

Minnesota State University Moorhead

EECE 220: Foundations of Early Childhood & Early Childhood Special Education

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This is an introductory course to the field of the early childhood and early childhood special education. Basic aspects of programming for children from birth to age eight will be studied. Referral and intervention procedures are included as well as various educational and service delivery models. Terminology, key professionals, historical and contemporary issues are included.

B. COURSE EFFECTIVE DATES: 08/25/2008 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. History of early childhood education.
2. Early childhood education theorists and theories.
3. Early childhood program models.
4. Early childhood inclusion.
5. IEP/IFSP and early childhood professionals.
6. Developmental domains and developmental delays/disorders.

D. LEARNING OUTCOMES (General)

1. Students will be able to identify and use the terminology of the early childhood and early childhood special education profession; (knowledgeable).
2. Students will be able to explain the educational programs available to young children at differing age levels and their families, including programs available to children with special needs; (knowledgeable and humanistic).
3. Students will be able to discuss the current issues impacting the early childhood and early childhood special education profession; (knowledgeable, humanistic, and reflective).
4. Students will be able to identify the major philosophical, legal, historical and contemporary influences on the fields of early childhood and early childhood special education; (knowledge and reflective).
5. Students will be able to define the qualities of professionalism, including the role of ethics, licensing, accreditation, due process, referral, and advocacy; (knowledgeable and reflective).
6. Students will be able to access information relevant to the field of early childhood and early childhood special education from consumer and professional organizations, publications, and journals; (knowledgeable, humanistic, and reflective).
7. Students will be able to compare the educational roles and responsibilities of other teachers and support personnel in providing educational services to young children with disabilities: (knowledgeable and reflective).
8. Students will be able to identify early indicators of developmental disabilities in young children and the referral process for special education services (knowledgeable).
9. Students will be able to discuss various educational service delivery models and setting options based on the needs of the child: (knowledgeable).
10. Students will be able to explain current educational definitions, identification criteria and labeling issues, and entrance and exit criteria pertaining to young children with disabilities and medical conditions; (knowledgeable, humanistic, and reflective).

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted