A. **Course Description**

- **Credits:** 3.00
- **Lecture Hours/Week:** 3.00
- **Lab Hours/Week:** 0.00
- **OJT Hours/Week:** 0
- **Prerequisites:**
  - ECYD 1210: Child Growth and Development
- **Corequisites:** None
- **MnTC Goals:** None

This course examines the development of children with differing abilities. Students will integrate strategies that support inclusive programs for children, apply legal and ethical requirements including, but not limited to, the American Disabilities Act and Individuals with Disabilities Education Act. Students will differentiate between typical and atypical development, analyze the differing abilities of children with physical, cognitive, health/medical, communication, and/or behavioral/emotional special needs and explore strategies to adapt curriculum to meet the needs of children with developmental differences and cultivate partnerships with families. This course includes an emphasis on the use of sign language with children to support communication and the development of language skills. To complete assignments in this class, students are required to spend approximately 15 hours per semester outside of class time observing and interacting with young children in community-based early childhood programs. Note: This course requires a Minnesota Criminal Background Study including fingerprints.

B. **Course Effective Dates:** 8/2/19 – Present

C. **Outline of Major Content Areas**

1. As noted on syllabus.

D. **Learning Outcomes**

1. Adapt curriculum and environment to support children's learning style, ability level, strengths, and special needs.
2. Analyze individualized planning and teaching strategies for children with special needs that utilize each student's strengths and support all students in achieving success at the highest possible level.
3. Describe the concept of addressing the needs of the whole child as a learner.
4. Examine the typical and atypical development of children with special needs which includes: Physical,
cognitive, communication, behavioral, health/medical, perceptual, and social/emotional needs.

5. Identify practices that foster effective communication, collaboration, and referrals with families, school personnel, and community resources or agencies.

6. Understand the student's rights and teachers' legal and ethical responsibilities to appropriate education for students with disabilities.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

F. Learner Outcomes Assessment
   
   As noted on course syllabus

G. Special Information
   
   None noted