I. COURSE NUMBER AND TITLE
   SPED 430/630
   Early Childhood- Special education

II. SEMESTER CREDIT HOURS
   3 semester hours/ 45 clock hours

III. CATALOG DESCRIPTION
   The philosophy, methods, materials, settings and acceptable standards involved in the
   intervention and instructional procedures of early childhood-special education programs.
   Appropriate field experience for the home, hospital and school included. Prereq: SPED
   300/500; Recommended SPED 420/620.

IV. RATIONALE
   The physical, mental, and emotional development is rapid, foundational, and
   critical during the early childhood years. The role of the family as the child's first teacher
   and the provider of the first educational environment is significant.
   The early childhood educator must recognize the importance of the family and attempt to
   establish a partnership with the family to benefit the child. Further, the early childhood
   educator has the responsibility to nurture, expand the child's natural sense of wonder, and
   foster curiosity in a safe, caring environment. Communities need to provide a supportive
   atmosphere and are an educational resource. In a culturally diverse society, it is also
   essential for the early childhood educator to be knowledgeable about the effects of cultural
   differences. Students will be given the opportunity to examine their own attitudes toward
   those who are culturally different, and to increase their knowledge of diversity and
   multicultural issues.

V. TEACHER EDUCATION MODEL
   The UTM Teacher Education Model is designed to develop teachers who facilitate
   learning by engaging in methods and strategies, which can transform students from passive

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Office Hours:
M 3-5; T 4:30-6; F 11-2:30

Text: Early Childhood Special Education Birth to Eight, 3rd Edition by Frank G. Bowe
Creative Resources for the Early Childhood Classroom, 4th ed, by Herr & Larson

Be aware that this is a hybrid class and there are 2 face-to-face meetings: Feb 27th from 10-3 and May 1st from 10-3. You must attend these to pass this class.
recipients of information to active participants in their own intellectual growth. The faculty is committed to providing teacher candidates with a variety of experiences to increase understanding, skills, and dispositions in working with students of diverse culturally backgrounds, exceptionalities, and varying learning styles. The faculty also view technology as an integral component of the teacher education program and believe candidates should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore embedded and intertwined among the components of the conceptual framework are the commitments to diverse learners and the use of technology and assessment as pedagogical tools to enhance student learning. The UTM Teacher Education Program is based on a conceptual framework that has been derived from current research and best practice. The following three key components represent a compilation of expectations an “Educator as a Facilitator of Learning” is expected to develop:

Knowledge, Skills, and Application
Reflective Practice
Professional and Ethical Behavior

VI. GOALS/OBJECTIVES

Knowledge

1. The importance of positive self-esteem in young children (CF SPED Core: 1.1; 2.1, 2.2, 2.3, 2.4; 3.3, 3.4; 4.1, 4.2, 4.3, 4.5; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3; 7.1, 7.2, 7.3, 7.4; 9.1, 9.2, 9.3) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3; 9.1, 9.2, 9.3)

2. The importance of parent involvement and communication with the child, with the Early Childhood Educator, and with the school/center in which the child is enrolled. (CF SPED Core: 1.1, 1.4; 2.1, 2.2, 2.3; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.5; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3; 7.1, 7.2, 7.3, 7.4; 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3; 9.1, 9.2, 9.3, 10.1, 10.2, 10.3, 10.4)

3. The perspective of cultural differences and their effect on learning, social interaction in the classroom, and parental perceptions of education. (CF SPED Core: 1.1, 1.2; 2.1, 2.2, 2.3; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.5; 5.1, 5.2, 5.3, 5.4; 6.1; 7.1, 7.2, 7.3, 7.4; 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3; 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4)

4. The significance of play and language for the development of cognitive and social skills (CF SPED Core: 1.1, 1.2; 2.1, 2.2, 2.3, 2.4; 4.1, 4.2, 4.3, 4.5; 5.1, 5.2, 5.3, 5.4; 6.1; 7.1, 7.2, 7.3, 7.4; 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3, 7.4; 9.1, 9.2, 9.3)

5. Developmentally appropriate curriculum and teaching strategies for young children based on a solid understanding of human development and learning theory (CF SPED Core: 1.1, 1.2, 1.3; 2.1, 2.2, 2.3, 2.4; 4.1, 4.2, 4.3, 4.4, 4.5; 5.1, 5.2, 5.3, 5.4; 6.1; 7.1,
6. The role of the teacher as facilitator in the early childhood classroom (CF SPED Core: 1.1; 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4; 3.3, 3.4; 4.1, 4.2, 4.3, 4.4, 4.5; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3, 9.1, 9.2, 9.3)

7. Types of programs for early childhood. (CF SPED Core: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5; 5.1, 5.2, 5.3, 5.4; 6.1; 7.1, 7.2, 7.3, 7.4, 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3; 9.1, 9.2, 9.3)

