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
Gateway 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.

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<thead>
<tr>
<th>IPTS</th>
<th>ECE Competencies</th>
<th>CEC/DEC Standards</th>
<th>NAEYC PSCECE</th>
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</thead>
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2. Describe general characteristics and impact of disabilities on learning and
development, birth through age 21.

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<td>HGD1, HGD3</td>
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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.

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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.

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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.

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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.

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

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