EARLY CHILDHOOD EDUCATION

Student Handbook

Master’s Degree in Early Childhood Education
and/or
Early Childhood Special Education Specialist License
(Effective Fall 2017)

School of Education and Human Development
University of Colorado Denver

Revised Fall 2017
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The mission of the Early Childhood Education (ECE) program at the University of Colorado Denver is to prepare early childhood professional leaders in Colorado with the knowledge and skills to meet the needs of young children with and without disabilities and their families within a rapidly changing and diverse society. The ECE program mission and goals are consistent with the mission of the School of Education and Human Development: “Prepare and inspire education and mental health leaders to have a profound impact in fostering student opportunity, achievement, and success in urban and diverse communities.”

Our program offers a professional course sequence for persons who are preparing to become leaders in professional practice in one of two alternative career patterns: (1) early childhood accomplished teacher and/or administrator—the Master’s degree in ECE, and (2) early childhood specialist working with children with disabilities and their families—the license in Early Childhood Special Education (ECSE Specialist).

The Master’s degree in Early Childhood Education (ECE) prepares professionals to work in a variety of settings, such as public schools, child care programs, private preschools and kindergartens, family support and home-based programs, and early education programs including Head Start and Early Head Start. The professional roles our graduates assume include lead classroom teacher, director of child care center, mentor teacher, education coordinator, early childhood trainer, inclusion specialist, resource and referral staff, home visitor, and instructors at community colleges. Students seeking employment as classroom teachers in kindergarten and primary grades must fulfill the Colorado Department of Education requirements for licensure in addition to the ECE Master’s degree; some preschool programs in public schools also require licensed teachers. Students desiring to work in or to direct child care or preschool centers must fulfill the Colorado Department of Human Services requirements for employment as group leader or director. Students are advised to check directly with these agencies for further information.

Students earning the Early Childhood Special Education Specialist License (ECSE) will have the background and skills in assessment, teaching, and collaboration necessary to work with young children with disabilities and typically developing children in a variety of settings. Graduates with this license assume professional roles including lead teacher, itinerant ECSE, early interventionist or family coach, service coordinator, Child Find team member, special education consultant, and behavior specialist.

Program Outcome Options

- Master’s Degree in Early Childhood Education (ECE): 30 credit hours
- Early Childhood Special Education Specialist License only (ECSE): 36 credit hours
- Master’s Degree in ECE + ECSE Specialist initial License: 42 credit hours
- Master’s Degree in ECE + ECSE Specialist added Endorsement: 30 credit hours
- ECSE Specialist added Endorsement only: 24 credit hours

Course assignments in both program options include multiple and varied field experiences.
**Program Formats**

The ECE Program is available in two format options: on-campus and online.

**On-Campus Option:** For students who wish to take their coursework on campus, this option is available for all coursework to be completed on the downtown University of Colorado Denver campus. In person courses meet in the evenings and/or on weekends. A typical course meets one evening a week for 2 hours and 45 minutes over the regular fall, spring, or summer semester. Some on-campus courses are offered as hybrid classes, with a mix of in person and online classes over the course of the semester. Average size is 25 to 30 students per class. Students typically take 2-3 courses per semester and complete their program in 6-9 semesters, depending on program outcome option. Most ECE program on-campus classes are offered only once per calendar year. Courses are equally distributed between summer, fall, and spring terms. On-campus students are admitted all semesters.

**Online Option:** For students who wish to take all of their coursework online, there is a fully online option for all of our program offerings, including the MA, ECSE licensure, and ECSE endorsement. The online format follows a cohort model—a new group of online students is admitted to begin coursework every other January or every January, depending on enrollment. Applications for the online program are accepted each fall semester.

**ECE Program Conceptual Framework**

The mission of the ECE program is to prepare early childhood professional leaders with the knowledge and skills to promote the learning and development of young children and work in partnership with their families within a rapidly changing and diverse society. Our program aims to foster leaders who share a commitment to equity and excellence and an understanding of the strengths and needs of a diverse student population in order to optimize developmental, academic, and behavioral outcomes for children with and without disabilities from birth to age 8.

**Theoretical and Philosophical Foundation**

The ECE Program is grounded in a sound theoretical basis and a commitment to developmentally appropriate, evidence-based practices. The ECE specialization combines a theoretical, research, and clinical base from fields such as early childhood education, psychology, communication disorders and sciences, medicine, sociology, and special education. The theories of Piaget, Vygotsky, and Bronfenbrenner form a fundamental foundation and provide teacher candidates with a firm understanding of constructivism and an ecological approach (Bronfenbrenner, 1979) to intentional teaching. Learning is socially mediated— influenced by the child’s social interactions and the social-cultural context of family, school, community, and culture (Copple & Bredekamp, 2009). Child growth and development is transactional (Cicchei, et al., 1988; Sameroff & Chandler, 1975; Sameroff & Fiese, 1990)—there is a cyclical and reciprocal nature to the child-environment interaction—the child develops through actions and reactions from the environment over time. Consequently, concern must extend to children and their impact on the environment as well as the reverse. Multiple settings and institutions interact with one another and the individual child and affect child development. Early educators intentionally and systematically support or scaffold the child’s learning within the “zone of proximal development”— described as the difference between what the child can do independently and what the child can do with support. Adults create contextually relevant learning opportunities as part of the child’s daily routine and ongoing activities (Dunst, Bruder, Trivette, Raab, & McClean, 2001; McWilliam, 2009; Wolery, 2005). A routines and activity-based intervention approach is used to embed individual goals and objectives into activities (McWilliam, 2010; Pretti-Frontczak & Bricker, 2004).

