

STUDENT HANDBOOK



EARLY CHILDHOOD EDUCATION



School of Education
& Human Development

UNIVERSITY OF COLORADO DENVER

CU IN THE CITY 

EARLY CHILDHOOD EDUCATION

Graduate Student Handbook

Effective Fall 2022

This handbook applies to students in the following programs:

- **Master of Arts (MA) Degree in Early Childhood Education**
- **Early Childhood Special Education (ECSE) License**
- **MA with ECSE License**
- **ECSE Specialist Endorsement**
- **MA with ECSE Specialist Endorsement**

Your successful experiences in the Early Childhood Education program are important to us. This handbook is a tool to help you maintain academic progress according to SEHD and University of Colorado Denver (CU Denver) policies and procedures. In addition to this handbook, students should refer to the School of Education and Human Development *Student Policy Handbook*, available on the [SEHD Current Student Resources website](#). *The Policy handbook includes information on registration, financial aid, grades, graduation, and other topics that relate to students in all SEHD programs. The student assumes full responsibility for meeting all basic requirements for the degree as well as the specific requirements outlined by their program.*

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ECE Program Overview

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, competencies, and skills to promote the growth and development of young children with and without disabilities and their families within a rapidly changing and diverse society. The ECE program mission and goals also support the mission of the School of Education and Human Development to: “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 practice in one of two career pathways: (1) Early childhood educator and/or administrator—the Master’s degree in ECE and (2) Early childhood special educator, working with children with disabilities and their families through a license in ECSE or endorsement in Early Childhood Special Education 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 preschool 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, center director, mentor teacher, education coordinator, early childhood coach, inclusion specialist, resource and referral staff, home visitor, and community college instructors.

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 early childhood 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 (ECSE) Endorsement or ECSE License** 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 Plan Options and Experience with Young Children



Program options:

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

Prior experience with young children is required for enrollment in the MA program. Prospective applicants who do not have field experience can apply for and, if accepted, start the ECE program while working (or volunteering) in a setting with young children. If students are not concurrently working in an ECE setting, they are required to enroll in ECED 6911, Initial Practicum in Early Childhood and will be supported in finding a placement. It is recommended that students do so within their first two semesters. Prior to acceptance in the ECSE licensure program, prospective applicants must provide evidence documenting at least one year of field experience with young children with delays or disabilities.

Since course assignments in all program options include requirements of observing and/or working with young children and their families, students must consider this in advance and plan for field-based opportunities.

Program Formats

The ECE Program is available in two format options with two hybrid in-person courses and the remaining courses remote with synchronous meetings or fully online (asynchronous). We highly encourage students who live in the metro Denver area to take the following two courses when they are offered hybrid in-person to take advantage of the opportunity to be in person with students and instructors:

ECED 5010: Curriculum offered hybrid in-person each Spring

ECED 5060: Working with Family and Community offered hybrid in-person each Fall

Average size is 25 to 30 students per class. Students who are employed full time typically take two courses per semester and complete their program in 5-9 semesters, depending on the program plan they opt for. Most ECE on-campus courses are offered only once per calendar year, except for the two courses above that are offered twice per year. Some are offered every other year. Courses are equally distributed across summer, fall, and spring terms. Students are admitted all semesters.

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 semester. For students who wish to take all their coursework online, there is a fully online option for all our program offerings, including the MA, ECSE licensure, and ECSE endorsement.

ECE Program Foundations and Learning Outcomes

The ECE program is designed to prepare early childhood professional leaders with the knowledge, competencies 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 challenges of a diverse population of young children and to optimize developmental, learning, and behavioral opportunities and outcomes for those children with and without disabilities from birth to age eight.

Theoretical and Philosophical Foundation

The ECE Program is grounded in a sound theoretical basis and a commitment to culturally sustaining, developmentally appropriate and family-centered practices. The ECE program combines a theoretical, research and clinical base from fields that include early childhood education, psychology, communication sciences, medicine, sociology, special education, inclusion, and equity. The theories of Piaget, Vygotsky, Bronfenbrenner, and more contemporary theorists form a foundation and provide teacher candidates with a firm understanding of constructivism and an ecological approach to intentional teaching. Learning is seen as socially mediated— influenced by the child’s social interactions and the social-cultural context of family, school, community, and culture. There is a cyclical and reciprocal nature to the child-environment interaction—the child develops through

actions to and reactions from the environment over time. Consequently, concern must extend to children and their influence on the environment as well as the reverse. Multiple settings interact with one another and with the individual child to affect child development. Early educators intentionally and systematically support or scaffold the child's learning within their "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. The ECSE license and endorsement program plans include a focus on routines and intervention approaches that embed individual goals and objectives into learning experiences.

