

# **Early Childhood Special Education Student Handbook**

## **Master of Arts (M.A.) and Certificate Program**

**2023-2024**



UNIVERSITY *of*  
DENVER

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MORGRIDGE COLLEGE OF EDUCATION

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## Welcome to Morgridge College of Education!

This handbook provides ECSE students with policies and procedures for Morgridge College of Education (MCE) degrees and certificates. In addition to this publication, the student should become familiar with 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 all of them.

*You are responsible for familiarizing yourself with this Handbook, as well as the [Graduate Policies and Procedures Bulletin](#).* Please also check the MCE website for the most updated information: <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 other major accrediting agencies, and are certified by the Colorado Departments of Education and Higher Education as meeting professional licensure requirements.

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.

Allegations of discrimination based on any of these 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 <http://www.du.edu/deo/>. You may also contact the Office of Diversity and Equal Opportunity/ADA Compliance with concerns regarding religious or disability accommodations and /or issues about access.

### ***Vision Statement***

The Morgridge College of Education seeks to be a global leader in innovative and effective approaches for learning throughout the lifespan. Transcending traditional ideas about education and schooling, we 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 promote educational change and social equity, and will provide leadership for the improvement of education, mental health and information services and systems.

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## **M.A. 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 specialists and practitioners, who can optimize social-emotional, cognitive, academic, and behavioral outcomes for children from birth to age 8 with special needs, and their families, schools, and communities.

The MA is a two-year program that focuses on specialized work with young children and families in school and community settings. It is a pipeline to a Colorado Department of Education Special Education Teaching licensure and other advanced degrees, including doctoral study. ECSE students develop the knowledge and practical skills needed to work successfully at schools and community agencies that serve children with disabilities and special needs. Students also have the advantage of working at the Fisher Early Learning Center at the University of Denver, and have opportunities to take placements in a variety of other community agencies and school districts. This hands-on experience, in combination with rigorous academic instruction, personalized guidance from faculty, and small class sizes, provides students with an exceptional learning program.

Graduates of the ECSE MA program will understand how to serve special-needs young children and their families, and develop a practice based on interrelationships between environmental, neurodevelopmental, and cultural influences. We are excited to have you as a part of our program and look forward to taking this journey with you.

### **Master of Arts Coursework Requirements**

Our goal is to prepare you to be an ECSE Specialist who will serve young children with (or at risk for) disabilities, aged from birth through 8 years, and their families. You will:

- Value inclusive excellence and a commitment to education for every community;
- Use data to drive, reflect, and grow your practice, and use evidence-based practices;
- Utilize a family-centered, ethical, and ecological approach to intervention;
- Understand and use the latest research and technology to improve educational efforts on behalf of all learners;
- Understand and apply relevant skills to the development of young children.

These goals are based on the [Division for Early Childhood of the Council for Exceptional Children](#) and the Colorado Department of Education licensing standards. The ECSE MA requires a minimum of 55 quarter credit hours. Please see [Appendix A](#).

## **Academic Policies**

### ***Adequate Progress***

Two or more non-passing grades are a sign of inadequate progress and may result in probationary status. These include both Incompletes and those that do not qualify for credit toward the degree (i.e. B-minus or below). Severe or continued lack of progress will result in termination. Please see the “Grades” section of this handbook and the Incomplete Grade Policy 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 early childhood settings and eventual application for 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 and/or at any time while they are students at MCE. If a criminal offense occurs while they are actively enrolled, students must notify their academic advisor within five business days. Failure to follow this process may result in probation or dismissal.

Infractions will be reviewed on a case-by-case basis by the MCE Associate Dean, Teaching Learning and Science (TLS) Department Chair, a faculty representative, Office of Student Conduct and/or Office of Graduate Studies, and Campus Safety. Results will be communicated to the student in writing. If the offense occurred prior to enrollment in the program, the committee will decide if the student should be accepted; if it occurs during enrollment in the program, it will decide if the student will be put on probation or dismissed.