An understanding of developmentally appropriate, child-focused, intentional teaching practices guides teacher candidates in their decisions about the well-being and education of young children (Copple & Brekekamp, 2009; Wolery, 2005). Early educators must know the principles of child development, appropriate expectations, and teaching strategies for children with whom they support. They consider the strengths, needs, and interests of
individual children and recognize the importance of understanding the social and cultural backgrounds of the children to create meaningful early childhood environments and learning experiences.

The ECE program philosophy is built upon principles of evidence-based, recommended practice with young children and families:

1. Early childhood education and intervention must be viewed from an ecological perspective. The child is an individual developing within a broad ecology including families, professionals, educational settings, and communities (Bronfenbrenner, 1992).

2. Early childhood services should be inclusive. All children (with and without developmental disabilities) should be placed in community settings that are as natural as possible based on family choice. The same range of care and education options should be available to all children (family child care, center care, preschool, play groups, private schools, and public schools) (Guralnick, 2001).

3. Early childhood education and intervention should be family centered. Families are acknowledged as the experts regarding their children. Education and intervention planning must be inclusive of and responsive to the family’s unique priorities, resources, and concerns. The early childhood professional’s role is to strengthen and support families as they facilitate and nurture their young children’s development (Dunst & Trivette, 1990; Dunst, Hamby, Trivette, Raab, & Bruder, 2000; McWilliam, 2005).

4. Early childhood education and service delivery requires collaboration and interpersonal skills. Educators must effectively collaborate with families, other educators, related service providers, and personnel from community agencies. Children and families are best served within interdisciplinary and collaborative intervention and service delivery models (Harbin, McWilliam, & Gallagher, 2000; Horn & Jones, 2004; Parlakian & Siebel, 2002).

5. Early childhood services should be culturally responsive. Early childhood professionals must possess the awareness, knowledge, and skills to promote early education and intervention practices that are sensitive and respectful of children and families from culturally and linguistically diverse backgrounds (Carlson & Harwood, 2000; Cheatham & Santos, 2009). Program curricula and inter-personal relationships promote social justice—all children have the right to mutual respect, fair treatment, equal access to resources and experiences, and experience a willingness to learn about others’ perspectives.

### Learning Outcomes for Early Childhood Educators/Special Educators

As an extension of our mission and philosophy, graduates of the ECE Program must demonstrate the knowledge and skills to meet the standards of professional training as articulated in the Colorado Department of Education ECSE Specialist standards, Colorado Professional Standards for Teachers, and standards from early childhood professional organizations—the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC) Division for Early Childhood (DEC). Students have multiple opportunities to practice and master professional and state standards throughout the program—these standards are included in syllabi, course assignments, and Performance-Based Assessments completed in culminating practica experiences.

Student learning outcomes for the Early Childhood Education program include:

1. Successful early childhood educators demonstrate knowledge of child growth and development and individual learning differences between and among all children from birth to age 8.

2. Successful early childhood educators demonstrate the ability to design and implement developmentally appropriate curricula and create effective learning environments for young children. They understand and are able to implement a repertoire of evidence-based, child-focused, culturally responsive instructional strategies to individualize instruction for all children, including those with varying attributes and abilities needs and those whose primary language is not English.

3. Successful early childhood educators demonstrate the ability to identify and administer culturally relevant formal and informal assessments of behavior, development, achievement, and environments. They use the information gathered from formal and informal assessments to design child-focused learning experiences, modify instruction in response to the ongoing learning process, document child learning and development, and measure the fidelity of intervention implementation.
4. Successful early childhood educators know, use, and advocate for ethical guidelines and professional standards related to best practice in early childhood.

5. Successful early childhood educators demonstrate leadership in the early childhood field by advocating for child-focused, culturally relevant, evidence-based educational practices and supporting public policies to promote educational equity.

6. Successful early childhood educators collaborate with caregivers, families, other educators, related service providers, and personnel from community agencies using culturally responsive strategies to meet the needs of children and families.

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**ECE Program Structure**

The ECE Program provides multiple learning opportunities that are closely connected: coursework, fieldwork, practicum, and performance-based assessments. These opportunities promote the ability to analyze trends, critically assess the field’s expanding knowledge base, and access professional resources that will enable candidates to stay at the forefront of their field as lifelong evidence-based practitioners (Strain & Dunlap, n.d.).

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**Coursework**

ECE courses provide the opportunity to master theory, research, and professional competence in early childhood education or early childhood special education and specialization in areas relevant to candidates’ current work and future professional goals.

