

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 12/8/15 Date revised 3/24/25

4. Department/discipline: Early Childhood Education

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Children with Differing Abilities
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: CDEV 8. Course Level: 2620

9. Number of Credits: Lecture 2 Lab 1

10. Control Number (on site) 24 Control Number (online) _____

11. Catalog/Course description:

This course examines the development of children with special needs and prepares caregivers to integrate children with special needs into child development settings. This course requires students to spend a minimum of 30 hours at a licensed childcare/education setting.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): None

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

1. Allen, K. Eileen & Cowardy, Glynnis Edwards. The Exceptional Child: Inclusion in Early Childhood Education, 5E. Albany, New York. Delmar Publishers, 2005.
2. Allen, K. Eileen and Marotz, Lynn R. Developmental Profiles Pre-Birth Through Twelve, 4E. Delmar Publishers, 2003.
3. Students will be required to observe/participate in a group early childcare/education setting.

14. **Course Content** (Provide an outline of major topics covered in course)

1. Adaptations and modifications
2. Inclusion, Least Restrictive Environment (LRE), natural environments for 0-3 years, and Free and Appropriate Public Education (FAPE)
3. Person Centered Language and Planning
4. Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act and other laws, statutes, and legislation and civil rights related to differing abilities

5. Analyze strategies to meet individual needs of the child
- 6.. Integrate the knowledge of child development with atypical development
7. Gifted/talented
8. Twice exceptional or multiple exceptionalities in children
9. Visual impairments
10. Hearing impairments
11. Large motor, Fine motor and sensory impairments
12. Describe Other health impairments (includes ADHD)
13. Cognitive Intellectual disability
14. Emotional Behavior Disorders
15. Support of family
16. Individualized Education Plan (IEP) and Individualized Family Service Plan (IFSP)
17. Assessment, Screening and Intervention
18. Analyze the environment to meet the successful needs of each child
19. Speech/language impairment
20. Assistive Technology
21. Developmental Delays
22. Autism Spectrum Disorder
23. Specific Learning Disabilities
24. Traumatic Brain Injury

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Explain the development of growth as it relates to atypical or exceptional growth and development.	B	4
2. Demonstrate current knowledge of federal and state definitions of categories of special needs and legislation.	A	4
3. Distinguish early intervention programs and their importance to children with special needs and their families.	B	7

4. Examine worldwide attitudes and philosophies that guide programs for children with differing abilities.	D	3
5. Create and connect knowledge of how to use strategies and resources to meet the needs of children with exceptionalities.	C	3

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

_____ Yes _____ No

Minnesota Professional Educators Standards and Licensing Board- MN PELSB

SEP: 8710.2000 Standards of Effective Practice for Teachers (2023)

1J. The teacher understands the exceptional needs of students, including those with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

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