

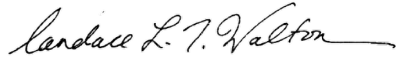


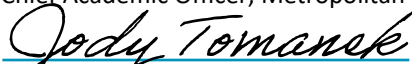




**Syllabus**  
**ECED2050**  
**Children with Exceptionalities**  
**2019**

**Committee Members:**

Barb Beck, Central Community College  
Kweku Ocran, Little Priest Tribal College  
Deanna Peterson, Metropolitan Community College  
Andreea Shnayder, Metropolitan Community College  
Tyler Esch, Mid-Plains Community College  
Jackie Hahn, Nebraska Indian Community College  
Connie Sixta, Northeast Community College  
Crystal Kozak, Southeast Community College  
Patsy Yager, Western Nebraska Community College

**Facilitator: Katie Miller, NDE**

**The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.**

|   |       |
|---|-------|
| <br>Candace L. T. Walton<br>Chief Academic Officer, Central Community College   | Adopt |
| <br><a href="#">Manoj Patil (Apr 15, 2019)</a><br>Manoj Patil (Apr 15, 2019)<br>Chief Academic Officer, Little Priest Tribal College                 | Adopt |
| <br><a href="#">Thomas J McDonnell (Apr 17, 2019)</a><br>Thomas J McDonnell (Apr 17, 2019)<br>Chief Academic Officer, Metropolitan Community College | Adopt |
| <br><a href="#">Jody Tomarsak (Apr 12, 2019)</a><br>Jody Tomarsak (Apr 12, 2019)<br>Chief Academic Officer, Mid-Plains Community College             | Adopt |
| <br><a href="#">Kristine Sudbeck (Apr 15, 2019)</a><br>Kristine Sudbeck (Apr 15, 2019)<br>Chief Academic Officer, Nebraska Indian Community College  | Adopt |
| <br><a href="#">Lyle Kathol (Apr 15, 2019)</a><br>Lyle Kathol (Apr 15, 2019)<br>Chief Academic Officer, Northeast Community College                  | Adopt |
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## EARLY CHILDHOOD EDUCATION

### I. CATALOG DESCRIPTION

Course Number: ECED 2050

Course Title: Children with Exceptionalities

Prerequisite: None

Catalog Description: This course focuses on the theory, development, and philosophy of early childhood education programs serving children (birth to age 8) with exceptionalities. Topics include working with families, legislation, role of the interventionist, interdisciplinary teams and inclusion of children with special needs in natural environments. Observation of inclusionary practices and exceptional children are required. Strongly suggest: Prior knowledge of child growth and development.

Credit Hours: 3.0 semester credit hours/ 4.5 quarter credit hours

### II. COURSE OBJECTIVES / COMPETENCIES

Course will:

1. Introduce the history of educating individuals with special needs.
2. Explore legislation and litigation which has influenced the delivery of services to children with special needs.
3. Identify the needs and concerns of families of children with special needs and identify the approaches and techniques to utilize in working with families.
4. Identify the variety and roles of early childhood and service professionals who work collaboratively with children with special needs.
5. Present characteristics, contributing factors, classifications, prevalence, educational and life-style adaptations, and other related issues that are part of the following special populations:
  - a. learning challenges
  - b. physical/health challenges.
  - c. visual challenges.
  - d. hearing challenges.
  - e. communication challenges.
  - f. cognitive challenges.
  - g. behavioral challenges.
  - h. talented and gifted
6. Present characteristics of an inclusionary environment for serving children with special needs.
7. Identify developmentally appropriate activities and make appropriate adaptations for children

with special needs, including describing the use of Individual Family Service Plan (IFSP) and/or the Individual Education Plan (IEP).

8. Support development of awareness and appreciation of the individual similarities and differences among children, families, and colleagues.
9. Support development of an understanding of the process for identification, assessment, and referral of children with special needs.

### **III. STUDENT LEARNING OUTCOMES:**

Students will be able to:

1. Identify historical events that have impacted the education of children with special needs.
2. Demonstrate understanding of the Individuals with Disabilities Education Act statutes, other statutes that apply to persons with disabilities, and litigation which has influenced the educational settings and delivery of services to children with special needs.
3. Develop a plan including specific activities that provide support for families with children who have special needs.
4. Research the variety and roles of early childhood and service professionals who work collaboratively with children with special needs. Plan and implement individualized activities to address the needs of children with special needs based upon the Individual Family Service Plan (IFSP) or the Individual Education Plan (IEP).
5. Observe and evaluate an early childhood setting for its application of inclusionary practices that support children with special needs.
6. Demonstrate the ability to design and adapt curriculum materials to support the needs of all children in the classroom.
7. Explain the importance of positive relationships between families, educators, and children in serving children with special needs.
8. Describe the process of identification, assessment, and referral of children with suspected special needs.

### **IV. COURSE CONTENT/TOPICAL OUTLINE**

- A. Background on Special Education
- B. Legislation Related to Special Education
- C. IFSP / IEP
- D. Working with Families
- E. Inclusive Programs for Young Children
- F. Developmental Disabilities

- G. Children with Physical/Health/Mental Health Challenges
- H. Children with Sensory Impairments
- I. Children with Learning Disabilities
- J. Children with Behavior Disorders
- K. Children with Speech and Language Disorders
- L. Children who are Gifted and Talented
- M. Preparing Educators for Inclusive Programs

## **V. INSTRUCTIONAL MATERIALS**

- A. Suggested texts: [This list of texts should be reviewed annually. The instructor may choose additional materials as supplements.]

Allen, K. Eileen Allen and Ilene S Schwartz. The Exceptional Child: Inclusion in Early Childhood Education. Current Edition. Wadsworth.

Cook, Ruth, Klein, M. Diane and Chen, Deborah. Adapting the Curriculum for Children with Special Needs. Current Edition. Prentice Hall-

Suggested Supplemental Materials:

Nebraska Department of Education. Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards. <https://www.education.ne.gov/oec/early-learning-guidelines/>

## **VI. METHOD OF PRESENTATION**

Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and clinical/field trips.

## **VII. METHODS OF EVALUATION**

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

## **VIII. INSTITUTIONAL DEFINED SECTION**

To be defined by individual institution.











# ECED2050 - Children with Exceptionalities - 2019
















Final Audit Report

2019-04-19

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