See ECE Program web page for specific plans of study for each program option: [http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Academics/MASTERS/ECE/Pages/default.aspx](http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Academics/MASTERS/ECE/Pages/default.aspx)

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**Field Experience**

**Prerequisite Field Experience Requirement:** A minimum of one year of direct experience working with young children (birth to age 8) in an early learning setting is required for admission into the ECE program, including the MA degree program, ECSE licensure, and the ECSE endorsement. Prerequisite field experiences include jobs or volunteer positions in roles such as paraprofessionals, lead teachers, assistant teachers, or directors in an early learning setting. Qualifying early learning settings include places such as childcare centers, early intervention agencies, community preschools, district preschool classrooms, Head Start centers, or primary (grades K - 2) settings. Jobs working as nannies, babysitters, Sunday school teachers, sports teachers/coaches, or respite providers do not meet this prerequisite field experience requirement. Prospective students who do not meet the prerequisite field experience prior to admission are required to complete the Initial Practicum course (3 credits) during one of their first two semesters enrolled in the ECE program.

**ECE Coursework Field Experience Requirement:** All ECE program coursework requires that students are working or volunteering in a qualifying field experience. The definition of the qualifying field experience is the same as the one described above used to meet the prerequisite field experience, with the additional requirement that the settings include young children with or at risk for delays and/or disabilities for students pursuing ECSE licensure. If a student fails to meet the ECE coursework field experience requirement, the student’s advisor, course faculty, and/or the student’s academic advisor will discuss the issue with the student; if the situation is not resolved, future course registration may be restricted.
During ECE program coursework, students complete approximately 200 clock hours of fieldwork associated with course assignments in the MA degree program and 290 clock hours of fieldwork in courses for ECSE licensure program.

### Practicum

The practica for our ECSE licensure candidates provide culminating professional preparation experiences. Practicum requirements are designed to allow candidates to apply and synthesize knowledge and skills they have previously learned (connecting theory and practice) and to acquire and practice new skills in a closely supervised environment.

Practicum is an extension of licensure course assignments and concurrent field experiences to develop knowledge, skills, and professional dispositions necessary to promote the development and learning of young children with and without special needs across the entire developmental period of early childhood.

Practicum students receive supervision and support from a site supervisor (employed or contracted by practicum site) and a university supervisor. Upon registration for any practicum, students are enrolled in the *ECSE Practicum Information* online supplemental shell which contains specific information about practicum and performance-based assessments (PBA) requirements. Roles and responsibilities for students, site supervisors, and university supervisors are delineated in a practicum handbook (*ECSE Practicum Handbook*).

The UCD practicum coordinator works with each student to determine the appropriate sites for each practicum experience. Placements are based on specific practicum requirements, the needs of schools/agencies and the availability of site supervisors. This often changes from semester to semester and year to year.

Arrangements for spring practica placements are made in October; summer and fall practica in March. Review of the online materials to prepare for practicum (October or March) is mandatory. By ECE Program policy, students with Incompletes on transcript are not allowed to register for practicum.

A brief description of the ECSE practicum follows:

**Early Childhood Special Education Specialist Licensure**

ECSE students are required to complete 6 credit hours of practicum divided between three age levels: infancy (ECED 6910), preschool (ECED 6912), and primary (ECED 6914). Students select credit hours for each age level based on their desired learning outcomes and career aspirations—a minimum of one credit hour and a maximum of three credit hours for each practicum. Students may complete one of the practica in their own work site, if it is an approved site (an inclusive program with licensed site supervisors).

The number of clock hours devoted to each practicum depends on the credit hours elected for that practicum. Seventy-five percent of the clock hours must include direct contact hours with children, families, teams, site supervisors, and university supervisor. The remaining twenty-five percent of the total clock hours includes time planning, reading relevant materials, and developing portfolio products.

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<thead>
<tr>
<th>Credit Hours</th>
<th>Total Clock Hours</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td>1</td>
<td>75</td>
<td>56</td>
</tr>
<tr>
<td>2</td>
<td>150</td>
<td>112</td>
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<td>3</td>
<td>225</td>
<td>168</td>
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To ensure that students have an outstanding experience during practicum, students are assisted in selecting the practicum site to best fit their needs from a list of approved partnership sites. ECSE practicum sites are approved based on adherence to several criteria: the program follows recommended practices in both ECE and ECSE, and is socially inclusive, culturally diverse, family-centered, and continually monitoring quality.
ECE Program Assessments

The ECE Program utilizes several program assessments designed to meet Council for Exceptional Children (CEC), National Association for the Education of Young Child (NAEYC), and Colorado state licensure standards. Some exam-type assessments are completed during courses. True performance-based assessments are completed under supervision during practica. Technology standards are integrated into many courses and practicum assignments. Students are expected to be proficient with word processing; creating tables, figures, and graphs; creating PowerPoint presentations; attaching documents to email; and other basic computer technology skills.

