

GRADUATE CERTIFICATE IN PREKINDERGARTEN SPECIAL NEEDS

This certificate is designed for licensed teachers who want to develop the skills to work effectively and successfully with preschool-aged children with disabilities in a variety of settings. Students in this certificate program complete the requirements for the Ohio Endorsement in Prekindergarten Special Needs and are qualified to teach in a school district-sponsored preschool special needs classroom or serve as itinerant preschool teachers serving young children with disabilities.

The certificate is a 15 semester-hour program. All coursework is completed online and includes a minimum of 50 hours of field-based experience.

Admission to the Certificate in Prekindergarten Special Needs

In addition to admission requirements of the College of Graduate Studies, admission to the master's program requires the following:

- A baccalaureate degree from an accredited four-year institution
- A current Ohio educator license in K-12 Intervention Specialist (mild/moderate or moderate/intensive) or in Early Childhood Education (PK-3)

The certificate program has selective admissions and may admit a limited number of students. Thus, meeting all formal criteria does not guarantee admission.

What to Submit with Your Application

- Official transcripts from all institutions of higher education
- Copy of current teaching license(s)
- Resume or curriculum vitae

Requirements for the Certificate in Prekindergarten Special Needs

For the Certificate, students must complete the following program requirements:

- A minimum of 15 semester hours of approved graduate coursework

Courses may be included as part of a master's degree program as approved by the student's faculty advisor.

All coursework and requirements of the certificate must be taken within a four-year period immediately preceding the date the degree is awarded.

Certificate Coursework

| Code | Title | Hours |
|-----------|-----------------------------------------------------------------------|-------|
| SPED 5010 | Atypical Development In Early Childhood: Implications For Development | 3 |

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|-----------|------------------------------------------------------------------------------------|---|
| SPED 5270 | Team Models And Community Networking In Early Intervention | 3 |
| SPED 5280 | Management Of The Learning Environment In Early Childhood Special Education | 3 |
| SPED 6070 | Curriculum Models And Intervention Strategies In Early Childhood Special Education | 3 |
| CIEC 6750 | Developmental And Classroom Assessment | 3 |

Additional requirements

Prior to Apply for Ohio Teaching Endorsement

- Acceptable scores on the Ohio Assessment for Educators (<http://www.oh.nesinc.com/>) (OAE) Content Assessment(s) for the endorsement

GUIDE FOR DEVELOPING A PLAN OF STUDY

Below is a guide for developing a Plan of Study for the Certificate. Students should review their degree audit and work with their faculty advisor to identify specific courses to fulfill program requirements.

| First Term | | Hours |
|--------------------|------------------------------------------------------------------------------------|-----------|
| CIEC 6750 | Developmental And Classroom Assessment | 3 |
| SPED 5010 | Atypical Development In Early Childhood: Implications For Development | 3 |
| Hours | | 6 |
| Second Term | | |
| SPED 5270 | Team Models And Community Networking In Early Intervention | 3 |
| Hours | | 3 |
| Third Term | | |
| SPED 6070 | Curriculum Models And Intervention Strategies In Early Childhood Special Education | 3 |
| Hours | | 3 |
| Fourth Term | | |
| SPED 5280 | Management Of The Learning Environment In Early Childhood Special Education | 3 |
| Hours | | 3 |
| Total Hours | | 15 |

- 2.6 Candidates design environments to promote active engagement, learning, and participation.
- 3.1 Candidates use developmentally appropriate instructional strategies to meet the individual needs and learning styles of young children.
- 3.2 Candidates utilize a variety of resources to design, implement, and evaluate meaningful curricula that address learning goals.
- 3.3 Candidates know and use multiple and varied strategies to help special needs young children learn content-specific knowledge in the general curriculum.

- 4.1 Candidates use data to individualize and adapt practices to meet each child's changing needs.
- 4.2 Candidates use appropriate formal and informal assessment tools and approaches.
- 4.3 Candidates partner with families and other professionals in the assessment process.
- 4.5 Candidates know and uphold federal and state laws, policies, and procedural requirements.
- 5.1 Candidates interact, communicate and work collaboratively with other professionals to plan instruction and construct appropriate learning goals for the special needs child.
- 5.2 Candidates collaborate with families to help establish connections with community resources.
- 5.3 Candidates support and empower families to participate in the early childhood special education process, including the development and implementation of the Individual Education Program (IEP).
- 6.1 Candidates know professional codes of ethics, and uphold ethical practices in their teaching.
- 6.2 Candidates reflect on their practices, articulate a philosophy and rationale for decisions, and self-assess and evaluate themselves as a basis for professional development.
- 6.3 Candidates seek opportunities to positively impact policies, practices, and procedures that support young children with special needs and their families.
- 6.4 Candidates support the evaluation process to secure and evaluate services by participating as an Evaluation Team member.
- 6.5 Candidates assume a leadership role in connecting children and families to community resources and services.