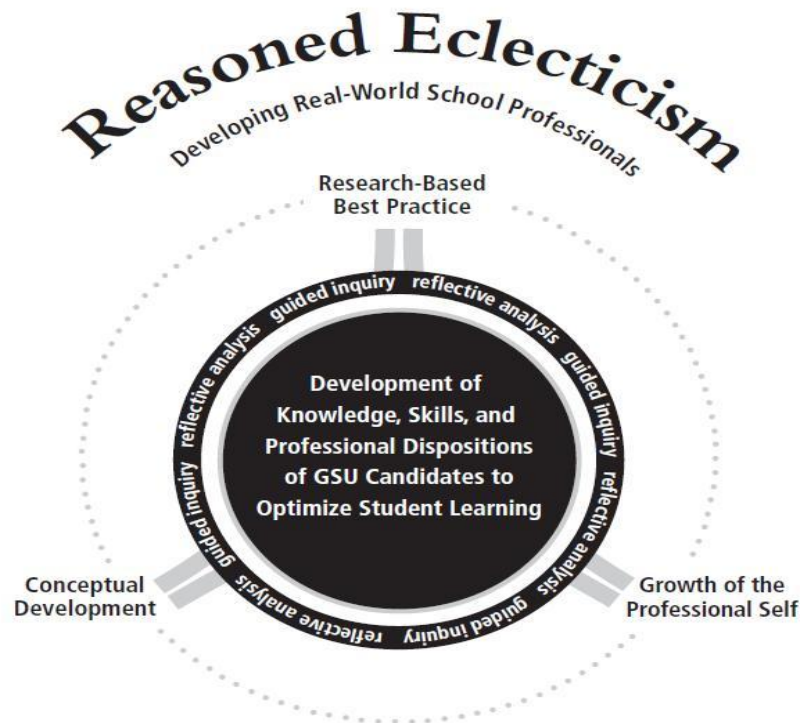


**The Professional Education Unit
Governors State University**



Course Number: EDEC 652

Course Title: Children and Families w and w/o Special Needs in the Community (3)

The Professional Education Unit at Governors State University seeks to offer the highest quality academic programs, balancing innovation and best practice. The Unit is committed to developing teachers, counselors, psychologists, and administrators who will employ a reasoned eclectic approach to optimize the complex teaching and learning environments in the diverse region served by the University in order to achieve student learning.

EDEC 652 incorporates activities and measures of candidates' performances that correspond to the Early Childhood Education unit's expected student outcomes pertaining to mastery of appropriate skills in parent communication, parent-school development and effective parent/educator relations. It addresses specific competencies of candidates as identified by ability to apply such knowledge and skills, to analyze problems and to communicate scholarly thought through writing and discussion. This course addresses specific competencies identified in the Early Childhood Education Teaching Standards and the Illinois Early Childhood Special Education Standards.

Governors State University
College of Education / Division of Education
Course Syllabus
Spring 2011

Course Number: EDEC 652
Course Title: Child and Families w and w/o Special Needs in the Community (3)

Catalog Description:

Overview of the cultural differences, child reading practices, communication patterns, experiences of families, and the life stresses that effect young children and their views of self and others in family, school, and community. Explores ways in which the schools can provide services to families and identifies support networks in the community.

Pre-requisites:

EDUC610, SPED510, EDEC812 or EDEC822

Co-requisite:

EDEC651

Rational:

It is very important for pre-service teachers to gain a thorough knowledge of how to communicate effectively and welcome parents from diverse backgrounds into the school setting, actively involve parents in the education of their children, provide support to parents. Students will gain practical experience and apply this knowledge base by completing a curriculum presentation, observing a parent school activity, and producing a community education project.

Intended Audience: Graduate students in Early Childhood Education

Instructional Modality: Seminar/Field Experience

Required Text:

Berger, E. (2004). Parents as Partners in Education. Sixth Edition. New Jersey: Merrill/Prentice Hall.

