http://www.du.edu/fisher/>. Students may visit or observe at Fisher Center only with instructor and Fisher permission.

Appendix A: Master of Arts Coursework Plan 2021-2022 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		18	
Legal, Ethical and Professional Foundations		Credits	Completed
CFSP 4302	Legal Issues in Special Education & Gifted Education	3	
CFSP 4315	Professional, Leadership, and Ethical issues in Special Education: Birth to 21	3	
Required Credits		6	
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		13	
Collaborative Consultation with Families and Schools		Credits	Completed
CFSP 4330	Family-School Partnering and Consultation	3	
CFSP 4335	Infant & Family Interventions	3	

CFSP 4336	Preschool Interventions	3	
CFSP 4337	School-Age Competencies & Intervention	3	
Required Credits		12	
APPLIED COURSEWORK (6 credits)			
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 rd grade)	6	
	Praxis Exam—Special Education: Preschool/Early Childhood (Test Code: 5691, Qualifying Score: 159)	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 _____ Advisor's Signature _____ Date: _____

Appendix B: Master of Arts Two-Year Course Sequence
Early Childhood Special Education
(Subject to Change)

Quarter	Year 1	Year 2
Fall	<ul style="list-style-type: none"> • CFSP 4315 <i>Professional, Leadership & Ethical Issues in Special Education: Birth to 21 (3)</i> • CFSP 4310 <i>Early Childhood Development (3)</i> • CFSP 4304 <i>Diversity in Community & School Settings (3)</i> • CFSP 4357 <i>Early Childhood Practicum (1)</i> 	<ul style="list-style-type: none"> • CFSP 4330 <i>Family-School Partnering & Consultation (3)</i> • CFSP 4305 <i>Exceptionalities in Education: High Incidence Disabilities (3)</i> • RMS 4900 <i>Educational Research & Measurement (4)</i> • CFSP 4357 <i>Early Childhood Practicum (1)</i>
Winter	<ul style="list-style-type: none"> • CFSP 4312 <i>Learning Theories & Behavior Applications (3)</i> • CFSP 4320 <i>Early Childhood Assessment: Formal & Standardized (3)</i> • CFSP 4357 <i>Early Childhood Practicum (1)</i> 	<ul style="list-style-type: none"> • CFSP 4335 <i>Infant & Family Intervention (3)</i> • CFSP 4308 <i>Early Academic Competencies (3)</i> • CFSP 4338 <i>Exceptionalities in Education: Low Incidence Disabilities (3)</i> • CFSP 4357 <i>Early Childhood Practicum (1)</i>
Spring	<ul style="list-style-type: none"> • CFSP 4311 <i>Child & Adolescent Development (3)</i> • CFSP 4326 <i>Early Childhood Assessment: Informal & Play-Based (3)</i> • CFSP 4302 <i>Special Education & Gifted Education Legal Issues (3)</i> • CFSP 4357 <i>Early Childhood Practicum (1)</i> 	<ul style="list-style-type: none"> • CFSP 4336 <i>Preschool Intervention (3)</i> • CFSP 4337 <i>School-Age Competencies & Interventions (3)</i> • CFSP 4357 <i>Early Childhood Practicum (1)</i>
Total Credits	27 credits	28 credits

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

Appendix C: Certificate Coursework Plan 2021-2022 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 OR CFSP 4336	Infant & Family Interventions OR Preschool Interventions	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 rd grade) (1 credit hour each)	3	
	ECSE Praxis exam (comprehensive exam)	PASS	
Total Minimum Total Credits		24	

Student's Signature: _____ Date: _____

Advisor: _____ Advisor's Signature: _____ Date: _____

Appendix D: ECSE-Certificate (Endorsement) Course Sequence
(Subject to Change)

Fall Start Date

Quarter	Year 1
Fall	<ul style="list-style-type: none"> • CFSP 4315 <i>Professional, Leadership & Ethical Issues in Special Education: Birth to 21 (3)</i> • CFSP 4305 <i>Exceptionalities in Education: High Incidence Disabilities (3)</i> • CFSP 4357 <i>Early Childhood Practicum (1)</i>
Winter	<ul style="list-style-type: none"> • CFSP 4308 <i>Early Academic Competencies (3)</i> • CFSP 4320 <i>Early Childhood Assessment: Formal & Standardized (3)</i> • *CFSP 4335 <i>Infant & Family Interventions (3)</i> • CFSP 4357 <i>Early Childhood Practicum (1)</i>
Spring	<ul style="list-style-type: none"> • CFSP 4326 <i>Early Childhood Assessment: Informal & Play-Based (3)</i> • *CFSP 4336 <i>Preschool Interventions (3)</i> • CFSP 4338 <i>Exceptionalities in Education: Low Incidence Disabilities (3)</i> • CFSP 4357 <i>Early Childhood Practicum (1)</i> <p>**Practicum Spring Symposium</p>
Total Credits	24 credits

*Students can choose one of these two options:

- Infant & Family Intervention
- Preschool Intervention

Appendix E: Loan Policies and Procedures for PAL Materials

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 is 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 SP 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.

Appendix F: 2021-22 ECSE Handbook Confirmation

This page must be signed and uploaded to your degree Canvas page.

By signing below, I am confirming that I have reviewed the handbook that is required for my degree program. I understand my requirements and expectations as a student in this program.

Printed Name: _____

Student ID Number: _____

Program of Study/Degree: _____

Signature: _____ Date: _____