8. An understanding of the laws, history, IFSP/IEP, LRE pertaining to ECSE (CF SPED Core: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4, 4.5; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3; 7.1, 7.2, 7.3, 7.4, 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3, 9.1, 9.2, 9.3)

Skills & Application

1. Identify and implement developmentally appropriate practices for young children into the early childhood curriculum, including the use of technology: (CF SPED Core: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4, 4.5; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3; 7.1, 7.2, 7.3, 7.4, 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3, 9.1, 9.2, 9.3)

2. Utilize teaching strategies that are varied and contain activities and materials that are concrete and relevant (CF SPED Core: 1.1, 1.2; 2.1, 2.2, 2.3, 2.4; 3.1, 3.3, 3.4; 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2, 6.3; 7.1, 7.2, 7.3, 7.4; 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3, 9.1, 9.2, 9.3)

3. Integrate language throughout all curricular areas: (CF SPED Core: 1.1, 1.2; 2.1, 2.2, 2.3, 2.4; 3.3, 3.4; 4.1, 4.2, 4.3, 4.4, 4.5; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3; 7.1, 7.2, 7.3, 7.4, 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3, 9.1, 9.2, 9.3)

4. Evaluate each child's learning using various means of assessment: (CF SPED Core: 1.1, 1.2, 1.3, 1.4, 1.5; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5; 5.1, 5.2, 5.3, 5.4; 7.1, 7.2, 7.3, 7.4, 8.3; 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3, 8.1, 8.2, 8.3; 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4)

5. Demonstrate skills in problem-solving and higher level thinking processes relative to the teaching of young children. (CF SPED Core: 1.1, 1.2, 2.2, 2.3, 2.4; 3.4; 4.1, 4.2, 4.5; 5.1, 5.2, 5.3, 5.4; 7.1, 7.2, 7.3, 7.4, 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3, 9.1, 9.2, 9.3)

6. Employ technology in the instruction of young children: (CF SPED Core: 1.1, 1.2, 1.3; 2.1, 2.2, 2.3; 3.4; 4.1, 4.2, 4.3, 4.4, 4.5; 6.1, 6.2, 6.3; 6.2, 6.3; 7.1, 7.2, 7.3, 7.4, 9.1, 9.2, 9.3)
7. Demonstrate the ability to construct IFSP/IEP with appropriate goals and input from various professionals and family members based on appropriate assessment (CF SPED Core: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4, 4.5; 5.1, 5.2, 5.3, 5.4; 6.1, 6.2, 6.3; 7.1, 7.2, 7.3, 7.4; 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2; 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3, 8.1, 8.2, 8.3; 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4)

Disposition
1. Demonstrate an awareness of diversity among people of varying abilities and cultures (CF SPED Core: 1.1, 1.2, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3; 4.1, 4.2, 4.3, 4.5; 5.1, 5.2, 5.3, 5.4; 6.1; 7.1, 7.2, 7.3, 7.4; 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1. 3.2; 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3; 9.1, 9.2, 9.3)
2. Reflect an understanding for the need to foster positive self-esteem and social skills in young children: (CF SPED Core 1.1, 1.2; 2.1, 2.2, 2.3; 3.1, 3.3; 4.1, 4.2, 4.3, 4.4, 4.5; 5.1, 5.2, 5.3, 5.4; 6.1; 9.1, 9.2, 9.3) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3; 9.1, 9.2, 9.3)
3. Foster an appreciation of cultural differences and their effect on learning, social interaction in the classroom, and parental perceptions of education. (CF SPED Core: 1.1, 1.2, 1.4; 2.1, 2.2, 2.3, 2.4; 3.1, 3.2, 3.3, 3.4; 4.1, 4.2, 4.3, 4.5; 5.1, 5.2, 5.3, 5.4; 6.1; 9.1, 9.2, 9.3; 7.1, 7.2, 7.3, 7.4; 9.1, 9.2, 9.3; 10.1, 10.2, 10.3, 10.4) (CF SPED Prof: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3, 2.4; 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2; 7.1, 7.2, 7.3; 9.1, 9.2, 9.3)

