I. **COURSE NUMBER**: EDT 472

II. **COURSE TITLE**: Internship in Pre-Kindergarten Special Needs

III. **TERMS OFFERED**: Winter

IV. **CATALOGUE DESCRIPTION**: Supervised and evaluated teaching in a preschool special education setting. Candidates are to demonstrate the knowledge, skills, attitudes and dispositions needed to comply with the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council of Exceptional Children (DEC) guidelines for appropriate practice that are specific to pre-kindergarten age children with special needs. Field experience required.

V. **ACADEMIC CREDIT**: 3 semester hour(s)

VI. **PRE/COREQUISITE(S):** Prerequisite(s): EDT 314, 315, 415, 415L; Students must register for the course and submit a student teaching/internship application packet to the Department of Teacher Education by the deadline in January prior to the fall methods block.

Corequisite(s): None

VII. **COURSE GOALS**: The School of Education and Allied Professions in conjunction with the University of Dayton’s Vision 2005 has adopted a school wide theme of “Building Learning Communities Through Critical Reflection.” The conceptual framework of the School of Education and Allied Professions embraces diversity for the promotion of social justice, and engages in building a community where the faculty model and candidates develop as scholar practitioners, who engage in critical reflection. The outcome of “diversity” will be a central theme in EDT 472.

VIII. **COURSE OBJECTIVES**:

**Knowledge:**
- Know and understand the characteristics and needs of young children with special needs/disabilities.
- Know and understand the impact of disability/special needs on development and learning.
- Know and understand the reciprocal influences of disability/special needs on families, including those from diverse backgrounds.
- Know and understand that the family is most knowledgeable about the child and is a valued member of the intervention service delivery team.
- Know state and federal laws and policies that affect young children, their families, and programs for young children with disabilities.
Understand various data collection methods and understand data analysis in an ongoing system of assessment to inform instruction.

Understand the legal and ethical practices of assessment specific to young children with disabilities/special needs and their families.

**Skills**

- Using knowledge about disability/special needs to create healthy, respectful, supportive and challenging learning environments in the least restrictive environment.
- Know and using community resources to support families of children with disabilities/special needs in their child’s education.
- Involve families of children with disabilities/special needs in meaningful, engaged ways in curriculum planning, assessment and transitions into and out of Prekindergarten Special Needs programs.
- Know about and use exceptionality-appropriate assessment practices.
- Value and use appropriate strategies to support positive, inclusive relationships among all children and adults in the learning environment.
- Select and use exceptionality-appropriate approaches, materials, interventions, and techniques to support the development and learning of young children with disabilities/special needs in order to access the general curriculum.
- Know and use scientifically-based procedures to develop, implement, and monitor Individualized Education Program (IEP) to ensure full participation and progress in the general curriculum and address state and/or agency standards.
- Know and use medical care consideration for premature, low-birth-weight, and other young children with medical and health conditions including nutrition plans and feeding strategies.
- Understand and use multiple and varied strategies to help young children with disabilities/special needs to learn and to represent content-specific knowledge and access to the general curriculum.
- Know and use appropriate professionals, paraprofessionals and resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for children with disabilities.
- Know about the historical and philosophical foundations of services for young children both with and without exceptional learning needs.
- Know and uphold ethical practices that support the rights of all young children with disabilities/special needs to receive appropriate opportunities and services.
- Know and use team process, models of consultation and instruction specific to services for young children with disabilities and their families.

**Dispositions**

- Support and empower families to participate in the early childhood special education process, including the development and implementation of the IEP.
- Understand that a strength-based assessment approach supports the development and learning of young children with disabilities/special needs and their families.
- Know and understand the roles and responsibilities of team members to support the development and learning of young children with disabilities/special needs.
• Understand the underlying assumptions of the fields of early childhood education, special education, and early childhood special education and involving oneself with the early childhood and early childhood special education fields.
• Engage in professional development activities that support inclusive practices.
• Understand and use recommended early childhood special education research-based practices to reflect upon their own practices.
• Advocate for policies, practices, and procedures that support young children with disabilities/special needs and their families, as well as the early childhood profession.
• Coordinate and collaborate with other professionals, paraprofessionals, family and resources to ensure positive outcomes for children and families.