Performance-Based Assessments (PBAs)
In 2000, Senate Bill 154 required all Colorado teacher education institutions to become performance-based. To demonstrate the accomplishment of NAEYC, CEC, and Colorado SB 154 ECE Standards, Performance-Based Assessments (PBAs) were developed by ECE Program faculty in collaboration with exemplary early childhood professionals, practicum supervisors, and employers of program graduates. Course assignments integrating fieldwork mirror essential experiences in the PBAs and provide students guided practice in the competencies contained within.

For 2- and 3-credit practica, students in the ECSE licensure program complete the following PBAs.
- Assessment (Infant/Toddler and Preschool)
- Challenging Behaviors (completed at least once in 2-credit and/or 3-credit practica)
- Curriculum (Preschool)
- Intervention (Infant/Toddler and Preschool)
- Primary Special Educator (Primary)
- Professional Practice—ethical conduct (all practica)

Proficiency on each PBA is scored by the site supervisor and university practicum faculty based upon review of portfolio products and observed practice during practicum. Performance-based assessments are rated on a 4-point scale:

Basic (1): Acquiring background knowledge through university coursework and fieldwork.
Developing (2): Student is making progress but does not yet meet expectations for a beginning early childhood special education teacher; needs improvement or demonstrates inconsistent mastery across many areas of the category.
Proficient (3): Student meets all of the expectations for a beginning early childhood special education teacher; consistent mastery in all key areas of the category.
Advanced (4): Student exceeds expectations for a beginning early childhood special education teacher and demonstrates insight and leadership. This score is reserved for truly outstanding work and is rarely given to novice teachers.

Students must be rated as “proficient” on at least 80% of practicum elements in order to “pass” practicum portfolio review. However, if a student does not achieve a 3 or 4, then the student may need to continue or repeat the related practicum experience until a score of 3 or 4 is achieved on 80% of practicum elements.

Formal papers written in our graduate program are expected to follow the Publication Manual for the American Psychological Association (APA), 6th Edition, unless you are told otherwise by an instructor.
Student Support and Advising

There are many people and procedures supporting students in the Early Childhood Education program. Following is a brief overview:

**Faculty Advisors**
- Dr. Michael Barla
- Dr. Cristina Gillanders
- Andrea Laser
- Dr. Lori Ryan
- Dr. Elizabeth Steed

Contact your faculty advisor with questions relating to program content, changes in your plan of study, and practicum. Advisors are best contacted by email.

If a faculty advisor has a concern about a student who is not making adequate progress (i.e., student is not moving through the program at an acceptable rate, is not maintaining a 3.0 average or better, has grades below B-, or has two or more Incomplete grades), the faculty advisor will arrange an individual advising session with the student. Together the faculty advisor and student will determine a plan of action. If the plan of action is not fulfilled by the student, the student may be advised to discontinue the program. Students may also be discontinued from the program for inappropriate interpersonal actions, conviction of a crime, or for violation of CEC or NAEC Ethical Codes of Conduct.

**Advising sessions**
Two types of group advising sessions are held each semester. New student advising sessions present information about the ECE program structure, format, options, and plans of study. This session provides new and prospective students a chance to ask questions and meet faculty. New students complete their individualized plan of study.

Mid-program advising sessions provide more complete information about practicum, PBAs, comps, graduation, PLACE exam, and licensure paperwork procedures.

**Academic advisor**
Shelley Gomez is our ECE academic advisor with SEHD Academic Services. Her contact information is shelley.gomez@ucdenver.edu. Shelley can assist you with all the procedures related to university procedures and rules including:
- Registration
- Licensure/endorsement requirements, paperwork and recommendation to Colorado Department of Education
- Liaison with records, bursars and financial aid
- Transfer credit assistance
- Degree progress/audit
- Graduation application

**Practicum coordinator**
A practicum coordinator works with each student to determine the appropriate practicum site placement, university practicum supervisor, and on-site practicum supervisor.

**ECE Program and UCD communication**
Email is an official means of communication for students at UCD. All official university email will be sent to student’s assigned UC Denver email address. Course instructors will also communicate with you via your student email. It is recommended that you set your email to HTML so you can retain formatting of font color, bolding, and charts. When you send an email to your advisor with advising questions, be sure to give your student ID, program option, and attach a transcript if relevant to your advising question.
**UCD Career Center**
The CU Career Center offers many services aimed at helping teacher candidates find a teaching position:
- Career counseling
- Job search appointments
- Resume writing assistance
- Vitae writing recommendations
- Interview preparation
- Job search resources

For more information, access the CU Career Center at [http://www.ucdenver.edu/life/services/careercenter/Pages/default.aspx](http://www.ucdenver.edu/life/services/careercenter/Pages/default.aspx)
Policies and Procedures

Please consult SEHD Academic Services web page for resources and forms related to scholarship information, financial aid, course waivers, transfer of credit, tuition appeal, student academic appeals, graduation process, and comprehensive exams registration process.

Grading

The standard letter grade policy is used in the Early Childhood Education Program. Grades below a B- will not be accepted towards the student’s degree plan for graduation.

Course instructors have discretion in determining make-up work for absences or requiring that the student withdraw from the course and re-take it the next time it is offered. Incomplete grades are given only under special circumstances.