An understanding of culturally sustaining, developmentally appropriate, child-focused, intentional teaching practices guides teacher candidates in their decisions about the well-being and education of young children. Early educators must know the principles of child development, appropriate expectations, and teaching strategies for children with whom they support. They consider the strengths, challenges, and interests of individual children and recognize the importance of understanding the social and cultural contexts of children to create meaningful early childhood environments and learning experiences.

The ECE program philosophy is built upon principles the following principles:

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.
2. Early childhood services should be **inclusive**. All children (with and without developmental disabilities) should be enrolled 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 childcare, center care, preschool, play groups, private schools, and public schools).
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.
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.
5. Early childhood services should be **culturally sustaining**. 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. Program curricula and interpersonal 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, competencies and skills aligned to the standards and indicators of the profession as articulated in the Colorado Department of Education ECSE Specialist standards, Colorado Teacher Quality Standards, Colorado Competencies for Early Childhood Educators and Administrators and the 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 meet professional and state standards throughout the program—these standards are included in syllabi, course assignments, and ECSE Performance Based Assessments completed in culminating practica experiences.

Student learning outcomes for the Early Childhood Education program include:

1. Demonstrate an understanding of the interdependent relationship between sociocultural and biological aspects of child growth and development as well as individual developmental and learning differences between and among young children with and without disabilities. (NAEYC Advanced Standard 1; DEC Advanced Standard 3)
2. Design and implement culturally, linguistically, developmentally appropriate curricula and create inclusive learning environments for young children. They implement a variety of evidence-based, culturally sustaining practices to individualize learning opportunities for children with diverse identities and sociocultural contexts. (NAEYC Advanced Standard 5; DEC Advanced Standard 2)
3. Observe and document child development and learning of individual children within their families' sociocultural context. Early childhood professionals select relevant tools and processes, including formal and informal assessments of development, learning, environments, and programs. (NAEYC Advanced Standard 3; DEC Advanced Standard 1)
4. Know, use, and advocate for ethical guidelines and professional standards related to interactions with young children, families, and other professionals within early childhood contexts. (NAEYC Advanced Standard 6; DEC Advanced Standard 5)
5. Examine and plan their leadership and advocacy toward equitable, diverse and inclusive early childhood environments. They critically analyze theories, policies, research and practices to promote all children's development, learning and well-being. (NAEYC Advanced Standard 6; DEC Advanced Standard 5)
6. Appreciate and value the diverse assets of children's sociocultural contexts including families and communities. They demonstrate respectful, responsive, and reciprocal relationships that inspire belonging among children, families, and professionals.

ECE Program Structure

The ECE Program provides multiple learning opportunities that are closely connected: coursework, field assignments, and for ECSE students, practicum experiences and performance-based assessments. These opportunities promote analysis of trends, critical assessment of the field's expanding knowledge base, and access to professional resources that will enable candidates to stay at the forefront of their field as lifelong practitioners.

Coursework

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

See ECE Program web page for specific plans of study for each program option:

<https://education.ucdenver.edu/academic-services/student-resources/program/early-childhood-education>

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, religious 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 this requirement 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. ECE Program policy restricts students with Incompletes on transcript from completing a practicum. Please see the Practicum Handbook for detailed information, updated regularly (subject to change).

ECE Program Assessments, Technology and APA Style Requirements

The ECE Program utilizes several program level assessments designed to align with Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), and Colorado Competencies for Early Childhood Educators and Administrators. Some assessments are completed during courses and others for ECSE students are performance-based assessments and completed under supervision during practica. Technology standards are integrated into 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. Formal papers written in our graduate program are expected to follow the Publication Manual for the American Psychological Association (APA), 7th Edition, unless you are told otherwise by an instructor.

More information about performance-based assessments (PBAs) within ECSE practica can be found in the practicum handbook (linked above).

Student Support and Advising

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

Our Faculty Advisors include: Dr. Cristina Gillanders, Dr. Andrea Laser, Dr. Lori Ryan, Dr. Elizabeth Steed
Dr. Rebecca Vlasin

Please contact your faculty advisor at the beginning of your program and at any time with questions related to program content, changes in your plan of study, and practicum. Faculty advisors are available to support you in your success and 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 NAEYC Ethical Codes of Conduct.