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

1. Complete the VECHS Waiver Agreement and Statement form found on the ECSE MA Canvas site or at the end of this handbook. Upload the completed form to Canvas. (Please note: The Qualified Entity is “The University of Denver / Morgridge College”)
2. Beginning September 24, 2018, the Colorado Bureau of Investigation (CBI) will only accept digital fingerprints. You will need to go to an approved Colorado Applicant Background Service (CABS) vendor. **When filling out the forms, ensure you request both CBI and FBI background checks.**

### **3. Current Approved Vendors:**

**IdentoGo – Service Code: 25YQ54**

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

Call Center: 844.539.5539 (toll free)

IdentoGO CABS Information Website: [www.identogo.com/locations/colorado](http://www.identogo.com/locations/colorado)

### **Colorado Fingerprinting**

**Unique ID Numbers: CONCJ5768**

Colorado Fingerprinting Phone: 720-292-2722

Email: [info@coloradofingerprinting.com](mailto:info@coloradofingerprinting.com)

Online pre-registration: [www.coloradofingerprinting.com](http://www.coloradofingerprinting.com)

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 were recently fingerprinted for a background check for another entity, you are still required to go through the process again.



**For more information on fingerprinting and background checks in the state of Colorado visit the Colorado Bureau of Investigations website [here](#).** In addition, each school, organization, or district has its own requirements for background checks, and students must comply with all applicable checks and regulations.

### ***Bereavement Policy***

A student's absence from class will be excused in the event of a death in the student's immediate family or household, 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 still responsible for creating an appropriate timeline to submit any missed assignments.

The Office of Student Outreach & Support (SOS) can suggest further options if the death has a major impact on the student's academic progress. The policy can be found here:

[https://www.du.edu/studentlife/studentsupport/pioneers\\_care/](https://www.du.edu/studentlife/studentsupport/pioneers_care/)

### ***Canvas Assignments***

You will be added to the ECSE MA [Canvas](#) site. Program completion requirements outside of core coursework (i.e. thesis, practicum, exams) are listed as assignments on your Canvas page. Failure to complete 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 reduce your final grade by a full letter, and each additional missed class will result in an additional letter-grade deduction. Attendance policies in condensed or hybrid-format courses may differ. Please consult the syllabus.

If it is necessary to miss class, students must contact the instructor at least three days prior to the class session. In an emergency in which prior notification is impossible, they should contact the instructor within 24 hours. It is the student's responsibility to collect any missed course content. Moreover, every third tardy (per course) will count as an absence.

You should carefully consider whether to miss any 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, which is used for all official, program-specific, and MCE communications. Students are responsible for checking their DU email regularly, since critical information is often communicated largely or only by this method. Students are also responsible for updating any changes in their mailing address or other contact information within the first week of each quarter.

Your DU email address is also added to our student listserv, ECSE-Morgridge. Program announcements, student updates, faculty communications, and job postings are all sent out on this list. You can also post to the list yourself by sending an email to [ecse-morgridge@du.edu](mailto:ecse-morgridge@du.edu).

### ***Grades***

The ECSE program is performance-based, and faculty will only recommend students for a state teaching license if all standards are met at the professional/proficient level. Grades are indicators of the following: 1) timely progress in understanding and applying the knowledge

needed to perform proficiently, 2) engagement with the process of becoming an ECSE 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 it falls below 3.0 at any time, you may be removed from fieldwork placement(s) or placed on probation. A grade lower than B- is **unacceptable** for ECSE degree requirements, and you will have to repeat the course.

An Incomplete is a temporary grade that may be given at the instructor's discretion, when illness, necessary absence, or other reasons beyond the student's control prevent completion of requirements by the usual end of the academic term. Students may not be allowed to continue other courses or fieldwork placements until all incompletes are resolved. It is the responsibility of the student to initiate the Incomplete process, and it is up to the instructor to determine what will be required to resolve it. More information can be found in the Bulletin: <http://bulletin.du.edu/graduate/>.