Livertext program

Expected Student Outcomes:

The competent early childhood teacher:

1. Understands how often children from age birth to age three develop physically, socially, emotionally, cognitively, linguistically and aesthetically, and provides learning opportunities which support and enhance each area of development. (8A, 8B)
2. Incorporates a variety of instructional strategies when designing learning experiences which promote children's physical, social, emotional, aesthetic, linguistic, and cognitive development. (10F)
3. Understands how brain development from birth to age three is promoted through developmentally and culturally appropriate experiences. (8C)
4. Understands and follows appropriate procedures and designs learning opportunities which are responsive to the health, safety and nutritional needs of infants and toddlers. (8H, 8N)

5. Understand and applies knowledge of development and individual differences when designing developmentally and culturally appropriate learning experience for children from birth to age three. (8D, 8E, 8J)
6. Works effectively over time with infants and toddlers, with differing abilities and with children reflecting culturally and linguistically diverse family systems. (9I)
7. Understand the rationale and how to plan developmentally and culturally appropriate curriculum. (10A, 10B)
8. Creates, selects, evaluates and incorporates developmentally and culturally appropriate materials and equipment into the environment and instructional plans. (10H, 11A)
9. Understands how to design and maintain physically safe, healthy and productive learning environments. (11D)
10. Understands the influence of the physical setting, schedule, routines and transitions on children from birth to three. (11E)

*Adapted from the Early Childhood Special Education Teachers Standards
The competent Early Childhood Special Education teacher:*

1. Understands the control concepts, tools of inquiry, and structures of developmental, functional and learning curriculum areas, appropriate to young children and creates and provides integrated experiences that develop each child's competence across curriculum areas. (1B, 1C, 1D, 1F, 1H, 1K)
2. Understands and employs a range of curriculum and instructional approaches for fostering individual abilities and meeting the individual learning needs based on knowledge³ of children, families, communities, content areas and early childhood curriculum goals. (4A, 4C, 4D, 4F, 4N, 4W)
3. Uses an understanding of young children's social and emotional development to create group and individual environments and learning opportunities. (5A, 5G, 5H)
4. Employs a variety of group and individual instructional opportunities and strategies, both planned and spontaneous, which encourage children's development and learning and are appropriate for each child's individual abilities and learning needs. (6A, 6B, 6C, 6I)
5. Reflects and is continually evaluating how choices and actions affect children, parents, and other professionals in the learning community. (10A, 10B, 10D, 10E, 10F)

Adopted from the Illinois Early Childhood Teacher Education Standards (1999)

1. Understands schools as organizations within the larger community context. (15A)
2. Understands the benefits, barriers, and techniques involved in parent/family relationships. (15B)
3. Understands the collaborative process and skills necessary to carry out the process (15C)
4. Establishes and maintains positive collaborative relationships with families, agencies, other professionals and colleagues, and works effectively as a team member to support child development learning and well being. (15F) (15K) (17L)
5. Respects and affirms culturally and linguistically diverse children from birth through age three, and their families.
6. Supports home language preservation and promotes anti-bias approaches through the creation of learning environments and experiences. (9G)
7. Demonstrates sensitivity to difference in family structures and social and cultural backgrounds (9H)

8. Supports parents in making decisions related to their child's development and parenting. (15H)
9. Applies family systems theory and demonstrates knowledge of the dynamics, roles and relationships within families and communities. (15J)
10. Understands how to link families with a range of family oriented services based on identified resources, priorities and concerns. (15J)
11. Observes and participates under the supervision of qualified professionals in a variety of settings in which young children, from birth through age three, are served (16F)
12. Recognizes the signs of emotional distress, child abuse and neglect in young children, and knows the responsibility and procedures for reporting known or suspected signs of abuse or neglect to the appropriate authorities. (17K)

Assignments:

1. To complete all **reading assignments** in order to participate in **weekly discussions** and **quizzes** and to be active in **group work**. **Lead 1 prescheduled text Chapter Review**, using professional workshop techniques and displaying topic research.
2. Review a **Parent Curriculum**. You are to review and evaluate a parent curriculum. You will discuss your analysis of the curriculum (purpose, concepts, activities, critique strengths and weaknesses, using at least 3 specific text references) and with your group formally **present** this **Review** to the class. In addition, with your group you are to implement one **Interactive Lesson** of the curriculum with the class including materials and activities as if it were a parent education group. The presentation should be 10 minutes and interactive lesson should be at least 30 minutes.
3. Report on a **Parent Involvement Activity**. Provide a 2 page, double spaced **paper** describing the environment, meeting format, topics discussed and a personal reflection on your experience and relation of activity to class text learning (at least 5 specific text references). Possible events include school board meeting, parent advisory council meeting agency home visit, agency hospital visit, parent education workshop. You will **present** your experience to the class.
4. Create Lab1 Section for your **Portfolio** with **Documentation** for each of your Lab activities.

