



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 2005 Exceptional Learner

Date: Fall 2022

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): None

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended
 Virtual Class Meeting (VCM)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

This course is designed to introduce the student to many types of exceptionalities which may be encountered in the classroom and within society. It will address an overview of children/adults with exceptional cognitive, physical, social, and emotional characteristics; analysis of developmental and educational needs imposed by exceptionality; identification, intervention strategies, methods and programs designed to meet their needs, including, but not limited to, children identified as learning disabled. It

will present the historical, philosophical, and legal foundations of special education including the study of applicable state and federal laws and requirements: Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), Individualized Family Service Plan (IFSP), Individual Education Plan (IEP), Response to Intervention (RTI). It will provide current data on causes, characteristics, assessment, intervention, mainstreaming, inclusive programs, and innovation. **IAI Equivalent: IAI 913**

ACCREDITATION STATEMENTS AND COURSE NOTES:

Content and assessments align to Gateways ECE Competencies.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Exceptionality and Special Education; History of Special Education; Federal, State, Local Legislation
Current Practices; Early Intervention; Causes and Characteristics of Disabilities
Multicultural/Bilingual; Strategies to meet needs of children from diverse cultures and socioeconomic backgrounds
Parents and Families; Stressors and Supportive Curriculum
Intellectual and Developmental Delays; Early Identification, Diagnosis, and Assessment
Learning Disabilities; IEPs and IFSPs
Attention Deficit Disorder; Self-Esteem, Educational Performance and Social Impacts
Emotional or Behavioral Disorders; Interventions to Support Families
Autism Spectrum Disorder; Community Agencies
Communication Disorders
Deaf or Hard of Hearing
Blindness or Low Vision
Low-Incidence, Multiple, or Severe Disabilities; Inclusive Curriculum Planning for Children with Special Needs
Physical Disabilities or Other Health Impairments; Delivery Systems for Services for Children with Special Needs
Special Gifts and Talents

INSTRUCTIONAL METHODS:

Weekly Discussion Board postings
Research, articles, video prompts
Case Studies prompts
Journal prompts

EVALUATION OF STUDENT ACHIEVEMENT:

Observation Journals
Observation Project
Case Study Reflections/Discussions
Assessment of Knowledge Assignments
Discussion Board posts and peer responses

INSTRUCTIONAL MATERIALS:

Textbooks

Exceptional Learners – Introduction to Special Education. 13th Ed. Daniel Hallahan, James Kauffman & Paige Pullen. 2015 (This is an e-text that can be access through Blackboard under the “Inclusive Access Materials” tab)

Cases for Reflection and Analysis booklet- this is a physical booklet that must be purchased through the bookstore.

Resources

Gateways ECE Competencies and Suggested Roles

Illinois Professional Teaching Standards (2013)

Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards

NAEYC Professional Standards and Competencies for Early Childhood Educators

Abused and Neglected Child Reporting Act (online training)

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

1. Explain history and laws related to students’ and teachers’ rights and responsibilities and the importance of complying with those laws, including major principles of federal disabilities legislation (IDEA, Section 504, and ADA) as well as state and local.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1C, 1E, 1F, 1G, 1L, 3E, 3P, 3Q, 7M, 7P, 8A, 8B, 8C, 8D, 8E, 8F, 8H, 8J, 8L, 8M, 8O, 8P, 8Q, 8R, 8T, 9A, 9H, 9I, 9J, 9L, 9M, 9N, 9R, 9O, 9P, 9Q	PPD2, PPD7	6.0	1a, 1b, 2a, 2b, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 6e

2. Describe general characteristics and impact of disabilities on learning and development, birth through age 21.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 1G, 1L, 2A, 2E, 2H, 3C, 3J, 3K, 3M, 3O, 4L	HGD1, HGD3	1.0	1a, 1b, 2a

3. Identify areas of exceptionality in learning and indicators of the need for early intervention, special education services, as well as policies and procedures to be followed in referring students for special education services, family relationships, and/or to community agencies for assistance.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1C, 1D, 1E, 1H, 1J, 1L, 2C, 2J, 2L, 2O, 3C, 3D, 3E, 3J, 3N, 3O, 3P, 4E, 5N, 5P, 6C, 7A, 7G, 7I, 8C, 8K, 8P, 8Q, 9K, 9L, 9N, 9P, 9Q	HGD4, CPD1, CPD9	6.0	1a, 1b, 1c, 2a, 2b, 2c, 3a, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c, 6d

4. Explain the importance of keeping accurate records including IEP's and IFSP's, especially records related to federal, state and district policies, and other records with legal implications.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 2A, 2I, 7A, 7C, 7E, 7F, 7G, 7H, 7N, 7O, 7P, 7Q, 7R, 8B, 8F, 8P, 7Q, 9I, 9L	OA3	6.0	1b, 2a, 2b, 2c, 3b, 6b, 6c

5. Describe current federal and state laws and regulations governing and/or impacting programs and instruction, and assessment of exceptional students, from identification, diagnosis through assessment. Identify delivery systems for services developed for children with special needs.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1D, 3A, 7A, 7N, 8F, 8I, 8J, 8K, 8L, 8O, 8N, 9B, 9R	OA4	6.0	1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 6b, 6c, 6e

6. Identify physical, sensory, communication, cognitive, affective, and social/emotional behavioral manifestations and their impact on curriculum, program development, and needed services and supports as it impacts families.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2Q, 3A, 3D, 3G, 5A, 5C, 5S, 6B, 6E, 6J	CPD4	1.0	4a, 4b, 4c, 5a, 5b

7. Identify and demonstrate components of professional/ethical conduct in curriculum planning and implementation, promoting inclusiveness in the early childhood classroom.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1F, 9A, 9H, 9I,3A	PPD1	6.0	4a, 4b, 4c, 6a, 6b, 6d