

Child Development 205
Young Children with Special Needs

Credit Hours: # 3

Scheduled hours per week
Online

Catalog Course Description:

An introduction to young children with special needs addressing legal and ethical considerations, family and community involvement in meeting the needs of exceptional children. Includes assessment, identification, and planning to meet the needs of all children.

Prerequisites: None

Corequisites: 20 Field Experience Hours

Course learning Outcomes:

1. Identify developmentally appropriate practice in early childhood education. (NAEYC Standards 4)
2. Compare a variety of early childhood curriculums. (NAEYC Standards 5)
3. Identify strategies for embedding developmental domains into the curriculum. (NAEYC Standards 4 & 5)
4. Develop plans for effective small and large group play based activities for young children. (NAEYC Standards 5)
5. Describe how young children learn and develop to create curriculum planning. (NAEYC Standards 1 & 6)
6. Integrate the early childhood curriculum through play. (NAEYC Standards 5)
7. Describe strategies and methods used to identify children's individual differences and needs. (NAEYC Standards 4 & 5)
8. Create curriculum planning strategies for purchasing equipment and materials needed for an early childhood program. (NAEYC Standards 5)
9. Identify the rationale for including families in the planning process. (NAEYC Standards 2 & 5)

Topics to be studied:

- Major curriculum theorists in the field of early childhood development
- Developmental levels of children
- Strategies to meet needs of young children
- Play and its impact in the classroom
- Designing and planning learning strategies
- Culturally, physically, and cognitively sensitive strategies

Relationship of course to program or Discipline Learning Outcomes:

- Plan and implement developmentally appropriate curriculum based on knowledge of child development and educational theory with consideration for the multiple factors that influence child development.
- Initiate, sustain, and develop relationships with families and communities to build a respectful and reciprocal community of learners to support children.
- Select, use, and evaluate assessment techniques and strategies, such as observation and documentation.
- Identify as an early childhood professional and participate in the profession through commitment to the Code of Ethical Conduct, 110 professional organizations and professional development, and advocacy for children and families.

Relationship of Course to General Education Learning Outcomes:

Composition and Rhetoric Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.	X
Science & Technology Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.	
Mathematics & Quantitative Skills Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.	
Society, Diversity, & Connections Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.	X
Human Inquiry & the Past Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.	
The Arts & Creativity Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.	
5/3/2016	

Special projects or requirements of the course:

Research Project
Early Childhood Observations
Reflective Paper

Additional information: NA**Prepared by:** Christi Calvert**Date:** October 14, 2017