









Syllabus
ECED 2050
Children with Exceptionalities
2022

Committee Members:

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Facilitator: Julie Miller - NDE

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	04/06/2022	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/28/2022	Adopt
 Chief Academic Officer, Metropolitan Community College	03/28/2022	Adopt
 Chief Academic Officer, Mid-Plains Community College	03/28/2022	Not Offered
 Chief Academic Officer, Nebraska Indian Community College	04/04/2022	Adopt
 Chief Academic Officer, Northeast Community College	03/28/2022	Adopt
 Chief Academic Officer, Southeast Community College	04/04/2022	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/28/2022	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. 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.

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.