

EARLY CHILDHOOD SPECIAL EDUCATION INITIAL LICENSURE

Introduction

The early childhood special education (ECSE) program fulfills the Colorado Department of Education program requirements for a Colorado initial teacher license in ECSE. If you hold a current CO teaching license, information on adding an endorsement is available here (<https://www.cde.state.co.us/cdeprof/endorsementrequirements/>). This program prepares leaders who will enrich the life experience of young children (ages birth to 8 years) with disabilities and their families through a variety of professional roles.

The program focuses on building and supporting learning and development of all children across inclusive settings in the natural environments where they live, grow and learn. The program emphasizes family-centered practices, culturally sustaining teaching and is inspired by the potential of all children and families. It is interdisciplinary in focus, drawing on university resources and the clinical expertise of various community professionals. There is a strong emphasis on fieldwork and practicum experiences. Field experiences are a part of each course and provide an opportunity for each student to gain knowledge, abilities and dispositions while interacting with children, families, program staff and community agencies. Practicum experiences are designed to allow students to apply knowledge and practice skills in a closely supervised environment.

The early childhood special education licensure program provides specialized preparation in:

- language and literacy development
- child growth and development
- teaching and learning approaches with young children
- learning, development and education grounded in culture, context and identity of young children
- early childhood curriculum and program development for culturally and linguistically diverse and inclusive classrooms
- collaborative program development including supports for children, families, and communities
- leadership of programs and early childhood professionals for practice, advocacy, and social change
- screening and assessment of young children
- individualized and systematic supports for children identified with disabilities
- classroom supports and instructional strategies to promote social emotional competence
- working as a collaborative member of a transdisciplinary team
- working with children with different types of disabilities and associated supports

Program Requirements

Classes are listed in recommended order. Please contact your faculty advisor to map out an individual plan of study. Prerequisites: Please note that a recent Child Development course as well as an Initial Practicum are prerequisites, determined on an individual basis at admissions.

Code	Title	Hours
ECED 5060	Working with Families and Communities	3
ECED 5010	Curriculum in Early Childhood Education ¹	3
ECED 6100	Perspectives of Disability ¹	3
ECED 5040	Administrative Seminar	3
ECED 5200	Screening and Assessment of Young Children ¹	3
ECED 5080	Language and Literacy in Young Children ¹	3
ECED 6200	Early Intervention Strategies ¹	3
ECED 5070	Social Competence and Classroom Supports ¹	3
ECED 5650	Dual Language Learners Learning and Development	3
ECED 6340	Messing About with STEM	3
LCRT 5710	Inclusive Early Literacy Development and Instruction	3
Practicum Courses		6
Total credit hours are divided between three practicum levels		
ECED 6910	Early Childhood Special Education Infancy Practicum	
ECED 6912	Early Childhood Special Education Preschool Practicum	
ECED 6914	Early Childhood Special Education Primary Practicum	
Total Hours		39

¹ 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.

Requirements to add a MA

ECSE Specialist License (requirements above) plus MA

Code	Title	Hours
RSEM 5080	Research In Schools	3
ECSE Specialist License plus MA - 42 credit hours		
Total Hours		3

Fieldwork and Practicum Requirements

Prior experience with young children is required for enrollment in the program. Prospective applicants who do not have field experience can apply for and, if accepted, start the 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 and Field Experience in Early Childhood Education, and will be supported in finding a placement. It is recommended that students do so within their first two semesters. 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.

For the ECSE initial license, a total of 800 hours of fieldwork/practica is required. Approximately 300 hours of fieldwork are associated with course assignments; 500 hours of intense, culminating practica occur toward the end of the second year of study. 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 (<https://www.cde.state.co.us/cdeprof/endorsementrequirements/>).

Program Requirements and Courses

To complete the Early Childhood Education program and earn a master's degree and/or license, students must complete the appropriate course work as outlined. All courses require a grade of B- or better and a 3.0 minimum GPA is required for graduation.

Course Scheduling

During the fall and spring semesters, hybrid and remote courses are offered in the late afternoon and evening for up to 3 hours per week over a 16-week semester. In the summer semester, eight-week sessions are offered. Courses are offered in various formats, including hybrid, remote, or asynchronous online classes.

Planning

For practicing full-time educators, we recommend taking two courses each fall and spring semester, and up to two courses each summer. If you prefer a less intensive course load, we recommend one course each fall and spring semester. Please review your preferred plan with your faculty advisor.

Active Status

Students must complete their programs within seven years, maintaining a GPA of 3.0. Students typically take four-six courses each calendar year. Failure to enroll over three contiguous semesters will result in a requirement to submit readmission materials.