Evaluation Plan

| | |
|---|----------------|
| Parent Curriculum Review/Lesson | 150 |
| Parent Involvement Activity Report/Presentation | 175 |
| Lab Assignments | 295 |
| Weekly Participation, Quizzes, Chapter Leader | 280 |
| Total | 900 pts |

Grade Equivalents

| | | |
|---------|---|----------|
| 800-900 | = | A |
| 700-799 | = | B |
| 600-699 | = | C |
| 500-599 | = | D |
| 400-499 | = | F |

Bibliography and Resources

Curtis, D., Carter, M. Designs For Living and Learning: Transforming EC Environments, Redleaf Press.

Epstein, A., Trimis, E. Supporting Young Artists: The Development of the Visual Arts in Young Children, Redleaf Press.

Fraser, S., Gestwicki, C. Authentic Childhood: Exploring Reggio Emilia in the Classroom, Redleaf Press.

Hendrick, K. ed. Next Steps Toward Teaching the Reggio Way: Accepting the Challenge to Change, Redleaf Press.

Kinney, M., Witt Ahrens, P. Beginning with Babies, Redleaf Press.

Klein, M., Cook, R., Richardson-Gibbs, A. Strategies for Including Children with Special Needs in Early Childhood Settings, Redleaf Press.

Kohl, M. First Art: Art Experiences for Toddlers and Twos, Redleaf Press.

Miller, K. Simple Steps: Developmental Activities for Infants, Toddlers and Twos, Redleaf Press.

Production Associates, Inc. We Sign!: Babies and Toddlers, Redleaf Press.

Warner, P. Baby Play and Learn: 160 Games and Learning Activities for the First Three Years, Redleaf Press.

Weisman Topal, C., Gandini, L. Beautiful Stuff!: Learning with Found Materials, Redleaf Press.

Widerstrom, A. Achieving Learning Through Play: Teaching Young Children with Special Needs, 2nd Ed, Redleaf Press.

TUESDAYS

January 18 Class Orientation,
Learning Through Play-Infants video/discussion

January 25 FDC Orientation/Julia Labuda
Berger/Chapter 1
Dodge/p 1-17

February 1 Dodge/p. 44-61

February 8 Dodge/Chapter 3

February 15 Dodge/Chapter 4
Parent Curriculum Papers Due
Presentation Team A

February 22 Berger/Chapter 2
Presentation Team B

March 1 Berger/Chapter 3
Presentation Team C

March 8 Berger/Chapter 4

March 15 Spring Break/NO CLASS

March 22 Berger/Chapter 5

March 29 Berger/Chapter 6

April 5 Berger/Chapter 8
Parent Involvement Presentations/Papers Due

April 12 Berger/Chapter 9

April 19 Berger/Chapter 10-Grad Leader
Speaker-Early Intervention

April 26 Berger/ Chapter 11-Grad Leader

May 3 Berger/ Chapter 12-Grad Leader
Speaker-Advocacy

THURSDAYS

January 20 Parent Curriculum

January 27 Berger/Chapter 7
Dodge/p 21-43

February 3 Dodge/Chapter 2

February 10 Infant Massage

February 17 Lab #1

February 24 Lab #2

March 3 Lab #3

March 10 Lab #4

March 17 NO CLASS

March 24 Lab #5

March 31 Lab #6

April 7 Lab #7

April 14 Lab # 8

April 21 Lab #9

April 28 Lab #10

May 5 Portfolio Reviews, Grade
Reports, Class Evaluation

Several EC requirement statements have been approved and implemented via various program meetings / faculty agreement over the past several years. The “GSU ECE Program Universal Requirement Statements” document ending with a required student signature on page three, was adopted by the tenured, tenure-track and instructor level EC program faculty on 12-8-08 for implementation in all EDEC courses starting the WI09 trimester.

Updated 04-07-09

GSU Early Childhood Education Program Universal Requirement Statements

Student Attendance (implemented 04-08-05):

It is the Early Childhood Program Faculty’s belief that extended amounts of learning and application occur during course instruction, thus 100% attendance is mandatory for all EDEC professional courses. Any absence from class will impact a student’s grade, with two absences resulting in a lowered grade for the course, and three absences resulting in two lowered grade levels for the course. Missing more than three class sessions will result in a non-passing grade for the course. In addition, arriving significantly or continuously late as well as leaving early will impact the determination of the student’s grade for the course. Keep in mind various co-requisite, block 2, block 3, or other course offering configurations often meet in a “double session format”, thus missing one day’s class session may actually be equivalent to missing two or more classes. Each instructor is responsible for developing a grading format that meets this attendance requirement.