Academic Advisor

Shelley Gomez is the ECE academic advisor within SEHD Academic Services. Her contact information is shelley.gomez@ucdenver.edu. Shelley can assist you with university procedures and rules including:

- Registration
- Licensure/endorsement requirements, paperwork and Approved Program Verification forms for Colorado Department of Education
- Liaison with records, bursars and financial aid
- Transfer credit
- Degree progress/audit
- Graduation application

Practicum coordinator

A practicum coordinator works with each ECSE licensure or endorsement student to determine the appropriate practicum site placement, university practicum supervisor, and on-site practicum supervisor. The practicum coordinator is Dr. Andrea Laser. Her contact information is andrea.laser@ucdenver.edu

ECE Program and CU Denver communication

Email is an official means of communication for students at CU Denver. All official university email will be sent to student's assigned a CU Denver email address. Course instructors will also communicate with you via your student email. It is recommended that you check your university email at least weekly and 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.

CU Denver Career Center

The CU Career Center offers many services aimed at helping teacher candidate find a teaching position:

- Career counseling
- Job search resources and appointments
- Resume writing assistance
- Interview preparation

For more information, access the CU Career Center at

<http://www.ucdenver.edu/life/services/careercenter/Pages/default.aspx>

Student Support Plan Protocol

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

In brief, the steps for this protocol are:

1. Faculty send an email to the student's academic advisor 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 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 system used in the School of Education and Human Development and in the ECE program during practica for submitting practicum portfolio documentation. 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 and access to Student Resources including written information and demonstration videos. New students receive an invitation to join LiveText in their first semester.

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 Requirement for MA Students

The intent of engaging in the Capstone requirement for ECE MA students is the synthesis of their learning through a course that speaks to their professional growth in the ECE Program. Capstone lets faculty know who you are, where you have been, how you have developed as an early childhood educator 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". 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 complete the Capstone requirement. ECSE licensure and endorsement students who are **also earning an MA** are not required to enroll in the Capstone course and complete practica as their culminating requirement.

Graduation

Students **MUST** file an application for graduation! Apply through your UCDAccess student portal of your intent to confer your degree by the posted deadlines. Full instructions can be found at <https://education.ucdenver.edu/academic-services/student-resources/graduation>

Application for ECSE License

Candidates must have successfully completed all coursework and practicum requirements before submitting application for licensure. While the School of Education & Human Development provides all of the required coursework for licensure or endorsement, licenses are granted by the Colorado Department of Education (CDE). To apply for a license, go to the [CDE web site](#). Submit the Approved Program Verification Form to our ECE Academic Advisor Shelley Gomez (shelley.gomez@ucdenver.edu) in Academic Services, for an institutional recommendation signature. Allow 1-5 business days for the signed form to be emailed back to you to upload in your CDE portal..

Temporary Licensure

Districts may initiate temporary licensure through Temporary Educator Eligibility (TEE). The TEE may be used for individuals without an initial Colorado Teacher License or individuals with an initial Colorado Teacher License. The TEE requires that the holder enroll in a course of study that will result in the initial licensure required for special educators or the endorsement required for special educators. They are issued for one (1) school year and may be renewed twice for a total of three school years.

To obtain an initial TEE, 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 TEE form from Colorado Department of Education (CDE) website, the school district, or BOCES.
4. Submit your completed TEE form indicating appropriate endorsement area to ECE Academic Advisor Shelley Gomez:
 - 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 TEE:

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 TEE 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 TEE 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.

Master's Degree in Early Childhood Education

Classes are listed in recommended order. *Prerequisites: Please note that a recent Child Development course as well as an Initial Practicum are prerequisites, determined on an individual basis at admissions.*

Semester(s) Offered	Course	Credits	Semester Planned	Semester Completed
Fall-Hybrid Spring-Online	ECED 5060- Working with Families and Communities	3		
Fall-Online Spring-Hybrid	ECED 5010- Curriculum and Program Development in ECE	3		
Fall- Online	ECED 5040- Administrative Seminar	3		
All semesters-Online	RSEM 5080- Research in Schools or alternative RSEM course at the 5000 level or higher	3		
All semesters-Online	ECED 5850- Capstone: Early Childhood Education Inquiry	3		

Choose 5 of the following courses to complete:

