





Syllabus
ECED 2050
Children with Exceptionalities
2025

Committee Members:

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

 Chief Academic Officer, Central Community College	02/21/2025	Adopt
 Chief Academic Officer, Little Priest Tribal College	02/19/2025	Adopt
 Chief Academic Officer, Metropolitan Community College	02/20/2025	Adopt
 Chief Academic Officer, Mid-Plains Community College	02/12/2025	Adopt
 Chief Academic Officer, Nebraska Indian Community College	02/19/2025	Adopt
 Chief Academic Officer, Northeast Community College	02/12/2025	Adopt
 Chief Academic Officer, Southeast Community College	02/19/2025	Adopt
 Chief Academic Officer, Western Nebraska Community College	02/12/2025	Adopt

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. Explore the history, legislation and litigation which has influenced the delivery of services and education to children with special needs.
2. Articulate the various roles of early childhood service professionals who work collaboratively with teachers, families, and children with special needs.
3. Identify approaches and techniques for teachers and families working with children with special needs.
4. Examine individual characteristics and needs, contributing factors, classifications, prevalence, educational life-style adaptations, inclusionary environments, 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

5. Identify developmentally appropriate activities and adaptations for children with special needs, including describing the use of Individual Family Service Plan (IFSP) and/or the Individual Education Plan (IEP).
6. Explore 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. Including an understanding of the Individuals with Disabilities Education Act statutes and litigation which has influenced the educational settings and delivery of services to children with special needs.
2. Identify various roles of early childhood service professionals who work collaboratively with teachers, families, and children with special needs.
3. Demonstrate approaches and techniques for teachers and families working with children with special needs.
4. Assess an early childhood setting for its application of inclusionary practices that support children with special needs.
5. Describe individual characteristics and needs, contributing factors, classifications, prevalence, educational life-style adaptations, and other related issues pertaining to children birth to 8 years old with exceptionalities.
6. Create developmentally appropriate activities and adaptations for children with special needs, including describing the use of Individual Family Service Plan (IFSP) and/or the Individual Education Plan (IEP).
7. 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

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.

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/>

Supplemental hand-outs, slides, videos, and Open Educational Resources (OERs) as determined by instructor.

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.