Students may appeal a grade by following this process:

<http://bulletin.du.edu/graduate/academic-and-student-support-services-policies-and-procedures/academic-exceptions-complaints-grievances-and-appeals/procedures-for-grade-appeals/>.

### ***MCE Strike Policy***

The University of Denver and Morgridge College of Education understand the complexity of labor negotiations and does not take sides in any contract disputes. 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 and liability concerns. Students will work with their supervisors to ensure that they are able to complete their work. This policy is not intended to influence students in their role as employees at field placement sites, 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***

For general information on the policies and procedures related to probation and termination, students should refer to "[Academic Requirements, Policies and Procedures](#)".

If a student is placed on probation, a written remediation plan will be developed, outlining actions to be taken within a specified timeframe. Such actions can include additional or repeated coursework or fieldwork; skill-building assignments outside of regular class; psychological evaluation; professional counseling/psychotherapy; remedial coursework to enhance writing, quantitative, or oral presentation skills; or other actions.

Failure to progress after reasonable intervention, or a failure to comply with the probation plan, can result in dismissal. For egregious violations, such as unethical or unprofessional behavior, a student may be immediately dismissed.

## **Practicum Requirement**

The Early Childhood Practicum is a critical part of the ECSE program. It represents an opportunity for candidates to meet or exceed the Colorado Department of Education (CDE) Licensure standards for the Early Childhood Special Education Specialist license (9.04) and Division for Early Childhood -Council for Exceptional Children (DEC-CEC) Performance

Standards and DEC Recommended Practices. It also allows for the development and demonstration of knowledge and skills that complete professional preparation. It also supports candidates as they move into more specialized professional roles.

Students seeking an initial CDE teacher's license (with no previous education degree) must complete 800 hours in practicum, or 200 hours in each of the following age groups: infants & toddlers (birth to 3 years), preschoolers (3-5 years), and early school-age (kindergarten-3rd grade). The final 200 hours may be with 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 bachelor's degree in education and a teacher's license/certification must complete 600 hours of practicum (i.e., 200 in each age level). Students who enter 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).

### ***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 aged six weeks to 5 years
- Accredited by the National Association for the Education of Young Children (NAEYC).

Students also observe and interact with FELC children, families and teachers through a variety of course assignments and activities. Instructor permission is required before any student is allowed to observe, interact, or conduct practicum hours at FELC.

### ***Malpractice Insurance***

Students are encouraged to purchase personal malpractice insurance. While the University provides some coverage, students can obtain additional insurance through the American Psychological Association, the Council for Exceptional Children, the National Association of School Psychologists, or the American Counseling Association.

## **ECSE Comprehensive Exam**

As of 2022, the Colorado State Board of Education has updated their requirements for ECSE licensure, which is commonly achieved by passing the relevant PRAXIS II exam sequence . Students must register for these exams on their own, usually at least one month in advance. While it is permissible to take PRAXIS multiple times, students must obtain passing scores on all required exams for the state of Colorado in order to graduate:

- **5691: Special Education: Preschool/Early Childhood**
- **5024: Early Childhood Education (Birth-8)**
- **5205: Teaching Reading: Elementary**

Students must have their official scores sent to DU. For more information, exam dates, and registration, please see [www.ets.org/praxis/about/praxisii](http://www.ets.org/praxis/about/praxisii).

## ***ECSE Licensure & Endorsement Options***

The ECSE MA program is approved by the Colorado Department of Education (CDE) and Department of Higher Education for the Early Childhood Special Education Specialist license and endorsement. Successful candidates in the ECSE program have two licensure options:.

1. Candidates may apply for an general ECSE Specialist license (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 ECSE Specialist Endorsement.

**It is the student's responsibility to apply for licensure.** Please see

<https://www.cde.state.co.us/cdeprof>.

## **Early Childhood Special Education Certificate (Endorsement) Program**

The Early Childhood Special Education Certificate is a 24-credit program that is aligned with the ECSE M.A. and Colorado Licensing requirements. Candidates who hold a prior Colorado Teacher's License can use the certificate to apply for CDE's ECSE Specialist endorsement.

