

Murray State University
COURSE SYLLABUS

Revised Spring 2008

DEPARTMENT: ACS COURSE NUMBER: SED 226 CREDIT HOURS: 3

- I. TITLE:** Introduction to Interdisciplinary Early Childhood Education

- II. CATALOG DESCRIPTION:** A study of the needs of young children with disabilities and their families. Prerequisites: FCS 111.

- III. PURPOSE:** This course serves as an introduction to early childhood special education. It covers the history of early intervention from inception to current legislation.

IV. COURSE OBJECTIVES:

The behaviors listed below are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Education Reform Act guidelines as well as the CDA Competency Goals and Functional Areas. Following each objective, and enclosed in parentheses, are numerals referencing guidelines for IECE. The Roman numerals enclosed in brackets reference the CDA Competency Goals. As a result of participation in this course, the student will:

- A. Describe the origins, rationale, and efficacy for early education programs, as well as the current status of the field. (7,8,9,11,16)
- B. Describe the interdisciplinary team model and its process in planning, designing, adapting, and implementing services in early intervention programs. (1,2,3,5,7,12,13,14,15) [VI]
- C. Demonstrate knowledge of formal and informal assessments of the child and family, as well as the assessment process from child find through the early intervention program. (2,9,13,14,15) [VI]
- D. Describe and adapt appropriate learning environments for young children with disabilities, including materials, assistive technology, and adaptive equipment. (5,9,13,14,15) [I,II,III,V]
- E. Adapt and implement appropriate curriculums for young children with disabilities, including materials, assistive technology, and adaptive equipment. (5,9,13,14,15) [II]
- F. Discuss the issues and needs of families with children with disabilities and strategies to meet those needs. (4,7,9,11,14) [III, IV]
- G. Discuss issues of the administrative planning, organizing, and directing including collaboration. (1,2,3,4,5,7,8,9) [V, VI, III]

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on videos and lectures presented by guests from the field of early intervention. Students will reflect upon the requirements and purposes of the various disciplines represented and their relation to the individualization of programming for children with special needs dependent upon their identified disabilities.

The EPSB Themes of Diversity, Assessment, and Literacy/Reading are explored in this course through various chapters within the text and more specifically in approved topics

chosen for the article review such as: Preschool Children with Special Needs, Cultural Diversity, Assessment and Evaluation of Young Children, Special Considerations for Assessing Young Children, Cognitive Development, and Early Literacy.

V. COURSE CONTENT:

- A. History
- B. Team Models
- C. Assessment
- D. Environment
- E. Implementation of Instruction
- F. Working with Families
- G. Program Administration

VI. INSTRUCTIONAL ACTIVITIES:

The class will include lectures and discussions of preschool and infant intervention programs. Students are required to complete one (1) article review from periodicals in the field of early intervention. Students are required to participate in a variety of class activities. No make-up will be given for the class activities without prior approval from the instructor, who may choose not to allow make-up work.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Collaboration with professionals in the field of Early Childhood Special Education will occur through guest speakers and videos of interactions with young children incorporated into the class. Site observations may also be utilized.

VIII. RESOURCES:

- A. Videos
- B. Resource Professionals and Parents
- C. Field Trips
- D. Community Resources
- E. Libraries: University/Community
- F. Professional Journals
- G. IECE Teacher Standards
- H. CDA Standards

IX. GRADING PROCEDURES:

- A. Three tests will be given.
- B. Evaluation-Final grades will be based on the following:
 - Exams, 3 @ 100 points each =300
 - 1 Article Review @ 100 points =100
 - In-class participation & projects =125
 - Guest Speaker/Video Reflections =225
- C. Scale:
 - 90-100 =A
 - 80-89 =B
 - 70-79 =C

60-69 =D
Below 59=E

X. ATTENDANCE POLICY:

This course adheres to the attendance policy stated in the current MSU *Undergraduate Bulletin*. Attendance is expected in class. The instructor reserves the right to refuse late assignments or to adjust grades. Exams may be made up at the discretion of the instructor only in cases of an emergency, and/or with a doctor's excuse. Prior approval of the instructor must be obtained.

XI. ACADEMIC HONESTY POLICY:

This course adheres to the academic honesty policy stated in the current MSU *Undergraduate Bulletin*. Dishonesty will result in an "E" for the course. Any plagiarism will result in a grade of zero and could result in failure of the course.

XII. TEXT AND REFERENCES:

Lerner, J. W., Lowenthal, B., & Egan, R. W. (2003). *Preschool children with special needs: Children at risk and children with disabilities*. Boston, MA: Pearson Education, Inc.

Davis, M. D., Kilgo, J. L., & Gamel-McCormick, M. (1998). *Young children with special needs: A developmentally appropriate approach*. Needham Heights, MA: Allyn & Bacon Publishing Co.

XIII. PREREQUISITES:

FCS 111

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically

includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**