EARLY CHILDHOOD SPEC ED (ERSE)

ERSE 2500  Inclusive Early Childhood Education  (3 Credits)
Introduces the concept of inclusion as it relates to programs and services for young children ages birth to 8 and their families. Examines the values, policies, and practices that support the right of every child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. Focuses on the defining features of inclusion—access, participation, and supports. Emphasizes the practices that lead to desired results of inclusion for young children with and without disabilities and their families: a sense of belonging and membership; positive social relationships and friendships; and development and learning to reach their full potential. Springs.
Prerequisite(s): ER 2305.

ERSE 3100  Early Intervention  (3 Credits)
Introduction to the philosophy, theories, and models that form the basis for early intervention systems and practice and the laws and policies that affect young children (birth to 3) with disabilities and their families. Emphasizes the family-centered approach, natural learning opportunities, community inclusion, and transdisciplinary team practice. Focuses on identification of very young children with disabilities and those at risk for disabilities, eligibility evaluation, developmental assessments, family involvement, and options for supports and services. Unscheduled.
Prerequisite(s): ERSE 3600.

ERSE 3300  Assessment and Evaluation in Early Intervention  (3 Credits)
Introduction to the role of assessment and evaluation in early intervention. Emphasizes a family-centered, transdisciplinary approach incorporating a variety of developmental assessment and evaluation tools for infants and toddlers. Focuses on observation and documentation skills, implementation of assessments with fidelity, analyzing data, and making recommendations and reporting. Last offering Spring 2019.
Prerequisite(s): ERSE 3100.

ERSE 3500  Special Education in the Primary Grades  (3 Credits)
Explores the relationship of special education services to the organization and function of the primary grades in elementary schools and how this relationship is constructed. Examines the knowledge and skills early childhood educators need to establish collaborative, reflective relationships with children, families, specialists, and paraprofessionals as well as the roles and responsibilities of each person supporting children's learning needs. Emphasizes way to create learning environments that are respectful and supportive of all children, ages 5 through 8. Prepares students to select, adapt, and use instructional strategies and materials that support children with disabilities in the primary grades. Springs.
Prerequisite(s): ERSE 2500 and Acceptance into Teacher Certification candidacy.

ERSE 3600  Infant and Toddler Care and Education  (4 Credits)
Focuses on providing individually and developmentally appropriate, responsive care for children from birth to age 3 in group care settings. Emphasis on creating and advocating for healthy, supportive, respectful, and challenging learning environments for all infants and toddlers. Examines the cultural contexts of child-rearing practices and prepares students to work closely with families in promoting the development of all infants and toddlers. Requires practicum of 6 hours per week in an approved infant/toddler setting. Springs.

ERSE 3900  Early Intervention Practicum  (3 Credits)
Provides an opportunity for an intensive, field-based experience in an approved early intervention setting for early childhood majors, with mentoring and supervision from an early intervention professional. Emphasis on applying acquired knowledge and skills, fulfilling professional responsibilities, and demonstrating ethical and professional behavior. Requires a practicum of 75-80 hours in an approved early intervention setting. Last offering Spring 2019.
Prerequisite(s): ERSE 3100 and permission of the instructor.