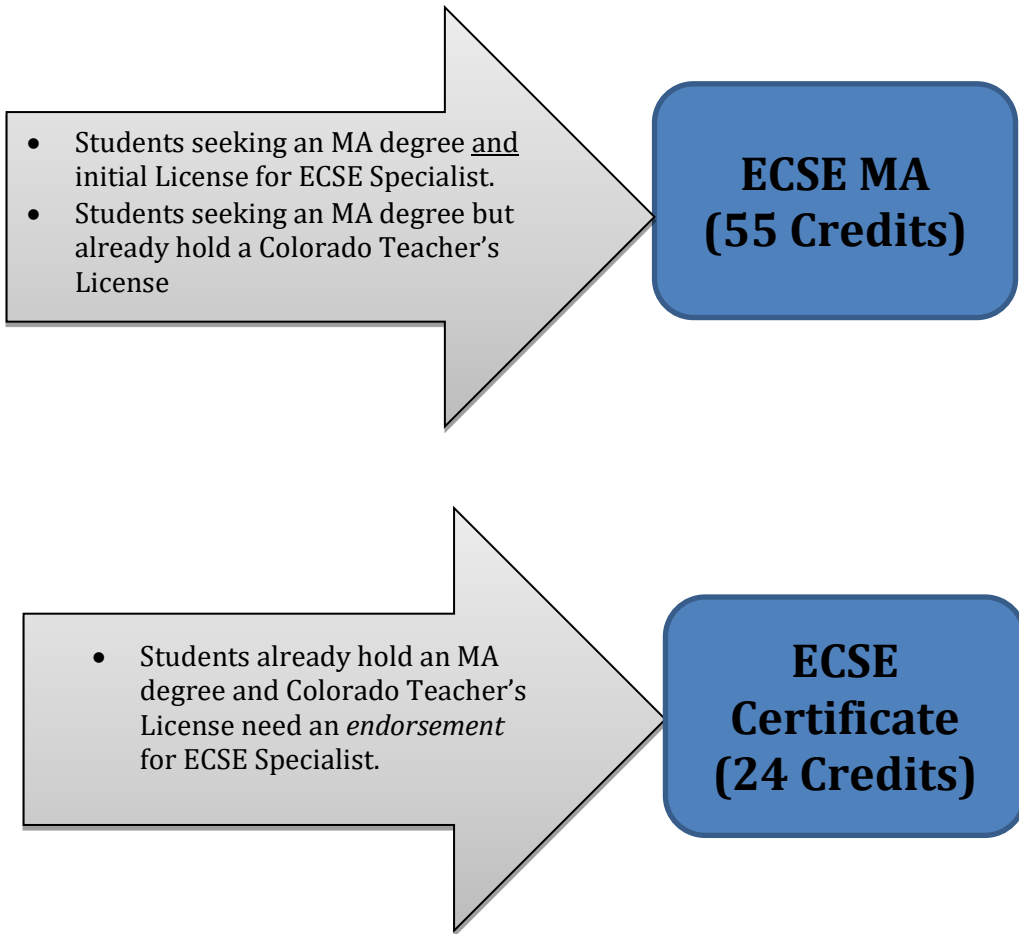
As with the MA program, the candidates in the Certificate program are required to complete 300 hours of practicum over three age levels (infant-toddler, preschool, and school-age) and pass the Praxis exam for Special Education: Preschool/Early Childhood. Please refer to [Appendix D](#) for the coursework plan and suggested sequencing.

All Certificate students are required to pass the aforementioned courses, maintain good standing in the University, and at least a 3.0 GPA. In the spring quarter, students will take the PRAXIS Exam for Early Childhood Special Education Specialists.

As the certificate requires a previous MA degree, it is likely that many students will enter the program with duplicate courses. Up to two of these may be transferred into the certificate, and these courses must be separate from those required for a prior degree. Professional development or continuing education units will not be considered.