An Incomplete (I) grade is awarded when special circumstances prevent a student's completion of course requirements during the term. To be eligible for an incomplete grade, students must (1) have successfully completed 75% of the course requirements, (2) have special circumstances (verification required) that preclude the student from attending classes and/or completing graded assignments, and (3) meet with instructor to fill out a Course Completion Agreement for Incomplete form accessed from the Academic Services webpage.

If these requirements are not met, the student will be asked to withdraw from the course and to take the course in a subsequent semester.

If an Incomplete is granted, students should not re-register for the course to clear the I grade. Note that the UCD policy states Incomplete grades revert to an unchangeable F grade after one year. If you cannot make up the work for a course within one year, it is recommended that you formally withdraw from the course to avoid receiving a grade of F. To get credit for the course, you will need to register and re-take the course next time it is offered.

Students receiving Financial Aid should consult with a Financial Aid advisor before making the decision to take an “incomplete,” as this may affect the student’s Financial Aid eligibility status.

Note that ECE Program policy restricts students with Incompletes on transcript from registering for comprehensive exams or completing a practicum.

Student Support Plan Protocol

The ECE program follows a standard procedure to support students who are not performing as expected for graduate students in ECE. Our hope is to identify these students early so that we can provide support needed for the students to be successful as they progress through their plan of study and to be well prepared for success in practicum.

In brief, the steps for this protocol are:

1. Instructors send an e-mail to the student’s academic advisor (Suzanne Adams or Erin Barton) providing a brief description of their concern. The academic advisor documents the inquiry and then forwards the concern to all other instructors and/or university practicum supervisors supporting the student that semester. Each of those individuals provides their feedback and the academic advisor consolidates the feedback and shares it with the student and all faculty working with that student. The feedback to the student and supports instituted in this phase may resolve the concern.

2. If a student is still struggling, a Professional Action Plan is developed. The purpose of the Professional Action Plan is to optimize the strengths of the student in order to address identified areas that need focused attention and improvement. A key aspect of this plan is that it is developed collaboratively with the student.
3. Based on the timeline determined in the development of the plan, the university instructor or university practicum supervisor meets with the student to evaluate progress towards the areas identified for improvement on the plan. As the plan is evaluated, one of three outcomes and actions can be taken:
   a. The actions and supports in the Professional Action Plan raise the student’s performance to where it needs to be in the ECE program. When this is the case, the Professional Action Plan is considered “successfully completed” and the student continues on as expected in the program.
   b. The student has made significant progress towards many of the identified areas of concern on the plan, but additional supports and actions are still needed (i.e., additional time to meet certain areas for improvement, an extended practicum or different practicum placement, additional professional learning, etc.). In this case, the plan can be revised, again in collaboration with the student and a new timeline is established.
   c. If the student has not made any significant progress towards meeting the improvements identified in the plan within the reasonable timeline established, this is cause for serious concern and consideration of whether the student is a good fit for the ECE program. Most often, when this is the case, students will be counseled out of the program.

LiveText

LiveText is an online assessment system used in the ECE program during practica for submitting practicum portfolio documentation. Students are encouraged to attend a LiveText user workshop. For more complete information about LiveText, please visit the SEHD Assessment and LiveText information site: http://sehdassessment.ucdenver.edu/. This site provides answers to frequently asked questions, the Live Text Workshop calendar, and access to Student Resources including written information and demonstration videos. Students purchase a LiveText subscription directly from LiveText (www.livetext.com). The subscription is valid for five years.

As an instructional tool, LiveText provides candidates access to an extensive library of online instructional videos through Learn 360 streaming video that can be used in teaching lessons in the classroom. It also provides access to an extensive library of lesson plans and other teaching ideas.

In addition, this web-based technology tool permits the ECE program to use data about candidate performance to continually improve the program and maintain accreditation.

Capstone

The intent of Capstone is to help ECE MA students to synthesize their learning through a final project that speaks to academic and professional development in the ECE Program. Capstone should let your assigned capstone faculty know who you are, where you have been, how you have developed as an early childhood educator or leader and where you are aiming to go in your professional career. Thus, while the Capstone is a formal academic product, think of it as very personal and “first-person” but is grounded in seminal literature from the field of ECE. The capstone should tell the story of what you have learned, your specific areas of interest, and address ongoing barriers that you will face in the field. All ECE MA completers must do the Capstone, and register for 3 credits of Capstone. If you are seeking the Early Childhood Special Education Specialist Endorsement concurrently with the ECE MA, you will demonstrate mastery of the Division for Early Childhood (DEC) Recommended Practices. If you are completing an ECE MA only (in any of the three tracks), you need only show mastery of the Colorado Competencies for Early Childhood Educators and Administrators (CCCEA).

1. To synthesize knowledge, skills, and dispositions of early childhood educators and leaders learned throughout the program.
2. To identify key areas of individual student learning and ongoing barriers
3. To situate professional knowledge, skills, and dispositions in seminal literature from the field
4. To demonstrate mastery of competencies and practices used as the framework for practice in ECE/ECSE

**PRAXIS Exam**

Candidates for initial educator licenses in Colorado are required to pass designated PRAXIS content-area tests. Candidates for Early Childhood Special Education licenses in Colorado are required to take and pass the ECSE content-area test 5691. The PRAXIS tests are criterion-referenced and objective-based.

