



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 2005 Exceptional Learners

Date: Fall 2018

Credit Hours: 3

Prerequisite(s): None

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

*****15 hours in early childhood settings needed to complete assigned course work.***

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

IAI Equivalent –***Only for Transfer Courses***-go to <http://www.itransfer.org>: 915

CATALOG DESCRIPTION:

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), etc. It will provide current data on causes, characteristics, assessment, intervention, mainstreaming, inclusive programs and innovation. This course is inclusive of 15 hours of observation/field experience. *A minimum grade of 'C' is required for transferability of all teacher education majors.*

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem-solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

Upon completion of the course, the student will be able to:

1. Explain 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).

IPTS Standards	ECE Competencies	CEC Standards	NAEYC Standards
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, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 6e

2. Describe general characteristics and impact of disabilities on learning and development.

IPTS Standards	ECE Competencies	CEC Standards	NAEYC Standards
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 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 Standards	ECE Competencies	CEC Standards	NAEYC Standards
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, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c, 6d

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

IPTS Standards	ECE Competencies	CEC Standards	NAEYC Standards
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.

IPTS Standards	ECE Competencies	CEC Standards	NAEYC Standards
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.

IPTS Standards	ECE Competencies	CEC Standards	NAEYC Standards
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.

IPTS Standards	ECE Competencies	CEC Standards	NAEYC Standards
1F, 9A, 9H, 9I	PPD1	6.0	6a, 6b, 6d

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To construct a critical awareness of and appreciate diversity.	3. Identify areas of exceptionality in learning and indicators of the need for 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.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Exceptionality and Special Education
Current Practices for Meeting the Needs of Exceptional Learners
Multicultural and Bilingual Aspects of Special Education
Parents and Families
Learners with: Intellectual and Developmental Disabilities; Learning Disabilities;
Attention Deficit Hyperactivity Disorder; Emotional or Behavioral Disorders; Autism
Spectrum Disorders; Communication Disorders; Learners Who are Deaf or Hard of
Hearing; Blindness or Low Vision; Low-Incident, Multiple and Severe Disabilities;
Physical Disabilities and Other Health Impairments; Special Gifts and Talents

INSTRUCTIONAL METHODS:

Lecture
Weekly assignments (chapter reviews and discussion board topics)
Weekly research assignments
Weekly Case Studies assigned
15 Contact Hours of Field Experience/Observation in Inclusive or Special Education
Settings – journal submission inclusive if reflective commentary on teaching
strategies/practices.

INSTRUCTIONAL MATERIALS:

TEXT: *Exceptional Learners – Introduction to Special Education. 13th Ed.* Daniel Hallahan, James
Kauffman & Paige Pullen. 2012 (Must be inclusive of the 'Cases for Reflection and Analysis' booklet)

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Weekly Assignments – Assessment of Knowledge
Individual/Class Discussion Board postings and reflections
Review of Case Studies
Observation/Field Experience Journal
Background Check

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

OTHER REFERENCES

ECE Competencies: www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file.
Illinois Professional Teaching Standards (IPTS 2013) http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf
Illinois Common Core Standards alignment with Individual Education Plans (IEPs)
<http://www.isbe.state.il.us/spec-ed/pdfs/guidance-ccss.pdf>
Council for Exceptional Children Initial Special Educator Preparation Standards 2012
<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
NAEYC Initial Standards for Early Childhood Professional Preparation Programs 2010
http://www.naeyc.org/ncate/files/ncate/Stds_1pager.pdf
Abused and Neglected Child Reporting Act (online training)
<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=6E8F77C3DCC09F4D19830B5D31F77D21>

Course Competency/Assessment Methods Matrix

ECE 2005 – Exceptional Learners		Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment	
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.																																	
Explain 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). ECE COMPETENCY: PPD2, LVL2; PPD7, LVL5 IPTS: 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 NAEYC: 1a, 1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 6a, 6b, 6c, 6d, 6e			X									X		X					X									X					X
Describe general characteristics and impact of disabilities on learning and development. ECE COMPETENCY: HGD1, HGD3, LVL2 IPTS: 1A, 1B, 1C, 1D, 1E, 1G, 1L, 2A, 2E, 2H, 3C, 3J, 3K, 3M, 3O, 4L NAEYC: 1a, 1b, 2a			X									X		X					X									X					X

<p>Identify areas of exceptionality in learning and indicators of the need for 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.</p> <p>ECE COMPETENCY: HGD4, LVL4; CPD1, LVL3; CPD9, LVL4 IPTS: 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 NAEYC: 1a, 1b, 1c, 2a, 2b, 2c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c, 6b, 6c, 6d</p>			X									X	X											X										X
<p>Explain the importance of keeping accurate records including IEP's especially records related to federal, state and district policies, and other records with legal implications.</p> <p>ECE COMPETENCY: OA3, LVL3 IPTS: 1A, 1B, 1C, 1D, 1E, 2A, 2I, 7A, 7C, 7E, 7F, 7G, 7H, 7N, 7O, 7P, 7Q, 7R, 8B, 8F, 8P, 7Q, 9I, 9L NAEYC: 1b, 2a, 2b, 2c, 3b, 6b, 6c</p>			X									X	X											X									X	
<p>Describe current federal and state laws and regulations governing and/or impacting programs and instruction, and assessment of exceptional students.</p> <p>ECE COMPETENCY: OA4, LVL4 IPTS: 1D, 3A, 7A, 7N, 8F, 8I, 8J, 8K, 8L, 8O, 8N, 9B, 9R NAEYC: 1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 6b, 6c, 6e</p>			X									X	X										X									X		
<p>Identify physical, sensory, communication, cognitive, affective, and social/emotional behavioral manifestations and their impact on curriculum, program development, and needed services and supports.</p> <p>ECE COMPETENCY: CPD4, LVL4 IPTS: 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2I, 2J, 2Q, 3A, 3D, 3G, 5A, 5C, 5S, 6B, 6E, 6J NAEYC: 4a, 4b, 4c, 5a, 5b</p>			X									X	X										X									X		

Identify and demonstrate components of professional/ethical conduct. ECE COMPETENCY: PPD1, LVL2 IPTS: 1F, 9A, 9H, 9I NAEYC: 6a, 6b, 6d			X												X	X															X					X
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