- Transferred credits: prior coursework fulfils the requirements and students do not need a substitute course. Complete the Transfer of Credit form within the first quarter of study.
- Waived credits: students do not need to take a required course because they have taken a similar course already, but they must take another course in its place.

The following visual illustrates the difference between the programs and licensure options:



## Program, College, and University Resources

### ***Disability Access***

The University of Denver is committed to equal access and participation for all persons, including those with disabilities, in all university-sponsored programs. Students who have a disability/medical issue protected under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, and who wish to request reasonable accommodations, please make an appointment with the Disability Services Program (DPS), located on the 4th floor of Katherine Ruffatto Hall (303.871. 2372). Procedures for arranging accommodations are included in the “Handbook for Students with Disabilities,” which is available online at: <https://studentaffairs.du.edu/disability-services-program> and through the Learning Effectiveness Program or the Office of the ADA Coordinator: <http://www.du.edu/hr/ada.html>.

### ***DU Writing Center***

Shopneck Writing Center - Anderson Academic Commons 280.

[wrc@du.edu](mailto:wrc@du.edu) | 303-871-7456 | [www.du.edu/writing/writingcenter/](http://www.du.edu/writing/writingcenter/)

### ***Psychoeducational Assessment Library (PAL)***

The Psychoeducational Assessment Library (PAL) houses materials relevant to assessment and research for use by MCE students and faculty. It is equipped with cognitive, behavioral, and social-emotional assessment measures, protocols, scoring software, training videos, and other resources. PAL materials are accessible to currently matriculated CFSP graduate students, faculty, doctoral students, and field-based placements. Procedures for borrowing materials are available in the PAL Loan Policies and Procedures.

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. Under no circumstances should materials be written in or on, underlined, or highlighted. Sticky notes and flags may be used, but must be removed before returning the materials. Avoid writing on the manual. Instead, test protocols should be used for highlighting, underlining, and making notes. Missing or damaged materials will require the user to cover the cost of replacing these items. Grades will be withheld for students not returning materials and/or not paying replacement fees.

### ***Student Outreach & Support***

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/studentssupport/pioneers\\_care/](https://www.du.edu/studentlife/studentssupport/pioneers_care/)

**Appendix A: Master of Arts Coursework Plan 2023–2024**  
**Early Childhood Special Education**

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

<b>CORE KNOWLEDGE BASE AND FOUNDATIONS</b>			
<b>Developmental and Psychological Foundations</b>		Credit	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	
<b>Required Credits</b>		<b>18</b>	
<b>Legal, Ethical and Professional Foundations</b>		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	
<b>Required Credits</b>		<b>6</b>	
<b>PROFESSIONAL SKILLS AND TRAINING</b>			
<b>Evaluation and Assessment</b>		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	
<b>Required Credits</b>		<b>13</b>	
<b>Collaborative Consultation with Families and Schools</b>		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	
<b>Required Credits</b>		<b>12</b>	

<b>APPLIED COURSEWORK (6 credits)</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 Exam—Special Education: Preschool/Early Childhood (Test Code: 5691, Qualifying Score: 159)	PASS	
<b>Required Credits</b>		<b>6</b>	
<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			
Transfer Credits			
Comprehensive Exam Score			