IX. COURSE TOPICS:
• Promoting child development and learning.
• Building family and community relationships.
• Observing, documenting and assessing to support young children and families.
• Facilitating the learning of young children with special needs and their families.
• Engaging in professional practices.

X. TEACHING METHODS:

XI. INSTRUCTIONAL TECHNOLOGY:
A. Students will utilize e-mail to maintain communication with course instructors, and student colleagues and to organize and access course materials.
B. Students will conduct web-searches to access information about the conditions, diagnoses and treatments of children in the class.
C. Students will use adaptive devices that are used with the children in the classroom.
D. Students will use computer programs such as BoardMaker and Google Images to develop instructional materials and adaptive communication devices.

XII. STUDENT EVALUATION CRITERIA:
A. completed Internship Observation Record
B. Family Child Study

Undergraduate Point/percentage grading scale

A  95-100
A-  93-94
B+  91-92
B   87-90
B-  85-86
C+  82-84
C   78-81
C-  75-77
D   70-74
F   69 and below

XIII. FIELD-BASED EXPERIENCES:  150 contact hours,  5 weeks full time

XIV. TEXT(S):
DEC Recommended Practices, Ohio Early Learning Academic Content Standard

XV. SUPPLEMENTARY RESOURCES:

XVI. DISABILITY STATEMENT:
To request academic accommodations due to a disability, please contact the Office for Students with Disabilities, 002 Albert Emanuel Hall, (937) 229-3684. If you have a self-identification form the Office of Students with Disabilities indicating that you have a disability which requires accommodation, please present it to all course instructors so we can discuss the accommodations you might need in class.

XVII. BENCHMARK STATEMENT:
The following benchmark requirements are in effect for all teacher licensure candidates. Failure to meet a benchmark listed below results in a candidate being withdrawn from a licensure program. The candidate can be re-admitted after the benchmark has been met, with approval from the Program Coordinator or Chair of the Department of Teacher Education.

Undergraduate Program Benchmarks
1. GPA: Below 2.5 GPA cumulative, in professional education courses and/or in concentration courses (when applicable)
2. PRAXIS I: Failure in any or all sections
3. Grade of “D” or lower in an EDT course
4. Unexcused absences in a Teacher Education course cannot exceed 13% in any given course (University policy for FY students is 13%)

Undergraduate Flags: Two or more flags constitute a Benchmark failure.
1. Feedback which includes a “not met” or “one” in a competency on the field observation forms
2. A “C-“ in an EDT course
3. Poor evaluation from a course instructor
4. Inappropriate attendance, participation and/or professional disposition on campus or in the field, as determined by the program faculty. This includes exceeding excused or unexcused absences of 13%

XVIII. PLAGIARISM STATEMENT:
Plagiarism is defined in the University of Dayton Student Handbook. Plagiarism involves:

- Quoting directly from any source of material including other students' work and materials from research consultants without appropriately citing the source and identifying the quote
- Knowingly citing an incorrect source
- Using ideas (other than information that is common knowledge) from any course of material including other students' work and materials from research consultants without citing the source and identifying the borrowed material/ideas
- Faculty may establish additional guidelines for plagiarism -

Ignorance is no excuse for plagiarism. Students should be aware of their own responsibilities in appropriately quoting and citing sources used.
Additional information on plagiarism is available through the U.D. Roesch Library website (http://library.udayton.edu/faqs/howto/plagiarism.php).

Students should be aware that the University has access to software designed to detect plagiarized passages and work. This software will be applied randomly or at the instructor's discretion. Detection of plagiarized passages or work can result in disciplinary action.

XIX. DATE OF SYLLABUS DEVELOPMENT OR REVISION: 6/18/07