Sub-areas of the PRAXIS exam have been judged important by educators in the state of Colorado and have been adopted by the Colorado Department of Education as eligible for inclusion in the PRAXIS. The sub-areas for the ECSE content-area exam might include:

1. Understanding young children with special needs
2. Promoting young children’s growth and development
3. Working in collaborative learning community

A study guide for the ECSE PRAXIS exam is available at [https://www.ets.org/s/praxis/pdf/5691.pdf](https://www.ets.org/s/praxis/pdf/5691.pdf)
Registration can be found at [https://www.ets.org/praxis/co/requirements/](https://www.ets.org/praxis/co/requirements/)

**Application for ECSE Specialist License**

Candidates must have successfully completed all coursework and practicum requirements and passed state licensure PRAXIS test (5691) before submitting application for licensure. Go to the Academic Services website to download and print out an initial license checklist or added endorsement checklist as appropriate and follow the procedures to complete the license online application. Submit the Approved Program Verification Form to our ECE Academic Advisor in Academic Services, Shelley Gomez, for an institutional recommendation signature. Allow 1-5 business days for the signed form to be emailed directly to you to upload to CDE via email.

**Special Education Temporary Authorization (SETA)**

The Special Education Temporary Authorization (SETA) process is for individuals who have not yet met the requirements for a Colorado Teacher License in special education, a Special Services Provider License, or an Administrator License as a Special Education Director, but provide evidence of initial or continuing enrollment in a program which meets the requirements for endorsement/license.

In order to ensure that the school district can be eligible for state and federal reimbursement monies under the Federal *Individuals with Disabilities Education Act* and the *Colorado Exceptional Children Education Act*, an unlicensed teacher or current teacher seeking endorsement must have a current SETA. **SETA includes Temporary Teacher Eligibility (TTE) and Special Educator Eligibility (SEE).** The TTE is for individuals without an initial Colorado Teacher License and requires that the holder enroll in a course of study that will result in the initial licensure required for special educators. The SEE is for individuals with an initial Colorado Teacher License and requires that the holder enroll in a course of study that will result in the endorsement required for special educators. The SETA will be issued for one (1) school year and may be renewed twice for a total of three school years.

**In order to obtain an initial TTE/SEE, candidates must complete the following:**

1. Be offered and accepted employment in a school district or Boards of Cooperative Educational Services (BOCES) in a position for which you do not hold appropriate licensure.
2. Be offered and accepted admission to a course of study that will result in the initial licensure or endorsement required for special educators.
3. Obtain and complete the appropriate TTE/SEE form from Colorado Department of Education (CDE) website, the school district, or BOCES.
4. Submit your completed TTE/SEE form indicating appropriate endorsement area to ECE Academic Advisor Geneva Sarcedo:
   a. Via email at shelley.gomez@ucdenver.edu. Allow 1-5 business days for the signed form to be emailed directly to you so you may upload it to the CDE website.
   b. If the school district or BOCES requires original signatures, bring form to Academic Services, Lawrence Street Center, room 716 or mail to:
      University of Colorado Denver
      Attn: Shelley Gomez, Academic Services
      Campus Box 106, PO Box 173364
      Denver, CO 80217-3364

Obtaining an ongoing TTE/SEE:
1. You must be enrolled in and have made “satisfactory progress” toward completion of a course of study that will result in the initial licensure or endorsement required for special educators during the previous academic year since your last TTE/SEE was signed. Given the length of certain programs, it is possible that the minimum requirements may or may not support you in finishing your program in the allocated 3-year time frame.
2. The TTE/SEE will be issued for one (1) school year and may be renewed twice for a total of three school years.

For questions regarding this process, contact ECE Academic Advisor Shelley Gomez at shelley.gomez@ucdenver.edu.
The Early Childhood Education Teaching and Learning concentration within the Personalized Professional MA prepares students who are interested in teaching young, diverse children or who have professional goals to learn more about curriculum and intervention strategies across domains and academic subjects in inclusive early childhood settings. Students may choose courses that fit their individual interests and career goals by contacting their faculty advisor to collaboratively complete this course of study and reviewing it regularly.

**Requirements:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester Planned</th>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take ECED 5060 Working with Families and Communities (Fall)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take ECED 5010 Curriculum in ECE (Fall)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 6200 Early Intervention Strategies (Fall)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 5650 Dual Language Learners (Fall)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 5110 Development and Education of Infants and Toddlers (Summer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 5080 Language and Literacy in Young Children (Spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 6010 Literacy and Mathematics K-2 (Spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 5070 Social Competence and Classroom Supports (Spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 5200 Screening and Assessment of Young Children (Spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 5</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice of 5 courses from course inventories, including ECED courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take RSEM 5080 Research in Schools (All)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take ECED 5850 Capstone: Early Childhood Education Inquiry (All)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 30

Student: ___________________________  ID #: ___________________________  Faculty Advisor: ___________________________

Date Plan Drafted: ___________________________  Plan Revision Dates: ___________________________
Master’s Degree in Early Childhood Education – Diversity and Inclusion

The Early Childhood Education Diversity and Inclusion concentration within the Personalized Professional MA prepares students who have professional goals related to increasing their knowledge and competence to understand and work with individuals, young children and families from diverse backgrounds (e.g. cultural, linguistic, religious, family constellation, ability, socioeconomic) in inclusive early childhood settings.