Summer-Online	ECED 6100- Perspectives of Disability	3		
Summer-Online	ECED 6340 - Messing About with STEM	3		
Even Summer-Online	ECED 5311- Equity in Early Childhood Education Leadership	3		
Odd Summer-Online	ECED 5091- Educators as Social Change Agents	3		
Fall-Online	ECED 5110- Advanced Infant/Toddler Development	3		
Fall-Online	ECED 5070- Social Competence and Classroom Support	3		
Fall-Online	ECED 5650- Dual Language Learners	3		
Spring-Online	ECED 5200- Screening and Assessment of Young Children	3		
Spring-Online	ECED 5080- Language and Literacy in Young Children	3		
Spring-Online	ECED 6200- Intervention Strategies	3		
Spring-Online	ECED 5410 - Coaching Early Childhood Professionals: Foundations*	3		
Varies	LCRT 5000- Elementary Literacy Instruction and Assessment OR other SEHD and CU Denver graduate level courses (as determined by interest and advisement) up to 4 courses	3		

Total Credit Hours: 30

* Two additional coaching courses can lead to a ECE Coaching Certificate: ECED 5420 - Coaching Early Childhood Professionals: Awareness (offered in Summers online) and ECED 5430 - Coaching Early Childhood Professionals: Attuning (offered in Fall online)

Early Childhood Education Master’s Degree with Initial License in Early Childhood Special Education

Classes are listed in recommended order. *Prerequisites: Please note that a recent Child Development course as well as an Initial Practicum are prerequisites, determined on an individual basis at admissions.*

Semester Offered	Course	Credits	Semester Planned	Semester Completed
Fall-Hybrid Spring-Online	ECED 5060- Working with Families and Communities	3		
Fall-Online Spring-Hybrid	ECED 5010- Curriculum and Program Development in ECE*	3		
Summer-Online	ECED 6100- Perspectives of Disability*	3		
Fall- Online	ECED 5040- Administrative Seminar	3		
Spring-Online	ECED 5200- Screening and Assessment of Young Children*	3		
Spring-Online	ECED 5080- Language and Literacy in Young Children*	3		
Spring-Online	ECED 6200- Intervention Strategies*	3		
Fall-Online	ECED 5070- Social Competence and Classroom Supports*	3		
Fall-Online	ECED 5650- Dual Language Learners	3		
All-Online	RSEM 5080- Research in Schools OR alternative RSEM course at the 5000 level or higher	3		
Varies	LRCT 5000- Elementary Literacy Instruction and Assessment	3		
Summers Online	ECED 6340- Messing About with STEM	3		

**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 course concurrent to their final prerequisite course.*

Total of 6 credit hours divided between three practicum levels (minimum 1 credit hour, maximum 3):

All	ECED 6910- Infant and Toddler Practicum			
All	ECED 6912- Preschool Practicum			
All	ECED 6914- Primary Practicum			

Students must pass three required Praxis exams (5691, 5024, & 5205) prior to enrolling in their final practicum. These exams are required by the Colorado Department of Education for ECSE licensing. More information located [here](#).

Total Credit Hours: 42 (MA+ initial)

Master's Degree in ECE with Added Endorsement in Early Childhood Special Education Specialist

Classes are listed in recommended order. *Prerequisites: Please note that a recent Child Development course as well as an Initial Practicum are prerequisites, determined on an individual basis at admissions.*

Semester Offered	Course	Credits	Semester Planned	Semester Completed
Fall-Hybrid Spring-Online	MA specific: ECED 5060- Working with Families and Communities	3		
Fall-Online Spring-Hybrid	ECED 5010- Curriculum and Program Development in ECE*	3		
Summers-Online	ECED 6100- Perspectives of Disability*	3		
Fall- Online	MA specific: ECED 5040- Administrative Seminar	3		
Spring-Online	ECED 5200- Screening and Assessment of Young Children*	3		
Spring-Online	ECED 5080- Language and Literacy in Young Children*	3		
Spring-Online	ECED 6200- Intervention Strategies*	3		
Fall-Online	ECED 5070- Social Competence and Classroom Supports*	3		
All- Online	MA specific: RSEM 5080- Research in Schools or alternative RSEM course at the 5000 level or higher	3		
Varies	MA specific: LRCT 5000 - Elementary Literacy Instruction and Assessment or ECED 6340 - Messing About with STEM- OR ECED 5650 Dual Language Learners	3		

*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 course concurrent to their final prerequisite course.

Total of 6 credit hours divided between three practicum levels (minimum 1 credit hour, maximum 3):

All	ECED 6910 Infant and Toddler Practicum			
All	ECED 6912 Preschool Practicum			
All	ECED 6914 Primary Practicum			
Students must pass three required Praxis exams (5691, 5024, & 5205) prior to enrolling in their final practicum. These exams are required by the Colorado Department of Education for ECSE licensing. More information located here . An exam may be waived based on ECE endorsements already held.				

Total Credit Hours:
24 Endorsement only
36 MA+ ECSE Specialist endorsement