All Assignments Required:

ALL assignments identified on the syllabus MUST be completed and submitted in order to be eligible for a passing grade for the course. Failure to complete or submit any assignment will result in a non-passing grade for the course.

Assignment Due Dates:

All assignments are due on the scheduled dates. Late assignments will result in point loss, or zero points for the assignment per the instructor’s format for the course.

GSU Writing Expectations Explanation:

The COE website displays an excellent explanation of writing expectations for students, referencing the usage expectation of standard or broadcast English. The site is titled *Writing Goals for Program Candidates* and can be found at www.govst.edu/coe/t_coe_resources.aspx?id=5396

GSU Writing Center:

Various forms of writing assistance are available at GSU’s Writing Center. Students referred to the GSU Writing Center must follow through on the referral or a grade of failure for the assignment entered. The writing center will generate electronic notification to the referring faculty if the student follows through on the required writing center visit. No e-mail from the writing center means the student has not sought the referred services. Although it is not required that faculty make these referrals to students in writing, it is advised to do so for documentation purposes.

GSU E-Mail:

Students are required to be readily familiar with the use of their GSU e-mail account/address by the first class meeting of every trimester. Due to confidentiality requirements, all communications to and from EC professionals must occur via the student’s GSU e-mail account/address. EC professionals will not engage in any communications via a student’s personal e-mail account/address.

Course Resources/Materials:

Students are required to have all course materials/resources by the first or second day of class every trimester. Students neglecting to have the required resources materials by the first or second day of class, which may include, but not limited to, specific textbooks, reading packets, software, software accounts, learning tools, etc., are advised to drop the course due to *failing* the preparedness and participation requirements necessary for passing the course.

Criminal Background Check:

To remain in an EC Lab, an EC Methods/Lab co-requisite course, and/or Student Teaching, a student must provide their course instructor with the GSU approved Criminal Background Check receipt by the second day of class.

Professional Disposition:

Professional conduct is expected during all EDEC advising and course interactions.

GSU/EC Lanyard Identification:

All students are required to purchase a GSU Lanyard to hold their current updated trimester GSU ID card. When attending any lab / field site activity, the student is required to wear this lanyard containing their current GSU ID at all times.

EC Lab Attire and Conduct:

Professional attire and conduct is mandatory during all field site experiences.

Co-Requisite Courses:

EDEC Methods Courses with Labs 1, 2, 3 and 4 are designed as "co-requisite" courses. As a result, a student **MUST** obtain a passing grade in **BOTH** co-requisite courses. A grade of D, F, or Non-Passing in any co-requisite course will result in a grade of non-passing for both co-requisite courses, thus requiring the student to *retake both* co-requisite courses.

Plagiarism:

Plagiarism is not tolerated at Governor State University. Internet resources easily allow instructors to type in just a brief phrase from an assignment and learn if any part of the assignment has been fully or partially plagiarized. If incorporating information from any source, it must be professionally referenced in appropriate APA format. Any paper having any portion identified as plagiarized will be failed, resulting in probable dismissal from the Early Childhood Program and/or the University.

GSU COE Teacher Certification:

"We advise you to apply for your certificate as soon as you have been notified that your entitlement has been sent to the state. Although certificate entitlements are valid for three years, delay in filing your application could result in additional requirements should state regulations change after program completion."

GSU Disability Statement:

GSU is committed to providing all students equal access to all university programs and facilities. Students who have a documented physical, psychological, or learning disability and need academic accommodations, must register with Access Services for Students with Disabilities (ASSD). Please contact the Coordinator of ASSD in Room B1201 in person; by e-mail, assd@govst.edu; or by calling 708.235.3968. If you are already registered, please contact your instructor privately regarding your academic accommodations. (revised 12/2008)

GSU Academic Honesty Statement:

Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgment of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group-projects. The university policy on academic honesty appears in the catalog appendix, which can be found on the website at http://www.govst.edu/catalog/catalog_appendix.htm.

After reading the prior three pages, this page is to be completed by the student and collected by the instructor during the first, or second, class session each trimester.

I, _____, confirm that I have
Student prints first and last name here

**read and comprehended the GSU Early Childhood
Education Program Universal Requirement Statements
document.**

EDEC Course Title and Number:

Student's Signature: _____

Student's GSU E-Mail Address:

Student's current address and phone number(s):

Date: _____