Students may choose courses that fit their individual interests and career goals by contacting their faculty advisor to collaboratively complete this course of study and reviewing it regularly.

Requirements:

<table>
<thead>
<tr>
<th>Take</th>
<th>Course</th>
<th>Credits</th>
<th>Semester Planned</th>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take</td>
<td>ECED 5060 Working with Families and Communities (Fall)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take</td>
<td>ECED 5010 Curriculum in ECE (Fall)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 1</td>
<td>ECED 5311 Equity in Early Childhood Education Leadership (Fall)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECED 6200 Early Intervention Strategies (Fall)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECED 5650 Dual Language Learners (Fall)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECED 6100 Medical and Physiological Aspects of Development (Summer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECED 5080 Language and Literacy in Young Children (Spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECED 5070 Social Competence and Classroom Supports (Spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECED 5200 Screening and Assessment of Young Children (Spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 5</td>
<td>Choice of 5 courses from course inventories, including ECED courses</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take</td>
<td>RSEM 5080 Research in Schools (All)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take</td>
<td>ECED 5850 Capstone: Early Childhood Education Inquiry (All)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“Choose 1” Course and Rationale:

“Choose 5” Course 1 and Rationale:

“Choose 5” Course 2 and Rationale:

“Choose 5” Course 3 and Rationale:

“Choose 5” Course 4 and Rationale:

“Choose 5” Course 5 and Rationale:

Total Credits 30

Student: __________________________ ID #: __________________________ Faculty Advisor: __________________________

Date Plan Drafted: __________________________ Plan Revision Dates: __________________________
# Master’s Degree in Early Childhood Education – Administration and Leadership

The Early Childhood Education Administration and Leadership concentration within the Personalized Professional MA prepares students who are interested in supervising others who work directly with young children and/or individuals who have professional goals to learn more about leadership issues and policy/advocacy in early childhood education.

Students may choose courses that fit their individual interests and career goals by contacting their faculty advisor to collaboratively complete this course of study and reviewing it regularly.

## Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester Planned</th>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 5060</td>
<td>Working with Families and Communities (Fall)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>ECED 5010</td>
<td>Curriculum in ECE (Fall)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 1</td>
<td>ECED 5040 Administrative Seminar (Summer)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECED 5110 Development and Education of Infants and Toddlers (Summer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECED 5311 Equity in Early Childhood Education Leadership (Fall)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECED 5091 Educators for Social Change (Spring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 5</td>
<td>Choice of 5 courses from course inventories, including ECED courses</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take</td>
<td>RSEM 5080 Research in Schools (All)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take</td>
<td>ECED 5850 Capstone: Early Childhood Education Inquiry (All)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**“Choose 1” Course and Rationale:**

**“Choose 5” Course 1 and Rationale:**

**“Choose 5” Course 2 and Rationale:**

**“Choose 5” Course 3 and Rationale:**

**“Choose 5” Course 4 and Rationale:**

**“Choose 5” Course 5 and Rationale:**

Total Credits: 30

Student: ______________________ ID #: __________________ Faculty Advisor: ______________________

Date Plan Drafted: __________________ Plan Revision Dates: __________________
Early Childhood Special Education Specialist License

Classes are listed in approximate order of when they will be taken by students.

<table>
<thead>
<tr>
<th>Semester Typically Offered</th>
<th>Course</th>
<th>Credits</th>
<th>Semester Planned</th>
<th>Semester Completed</th>
</tr>
</thead>
</table>

**Prerequisite Courses**
Experience with young children with special needs is an important prerequisite for the ECSE licensure program. Students without at least one year of experience with young children with special needs must complete the following 3 prerequisite courses (9 credit hours) prior to registering for courses for the specialist license. Consult with your faculty advisor for more information.

- All EDHD 6100 Advanced Child Growth and Development (required prerequisite taken in last five years)  
  Credits: (3)
- All ECED 4000 Early Childhood Education as a Profession  
  Credits: (3)
- All ECED 6911 Initial Practicum  
  Credits: (3)

**ECSE Specialist License Required Courses**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ECED 5060 Working with Families and Communities</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>ECED 5010 Curriculum and Program Development in ECE*</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>ECED 5080 Language and Literacy in Young Children*</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>ECED 5200 Screening and Assessment of Young Children*</td>
<td>3</td>
</tr>
<tr>
<td>Summer</td>
<td>ECED 5040 Administrative Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Summer</td>
<td>ECED 6100 Medical and Physiological Aspects of Developmental Disabilities*</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>ECED 6200 Intervention Strategies*</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>ECED 5650 Dual Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>ECED 6010 Literacy and Mathematics K-2</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>ECED 5070 Social Competence and Classroom Supports*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students must complete ECED 5010, 5070, 5080, 5200, 6100, and 6200 prior to enrolling in any practicum course or have faculty permission to take their first practicum concurrent to their final prerequisite course

