A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 3
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course examines the development of children with differing abilities and emphasizes the inclusive classroom. Course content includes early intervention and public policy, comparisons of typical and exceptional development, planning for inclusion, implementing inclusive early childhood programs, and applying legal and ethical educational requirements. Students are required to pass a Minnesota DHS background study and complete field experience hours during ECED coursework. (Prerequisite: ECED1101, ECED1102ECED1230) (3 credits: 3 lecture/0 lab)

B. COURSE EFFECTIVE DATES: 02/01/2019 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Typical and Atypical Development
2. Inclusion
3. Differentiation
4. Public Policies

D. LEARNING OUTCOMES (General)

1. Identify appropriate services or resources to support exceptional learning needs
2. Describe the process of early identification of exceptional needs to include use of the Individualized Family Service Plan (IFSP), Individualized Education Plan (IEP), or 504 Plan, and transitions between services.
3. Examine typical and exceptional development including physical, cognitive, language, and emotional-social development.
4. Identify legal and ethical teacher and program responsibilities within the Individuals with Disabilities Education Act (IDEA)
5. Adapt curriculum and suggest environment modifications to support differentiation to meet exceptional development including learning styles, abilities, strengths and accommodations
6. Identify teaching practices that foster effective communication and collaboration with families, school, personnel, and community agencies.
7. Identify effective strategies for managing challenging behaviors.

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus
G. SPECIAL INFORMATION

None noted