

EARLY CHILDHOOD SPECIAL EDUCATION BIRTH THROUGH GRADE THREE ENDORSEMENT

Northern State University

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	Curriculum, instruction, and intervention to include: <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	Screening, assessing, and evaluating young children with special needs, including: <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	Policies and services related to birth through preschool special education and basic knowledge of state laws, policies, and procedures, including transition procedures.							
Courses Meeting the Requirement	SPED470 2 Credits	ECE 413 2 Credits	SPED 441 2 Credits	EPSY 428 3 Credits	SPED 431 2 Credits	SPED 460 2 Credits	SPED 485 2 Credits	SPED 495 3 Credits
Strand 1			X	X				X
Strand 2	X	X	X					X
Strand 3	X		X		X			X
Strand 4	X						X	X
Strand 5	X	X	X			X		X
Strand 6					X			X
Strand 7	X						X	X

Total Required Credits through University: 18 (practicum waived with appropriate preparation-total 15 credits)

Course Number	Course Name	University Course Description	Method	Sessions Offered	Total Credits
SPED 470/ 570	Educational Programming	Developing appropriate individualized education programs for students with disabilities, provision of least restrictive environment and compliance with Federal mandates and State regulations	Face-to-Face Hybrid	SP	2
ECE 413	Early Childhood Curriculum	The materials and methods employed with young children in early childhood education programs with emphasis on developmentally appropriate practices.	Face-to-Face	SP	2
SPEED 441	Inclusive Methods for Diverse Learners	This course addresses roles and responsibilities of special and general educators as they instruct individuals with special needs and individuals from diverse cultural and linguistic backgrounds. The major focus of the course is to identify research-based practices, such as collaboration, differentiation, and Response to Intervention (RTI) practices, designed to promote achievement of diverse students in contemporary classrooms.	Face-to-Face Hybrid	FA SP	2
EPSY 428	Child and Adolescent Development	An overview of human physiological, psychological, and social changes occurring from birth throughout adolescence with emphasis on the developmental characteristics of elementary, middle, and secondary level learners.	Face-to-Face Online	FA SP SU	3
SPED 431/ 531	Identification and Assessment in Special Education	The course covers the development, selection, administration and interpretation of assessment instruments and strategies used to determine whether students have a disability and require special education or related services and to evaluate their level of performance to develop and monitor progress on individual education programs. Admission to Teacher Education required	Face-to-Face Hybrid	FA	2
SPED 460/ 560	Family Systems and Professional Collaboration	This course covers the collaboration and communication skills necessary to work within family systems and the use of resources and services supporting birth through lifespan services, multidisciplinary team functioning, and the placement committee processes.	Face-to-Face Online	SP SU	2
SPED 485/ 585	Special Education Law	An overview of the historical background of special education law, current issues, trends, and a critical analysis of local, state, and national laws regulating special education. Admission to Teacher Education required	Face-to-Face Hybrid	FA	2
SPED 495/ 595	Practicum	Applied, monitored and supervised, field-based learning experience for which the student may or may not be paid. Students gain practical experience; they follow a negotiated and or directed plan of study. A higher level of supervision is provided by the instructor in these courses than is the case with field experience courses.	Face-to-Face	FA SP SU	1-4