VII. COURSE CONTENT/ACTIVITIES
A. Recognize that learning is an interactive process and describe an environment that allows for children to learn through active exploration and interaction with adults, children, and materials
B. Identify activities and materials that are concrete, real and relevant to the lives of young children
C. Recognize the need for increasing the difficulty, complexity, and challenge of an activity as children develop greater understanding and skills
D. Recognize that as children become engaged with materials and activities their learning needs to be extended by questions of varying levels that will further stimulate the thinking of young children
E. Identify guidelines for integrating a multicultural perspective into their teaching techniques and recognize multicultural experiences, materials, and equipment that will involve all children as they play and live together
F. Recognize the need for an early childhood program that has a balance among rest, quiet activities and active movement of children at school
G. Recognize the need for varied teaching strategies
H. Recognize how support, focused attention, physical proximity, and verbal encouragement facilitate a child successful completion of tasks
I. Recognize that children communicate in varied ways and need to be given opportunities to do so
J. Recognize the importance of parental observation and involvement and identify teacher-parent conferencing skills
K. Identify assessments of children's progress and recognize that enrollment, retention or placement should not be based on a single developmental assessment or screening device
L. Identify developmentally appropriate curriculum for all areas of a child's development: physical, emotional, social, cognitive, and adaptive behavior.
M. Recognize that children learn best from collaborative problem solving experimentation
N. Identify classroom management techniques such as redirecting children to a more acceptable activity and setting clear limits
O. Recognize the need to integrate learning across the curriculum
P. Identify the value of play and language as a learning pattern for kindergarten children
Q. Overview of topics:
   1. Theory, Development, & Philosophy
   2. Overview of ECSE
   3. How are we doing?
   4. The Laws: IDEA Family Rights & Services
   5. Methods
   6. Evaluation & Assessment
   7. Individual Planning
   8. Technology
   9. Working with Children & Families
  10. Communication Development
  11. Physical Development
  12. Cognitive Development
  13. Social/ Emotional Development
  14. Adaptive Development
  15. Issues in ECSE Ethics

VIII. EVALUATION PROCEDURES
A. Exams: there will be a mid-term and final exam at the Saturday meetings. You must be at these meetings to pass this class. If you miss the exams, you will get a zero.

B. Collaborative Thematic Teaching Unit: Each student will participate in a collaborative teaching unit. Each group will set up and teach a thematic teaching lesson from the Creative Resources book. The required length of the total lesson will be 45 minutes. The whole group will be responsible for items 1-6. In addition, each person will choose from items 7 & 8 (7 must be included). Each person will be responsible for his/her part, and grades will be given for each individual’s work according to the following:
   1. Graphic Organizer copied onto large paper and posted at the front of the room.
   2. Theme Goals, Concepts, Vocabulary on a poster
   3. Bulletin Board from the unit constructed in the classroom
4. **Family Letter**

5. **Reading Center** - a collection of books (around the theme) for a reading area. The title and author of book should be submitted ahead of time so that a thematic class bibliography can be constructed. You should have at least 8 books to bring to class, and at least 12 on your bibliography.

6. **Dramatic Play area** – including potential script as in SPED 420/620 (example on blackboard)

7. **Circle Time**: Include songs, fingerplays, trade book (that goes with the theme)

8. **Centers**: (3) chosen from the following:
   a. Arts & Crafts lesson
   b. Cooking
   c. Large muscle
   d. Math
   e. Science
   f. Sensory
   g. Social Studies

C. **Electronic Catalog Order** to stock your room. You have $10,000 to spend. Template on blackboard. You must have items in the following areas:
   1. Furniture
   2. Language Development
   3. Literacy & Language Arts
   4. Math concepts
   5. Science
   6. Social Studies
   7. Arts & Crafts
   8. Music
   9. Fine motor
   10. Large motor
   11. Dramatic Play
   12. Assessments

D. **Diagram, discipline plan, schedule for your Classroom**

E. **Disability Presentation** - each person will sign-up for a specific disability to create a power point presentation around; this will be posted online for class viewing and evaluation. These will be posted on blackboard so that each person can save a copy to be used at a future faculty or parent meeting. It should include an 1) explanation of the disability which may include the cause and any possible precautions; 2) characteristics; 3) assessment; 4) classroom/home intervention

F. **In-class Activities: Quizzes, Discussion board, Misc. Assignments, etc.** – used to check understanding

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**Grading Scale**

A=93-100
B=86-92
C=77-85
D=70-76
Diagram, Discipline Plan 100
Schedule
Disability Presentation 100
Attendance/Participation 100
800
Graduate Project 100
900

Graduate Students will meet with the professor to discuss the additional required Graduate Project.

Attendance Attendance/Participation is mandatory. This is calculated according by logins and posts. See Bb Course Information for details.

IX. SUGGESTED JOURNALS FOR REQUIRED READING:

A. Young Children
B. Childhood Education
C. Child Development

Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from Student Academic Support Center within the first two weeks of the semester.

X. TEXTBOOK:

Text: Early Childhood Special Education Birth to Eight, 3rd Edition by Frank G. Bowe
Creative Resources for the Early Childhood Classroom, 4th ed, by Herr & Larson

XI. PREREQUISITES

Admission to teacher education
SPED 300/500 Exceptional Child
SPED 420(recommended)

XII. FACULTY FREQUENTLY TEACHING COURSE

Dr. Crystal Whitlow
XIII. PROGRAM(S) IN WHICH COURSE IS REQUIRED

Special Education P-12
Human Learning P-4

XIV. REFERENCES


