



## COURSE OUTLINE

**DIVISION: Humanities, Fine Arts, Social Sciences**

**COURSE: ECE 2005: The Exceptional Learner**

**Effective Date: August 2025**

**Submitted Date: October 2024**

**Credit Hours: 3**

**IAI Number: ECE 913**

*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: <input checked="" type="checkbox"/> <b>Lecture</b>	<b>3 Contact Hours</b> (1 contact = 1 credit hour)
<input type="checkbox"/> <b>Seminar</b>	<b>0 Contact Hours</b> (1 contact = 1 credit hour)
<input type="checkbox"/> <b>Lab</b>	<b>0 Contact Hours</b> (2-3 contact = 1 credit hour)
<input type="checkbox"/> <b>Clinical</b>	<b>0 Contact Hours</b> (3 contact = 1 credit hour)
<input type="checkbox"/> <b>Practicum</b>	<b>0 Contact Hours</b> (2-4 contact = 1 credit hour)
<input type="checkbox"/> <b>Internship</b>	<b>0 Contact Hours</b> (5-10 contact = 1 credit hour)

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

### 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. The course includes fifteen (15) hours of observation in classrooms of children with diagnosed disabilities. Students attend an Education Orientation and complete a one-time background check through IVCC. A minimum grade of 'C' is required for transferability of all teacher education majors.

**IAI Number: 913**

**ACCREDITATION STATEMENTS AND COURSE NOTES:**

Content and assessments aligned to Gateways ECE Competencies.

The course includes fifteen (15) hours of observation in classrooms of children with diagnosed disabilities.

Students will need to attend an Education Orientation.

A background check is required for this course.

A minimum grade of 'C' is required for transferability of all teacher education majors.

**COURSE TOPICS AND CONTENT REQUIREMENTS:**

- I. Teacher's Role in Guiding Young Children; Effective Guidance based on Understanding Child Development
- II. Pyramid Model
- III. Theoretical Foundations of Child Guidance
- IV. Supportive Physical Environments
- V. Effective Observation in Guiding Children; Positive Guidance and Discipline Strategies
- VI. Self-esteem and Moral Identity
- VII. Emotional/Social Competence; Resilience and Stress in Young Children
- VIII. Aggression and Bullying; Minimizing Challenging Behavior
- IX. Guiding Children during Routines and Transitions
- X. Decision-Making Model of Child Guidance

**INSTRUCTIONAL METHODS:**

Lecture

Discussion on weekly assignments

Video/video clip reviews

Guest lecturers/presenters

## **EVALUATION OF STUDENT ACHIEVEMENT:**

Weekly Assignments

Video Reviews

Observations/Reflection

Personal Reflections

Interviews

Guest Presenter Summary/Reflections

## **INSTRUCTIONAL MATERIALS:**

### **Textbooks**

Guidance of Young Children. Tenth Edition. Marian Marion 2019.

### **Resources**

Gateways ECE Competencies and Suggested Roles

Illinois DCFS Part 407 Licensing Requirements

Illinois Professional Educator Standards (2024)

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

NAEYC Professional Standards and Competencies for Early Childhood Educators

NAEYC Code Of Ethical Conduct and Statement of Commitment

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.

<b>IPES</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC PSCECE</b>
IN1, IN2, IN3	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.

<b>IPES</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC PSCECE</b>
IN12	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.

<b>IPES</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC PSCECE</b>
LE4, A5	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.

<b>IPES</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC PSCECE</b>
IN17	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.

<b>IPES</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC PSCECE</b>
A1, A2	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.

<b>IPES</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC PSCECE</b>
A6, CC1	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.

<b>IPES</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC PSCECE</b>
PR2	PPD1	6.0	4a, 4b, 4c, 6a, 6b, 6d