Certification Requirements: Integrated Early Childhood/Elementary Education N-3 and Special Education N-K (113)

1) A bachelor's degree from a regionally accredited institution.

2) A minimum of 15 credits in human growth and development including typical and atypical development, psychology of learning, and family studies (may be met as part of the subject area major or general academic course requirement.)

3) A minimum of 39 semester hours of college credit in general education including:

- A three-credit survey course in United States history

AND

- Coursework in at least five of the following six areas
  - natural science (biology, chemistry, earth science, physics)
  - English
  - social studies (psychology, sociology, economics, political science, or anthropology)
  - fine arts (visual art, music)
  - mathematics
  - foreign language

4) A subject area major in any one subject area (not professional education) **or**

A 39-credit interdisciplinary major consisting of at least 18 credits in human growth and development including typical and atypical development, psychology of learning, and family studies and the remaining credits distributed among no more than three additional subjects related to human growth and development (professional education may not be accepted to fulfill any portion of this requirement).

5) A minimum of 36 semester hours of college credit in professional education in a planned program of study and experience in early childhood education, including:

- foundations of education
- curriculum and methods of teaching including coursework in:
  - curriculum and methods for typical and special needs children in a manner that facilitates the understanding of special needs children in a least-restrictive environment
  - integrating curriculum and strategies for developmentally appropriate PK-K programs, including at least three credits specific to methods of teaching language arts
- observation and assessment of development in young children and planning individualized programs
- classroom organization and facilitating play, or effective teaching in an environment with play, or the role of play in the learning environment
- early childhood program models and issues including family and professional collaboration and diversity
- program adaptations for children with special needs, or teaching strategies and services for children with special needs

AND

- curriculum and strategies for developmentally appropriate practices in the primary grades (1-3), including study in:
    - learning and teaching of language arts, children's literature, mathematics, science, social studies, the arts, health/safety, physical education AND two of the following:
        - assessment of learning in primary grades
        - classroom organization and management using technology or effective teaching and organization with technology
        - elementary school models, programs, issues, collaborative efforts or primary grade program models
        - strategies for integrating children with special needs or adapting curriculum and strategies for primary-grade children with special needs
- Field experiences should include observations and limited participation teaching prior to full-time student teaching and practicum. All candidates shall complete at least two placements (minimum of six credits) as follows:
    - Supervised student teaching or practicum in a PreK or kindergarten including children with special needs; and
    - Supervised student teaching in grades one, two, or three.

5) Passing scores on the Pearson Early Childhood test and the Pearson Foundations of Reading test.