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
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:

XIII. PREREQUISITES:
FCS 111

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age or disability in employment, admission or provision of services, educational programs, and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

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.