

SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 07-01-26

I. CATALOG DESCRIPTION

Course Number: ECED 2050
Course Title: Children with Exceptionalities
Prerequisite(s): ECED1220 or EDUC2800
Catalog Description: This course focuses on the awareness of the theory, development and philosophy of early childhood education programs serving children (from birth to age 8) with exceptionalities. Topics include working with families, legislation, and 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. Prior knowledge of child growth and development.
Credit Hours: 3.0
Class Hours: 41
Lab Hours: 15
Total Contact Hours: 56

II. COURSE OBJECTIVES: *Course will:*

- A. Explore the history, legislation, and litigation which has influenced the delivery of services and education to children with special needs.
- B. Articulate the various roles of early childhood service professionals who work collaboratively with teachers, families, and children with special needs.
- C. Identify approaches and techniques for teachers and families working with children with special needs.
- D. 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:
 - 1. learning challenges
 - 2. physical/health challenges
 - 3. visual challenges
 - 4. hearing challenges
 - 5. communication challenges
 - 6. cognitive challenges
 - 7. behavioral challenges
 - 8. talented and gifted
- E. 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).
- F. Explore the process for identification, assessment, and referral of children with special needs.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

- A. Student Learning Outcomes: *Student 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.
- B. General Education Learning Outcomes**
1. GELO #3: Critical Thinking & Problem Solving
Outcome: Synthesize information to arrive at reasoned solutions to problems.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

- 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 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. Required Text(s):
 1. Allen, K. Eileen and Glynnis E. Cowdery. *The Exceptional Child: Inclusion in Early Childhood Education*. Thomson Delmar Learning, Current Edition.
- B. Other Resources:
 1. 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. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation typically include a combination of the following:
 1. 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 field trips.

VII. METHODS OF EVALUATION

- A. Methods of evaluation typically include a combination of the following:

1. 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. Grades and policies are consistent with college grades and standards. See SCC Student Handbook.

B. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

VIII. SPECIFIC COURSE REQUIREMENTS:

- A. A grade of "C" or better is required.