**Total of 6 credit hours divided between the 3 practicum levels:**

<table>
<thead>
<tr>
<th>Practicum Level</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECED 6910 Infant/Toddler Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>ECED 6912 Preschool Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>ECED 6914 Primary Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>36</td>
</tr>
</tbody>
</table>

Student: ___________________________  ID #: ___________________________  Faculty Advisor: ___________________________

Date Plan Drafted: ___________________________  Plan Revision Dates: ___________________________
Classes are listed in approximate order of when they will be taken by students.

<table>
<thead>
<tr>
<th>Semester Typically Offered</th>
<th>Course</th>
<th>Credits</th>
<th>Semester Planned</th>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience with young children with special needs is an important prerequisite for the ECSE licensure program. Students without at least one year of experience with young children with special needs must complete the following 3 prerequisite courses (9 credit hours) prior to registering for courses for the specialist license. Consult with your faculty advisor for more information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>EDHD 6100 Advanced Child Growth and Development (required prerequisite taken in last five years)</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>ECED 4000 Early Childhood Education as a Profession</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>ECED 6911 Initial Practicum</td>
<td>(3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ECSE Specialist License and MA in ECE Required Courses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ECED 5060 Working with Families and Communities</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ECED 5010 Curriculum and Program Development in ECE*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>ECED 5080 Language and Literacy in Young Children*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>ECED 5200 Screening and Assessment of Young Children*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>ECED 5040 Administrative Seminar</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>ECED 6100 Medical and Physiological Aspects of Developmental Disabilities*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ECED 6200 Intervention Strategies*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ECED 5650 Dual Language Learners</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>ECED 6010 Literacy and Mathematics in K-2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>ECED 5070 Social Competence and Classroom Supports*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>RSEM 5080 Research in Schools</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>ECED 5850 Capstone: Early Childhood Education Inquiry</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Students must complete ECED 5010, 5070, 5080, 5200, 6100, and 6200 prior to enrolling in any practicum course or have faculty permission to take their first practicum concurrent to their final prerequisite course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total of 6 credit hours divided between the 3 practicum levels:

<table>
<thead>
<tr>
<th>Semester Typically Offered</th>
<th>Course</th>
<th>Credits</th>
<th>Semester Planned</th>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>ECED 6910 Infant/Toddler Practicum</td>
<td>1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td>ECED 6912 Preschool Practicum</td>
<td>1-3</td>
<td></td>
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</tr>
<tr>
<td>All</td>
<td>ECED 6914 Primary Practicum</td>
<td>1-3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours: 42

Student: ___________________________ ID #: ___________________________ Faculty Advisor: ___________________________
Date Plan Drafted: ___________________________ Plan Revision Dates: ___________________________
### Added Endorsement in Early Childhood Special Education Specialist

For Teachers holding a current Early Childhood, Elementary, or Special Education (K-12) License

Classes are listed in approximate order of when they will be taken by students.

<table>
<thead>
<tr>
<th>Semester Typically Offered</th>
<th>Course</th>
<th>Credits</th>
<th>Semester Planned</th>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ECED 6200 Intervention Strategies*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ECED 5010 Curriculum and Program Development in ECE*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>ECED 5200 Screening and Assessment*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>ECED 5080 Language and Literacy in Young Children*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>ECED 5070 Social Competence and Classroom Supports*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>ECED 6100 Medical and Physiological Aspects of Developmental Disabilities*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students must complete ECED 5010, 5070, 5080, 5200, 6100, and 6200 prior to enrolling in any practicum course or have faculty permission to take their first practicum concurrent to their final prerequisite course

**Total of 6 credit hours divided between the 3 practicum levels:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester Planned</th>
<th>Semester Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 6910 Infant/Toddler Practicum</td>
<td>1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 6912 Preschool Practicum</td>
<td>1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECED 6914 Primary Practicum</td>
<td>1-3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credit Hours for ECSE added endorsement only**: 24

**Requirements for MA plus ECSE added endorsement**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>ECED 5060 Working with Families and Communities</td>
<td>3</td>
</tr>
<tr>
<td>Summer</td>
<td>ECED 5040 Administrative Seminar</td>
<td>3</td>
</tr>
<tr>
<td>All</td>
<td>RSEM 5080 Research in Schools – ECE</td>
<td>3</td>
</tr>
<tr>
<td>All</td>
<td>ECED 5850 Capstone: Early Childhood Education Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credit Hours for MA plus ECSE added Endorsement**: 36

---

Student: ___________________________  ID #: __________________  Faculty Advisor: ___________________________

Type of Colorado teaching license: ECE ________  Elemetary ________  Sped K-12 ________

Date Plan Drafted: __________________  Plan Revision Dates: ___________________________