

EARLY CHILDHOOD SPECIAL EDUCATION BIRTH THROUGH GRADE THREE ENDORSEMENT

AUGUSTANA UNIVERSITY (MA SPED COHORT ONLY)

Endorsement coursework requirements must include courses from each Strand totaling 15 or more credits

Strand 1	<p>Basic knowledge and understanding of growth and development of the child from birth through age eight with emphasis on the child in physical, social, emotional, cognitive, language, and aesthetic areas to include:</p> <ul style="list-style-type: none">● Identifying typical and atypical behaviors;● Identifying individual learning needs, specifying goals relative to the needs, and implementing program objectives to facilitate those needs; and● Comprehending cultural diversity and its implications, to include supporting home language preservation and promoting antibias.
Strand 2	<p>Demonstrated competence in planning and implementing programs with developmentally appropriate curriculum to include:</p> <ul style="list-style-type: none">● Use of manipulative materials and play to enhance development and learning; and● Integrated learning experiences and activities using central concepts and tools of inquiry in all curriculum content areas with emphasis in language and literacy, mathematics, safety, nutrition, social sciences, science, music, drama, art, and movement
Strand 3	<p>Etiology and characteristics of disabilities as defined by the Individuals with Disabilities Education Act Amendments of 1997 (20 U.S.C. 1400 et seq) June 4, 1997</p>
Strand 4	<p>Placement committee process including:</p> <ul style="list-style-type: none">● Interdisciplinary, transdisciplinary, and interagency teaming;● Roles and responsibilities of members;● Development of Individual Family Service Plan and Individual Educational Program;● Monitoring student progress toward annual or semi-annual goals; and● Organization, maintenance, and appropriate use of student records.

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Strand 5	<p>Curriculum, instruction, and intervention to include:</p> <ul style="list-style-type: none"> ● Developing, implementing, and evaluating a variety of instructional approaches for young children with disabilities; ● Adapting, selecting, and using curricular materials; ● Adapting environment, equipment, and assistive technology devices, ● Developing and implementing positive behavioral interventions; and ● Use of techniques for implementation in home, community, and center-based settings 						
Strand 6	<p>Screening, assessing, and evaluating young children with special needs, including:</p> <ul style="list-style-type: none"> ● Development, selection, administration, and interpretation of formal and informal instruments for academic, cognitive, communicative, social, emotional, behavioral, psychomotor, and self-help skills; ● Application of assessment information for determining eligibility for special education; and ● Application of assessment information for developing Individual Family Service Plan and Individual Educational Program. 						
Strand 7	<p>Policies and services related to birth through preschool special education and basic knowledge of state laws, policies, and procedures, including transition procedures.</p>						
Courses Meeting the Requirement	SPED 621 (3 Credits)	SPED 622 (3 Credits)	SPED 630 (3 Credits)	SPED 631 (3 Credits)	SPED 632 (3 Credits)	SPED 633 (3 Credits)	VARIED ELECTIVES (6 Credits)
Strand 1			X				
Strand 2				X	X		
Strand 3			X				
Strand 4				X			
Strand 5	X		X		X		
Strand 6						X	
Strand 7		X		X			
Total Required Credits through Augustana University: 15							

Course Number	Course Name	Augustana University Course Description	Method	Sessions Offered	Total Credits
SPED 621	Collaboration with Families and Professionals in Special Education	This course presents models for collaborating with families, paraprofessionals, related service providers, and other professionals to support individuals with disabilities across the life span. Emphasis on family systems, teaming, and consultation. Includes focus on the collaborative creation of safe, inclusive, culturally responsive learning environments and making team- and assessment-based decisions for engaging individuals with exceptionalities in meaningful learning activities and social interactions.	Online	FA/SP	3
SPED 622	SPED Law/Leadership	Provides a review of the most significant federal and state laws governing the education of students with disabilities; and applicable standards of professional ethics. Emphasis is also placed on understanding administrative regulations and policies as well as case law related to the provision of special education supports and services. Student will examine rights and responsibilities of students with disabilities as well as principles for effective advocacy. (For Master's in ECSE, SPED K-12, and Autism/ Behavior Analysis).	Online	SU	3
SPED 630	Development in Early Childhood	Equips educators to explore child development in various domains (i.e., motor/physical, social and emotional, language/communication, and cognitive) for young children (prenatal – primary grades) with a range of ability levels. Particular emphases will be placed on examining theories of development, and how those theories apply to young children with differing ability levels in the assessment and intervention process.	Online	SU	3
SPED 631	Intro. To Early Childhood Supports/Services	This course provides information for professionals to understand the legal basis for and requirements related to providing early childhood supports and services to young children with disabilities and their families. Topics include federal and state rules, guidelines and regulations, service delivery components and practices, current trends and issues, and professional and ethical guidelines and considerations.	Online	FA/SP	3
SPED 632	Methods in Early Childhood Special Education	This course presents program models, instructional methods, and curricula in early childhood special education. Emphases are on developmentally appropriate practice, supporting transitions, methods for collaboration, and development of meaningful learning progressions for young children with disabilities. Coaching strategies to support families in implementing routine-based interventions are also explored.	Online	FA/SP	3
SPED 633	Observation & Assessment in Early Childhood Special Education	This course is designed to prepare early childhood educators to use multiple methods of assessment and data-sources to guide educational decisions for young children with disabilities. Emphasis is on observing, recording, assessing, and interpreting behavior and interactions among children and families, as well as using assessments to work toward quality learning and performance.	Online	FA/SP	3
Electives	Varied	Students will be given the option to take 6 credits of electives in areas related to the endorsement.	Online	FA/SP/ SU	6