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

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



**Appendix B: Early Childhood Special Education-MA**  
**Suggested Course Sequence 2023–2024**  
 (Subject to change)

<b>Quarter</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Fall</b>	<ul style="list-style-type: none"> <li>• CFSP 4304 <i>Diversity in Community &amp; School Settings (3)</i></li> <li>• CFSP 4310 <i>Early Childhood Development (3)</i></li> <li>• CFSP 4315 <i>Professional, Leadership &amp; Ethical Issues in Special Education: Birth to 21 (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 4336 <i>Preschool Intervention (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 4312 <i>Learning Theories &amp; Behavior Applications (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 4308 <i>Early Academic Competencies (3)</i></li> <li>• CFSP 4335 <i>Infant &amp; Family 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>
<b>Spring</b>	<ul style="list-style-type: none"> <li>• CFSP 4311 <i>Child &amp; Adolescent Development (3)</i></li> <li>• CFSP 4326 <i>Early Childhood Assessment: Informal &amp; Play-Based (3)</i></li> <li>• CFSP 4302 <i>Special Education &amp; Gifted Education Legal Issues (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> </ul>	<ul style="list-style-type: none"> <li>• CFSP 4330 <i>Family-School Partnering &amp; Consultation (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>
<b>Total Credits</b>	<b>27 credits</b>	<b>28 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: Certificate Coursework Plan 2023–2024 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 <sup>rd</sup> grade) (1 credit hour each)	3	
	ECSE Praxis exam (comprehensive exam)	PASS	
<b>Total Minimum Total Credits</b>		<b>24</b>	

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

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

**Appendix D:**  
**Early Childhood Special Education Certificate (Endorsement)**  
**Suggested Course Sequence 2023–2024**  
 (Subject to Change)

**Fall Start Date**

Quarter	Year 1
<b>Fall</b>	<ul style="list-style-type: none"> <li>• CFSP 4305 <i>Exceptionalities in Education: High Incidence Disabilities (3)</i></li> <li>• CFSP 4315 <i>Professional, Leadership &amp; Ethical Issues in Special Education: Birth to 21 (3)</i></li> <li>• CFSP 4357 <i>Early Childhood Practicum (1)</i></li> <li>• *CFSP 4336 <i>Preschool Interventions (3)</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 Interventions (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 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 may choose between one of these two options depending on their interests:

- CFSP 4335 *Infant & Family Intervention*
- CFSP 4336 *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 materials checked out to me once I sign this contractual agreement
2. I understand that all materials may be signed out for two (2) weeks. 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: Background Check Documentation

### Part I

#### VECHS WAIVER AGREEMENT AND STATEMENT

Volunteer and Employee Criminal History Service

For criminal history record information pursuant to the *National Child Protection Act of 1993 (NCPA)*, as amended by the *Volunteers for Children Act (VCA)*, and the *Adam Walsh Child Protection and Safety Act of 2006*

Pursuant to the National Child Protection Act of 1993 (NCPA), as amended by the Volunteers for Children Act (VCA), this form must be completed and signed by every current or prospective applicant, employee, volunteer, and contractor/vendor, for whom criminal history records are requested by a qualified entity under these laws.

I hereby authorize \_\_\_\_\_  
*Name of Qualified Entity*

to submit a set of my fingerprints to the Colorado Bureau of Investigation (CBI) for the purpose of accessing and reviewing state and national criminal history records that may pertain to me. I understand that I would be able to receive any Colorado records and any national criminal history record received by the requesting agency from the Federal Bureau of Investigation (FBI) pursuant to Title 28 Code of Federal Regulations (CFR) Sections 16.30-16.34. By signing this Waiver Agreement, it is my intent to authorize the dissemination of any Colorado and national criminal history record that may pertain to me to the qualified entity.

I understand that, until the criminal history background check is completed, the qualified entity may choose to deny me unsupervised access to children, the elderly, or individuals with disabilities. I further understand that, upon request, the qualified entity will provide me a copy of the criminal history background report, if any, received on me and that I am entitled to challenge the accuracy and completeness of any information contained in any such report. I may obtain a timely determination as to the validity of my challenge before a final decision is made.

**Yes, I have** (OR)  **No, I have not been convicted of or pled guilty to a crime.**

If yes, please describe the crime(s) and the particulars:

I am a current or prospective (circle one): Applicant / Employee / Volunteer / Contractor or Vendor

Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_

Address \_\_\_\_\_

Date of Birth \_\_\_\_\_ SSN \_\_\_\_\_

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**To Be Completed by Qualified Entity:**

Entity Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

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**Note: This document must be retained by the agency / qualified entity for audit purposes.**

## Appendix G: 2022-23 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: \_\_\_\_\_