A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 2
Lab Hours/Week: 2
OJT Hours/Week: *.*

Prerequisites:
This course requires any of these three prerequisites
ECED 1110 - Child Growth and Development
EDUC 1400 - Introduction to Education
CHCA 1210 - Foundations of Child Development

Corequisites: None
MnTC Goals: None

This course examines the developmental differences of young children with differing abilities & prepares students to serve them in varied early childhood & educational settings. Students will differentiate between typical & atypical development & will consider the intellectual, learning, communication, sensory, physical, medical, social-emotional & behavioral development of young children with special needs. Strategies will be explored to meet the individual needs of children with developmental differences & to help cultivate partnerships with their families. This course also addresses the unique learning needs of children who are gifted & talented & those who are English language learners. Students will explore legal mandates & ethical practices which support inclusive programs for all children.

MN DHS criminal background including fingerprints & 20 hours of observation of a young child on an IEP/IFSP in a community-based early childhood or early elementary classroom is required.

B. COURSE EFFECTIVE DATES: 01/16/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Apply the knowledge of typical child development to recognize atypical development of children with special needs including: intellectual, learning, communication, sensory, physical, medical, social-emotional, and behavioral needs.
2. Describe the concept of addressing the needs of the whole child as a learner.
3. Relate the importance of person first language and its impact in personal bias, attitudes, and expectations.
4. Understand the child’s rights and teachers’ legal and ethical responsibilities to provide an appropriate education for children with disabilities.
5. Describe various common disabilities in young children as well as adaptations and developmentally appropriate adapted activities to support their learning styles, ability levels, strengths, and special needs.
6. Analyze individualized planning and teaching strategies for children with special needs that utilize each student's strengths and support all students in achieving success at the highest possible level.
7. Identify practices that foster effective communication, collaboration, and referrals with families, school personnel, and community resources or agencies.
D. LEARNING OUTCOMES (General)

1. This course includes demonstration of knowledge and skills related to the following Standards of Effective Practice for Teachers (8710.2000):
   1. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:
      Use a student's strengths as a basis for growth, and a student's errors as opportunities for learning (SEP 2.D)

2. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. The teacher must:
   Know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents; (SEP 3.B)

3. (LO #2 con't)
   Understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success; (SEP 3.I) and
   Identify when and how to access appropriate services or resources to meet exceptional learning needs (SEP 3.N)

4. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:
   Understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of known or suspected abuse or neglect; and (SEP 10.C)
   Understand the concept of addressing the needs of the whole learner (SEP 10.D)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted