CDE 233: INTRODUCTION TO YOUNG CHILDREN WITH SPECIAL NEEDS

Formerly known as:

ECE 033 (or if cross-listed - inactivated courses associated with this course)

Originator

wsanders

Co-Contributor(s)

Name(s)
Avalos, Maria

Justification / Rationale

As a CTE program, we must review courses every two years and this course is due for review during this academic year.

Effective Term

Fall 2023

Credit Status

Credit - Degree Applicable

Subject

CDE - Child Development & Education

Course Number

233

Full Course Title

Introduction to Young Children with Special Needs

Short Title

INTRO TO SPECIAL NEEDS

Discipline

Disciplines List
Child Development/Early Childhood Education

Modality

Face-to-Face
100% Online
Hybrid

Catalog Description

This course provides an introduction to special education in early childhood settings. Introduces the variations in development of children with special needs ages birth through eight and the resulting impact on families. Includes an overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process. The role of child development professionals and paraprofessionals in serving children with disabilities is emphasized. Strategies to include children with special needs in full inclusion settings are emphasized.

Schedule Description

This course provides an introduction to special education in early childhood settings. Introduces the variations in development of children with special needs ages birth through eight and the resulting impact on families. Includes an overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process.
Prerequisite: CDE 101

Lecture Units

3

Lecture Semester Hours

54

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

CDE 101

Required Text and Other Instructional Materials

Resource Type

Book

Author

Allen, K. E. Cowdery, G. E.

Title

The Exceptional Child; Inclusion in Early Childhood Education

Edition

9th

Publisher

Cengage Learning

Year

2022

College Level

Yes

Flesch-Kincaid Level

13.5

ISBN #

ISBN 978-03576-30693 (print) and ISBN 978-03577-11378 (eBook)

Resource Type

Book

Author

California Department of Education

Title

Inclusion Works!

Edition

1st/e

City

Sacramento, CA

Publisher
California Department of Education

Year
2009

College Level
Yes

Flesch-Kincaid Level
13.2

ISBN #
9780801116896

For Text greater than five years old, list rationale:
Inclusion Works, though printed in 2009, is the State of California guidance for including preschoolers with special needs into the classroom with their typically developing peers. Students need to be familiar with the state's guidance.

Class Size Maximum

35

Entrance Skills

Students will be required to have a basic understanding of typical and atypical development, developmental milestones and objective observation techniques.

Requisite Course Objectives

CDE 101-Summarize developmental stages and milestones.
CDE 101-Differentiate characteristics of typical and atypical development.
CDE 101-Apply objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children.

Course Content
A. **Historical Overview of Early Intervention/Special Education**
   1. Theory/educational foundations
   2. Laws and regulations
     a. Individuals with Disabilities Education Act (IDEA)
        i. Individualized Family Services Plan (IFSP)
        ii. Individualized Education Program (IEP)
   3. People first language
   4. Advocacy and public policy
   5. Ethics-professional behavior.
B. **Development and variations in development**
   1. Prenatal development and risk factors
   2. Genetically inherited conditions
   3. Environmental factors
   4. Cognitive
   5. Communication/language
   6. Social and Emotional
   7. Mental Health
   8. Physical
C. **Impact on families**
   1. Grief, stress and coping strategies
   2. Supporting families
   3. Diverse perspectives
D. **Developmental Screening and assessments**
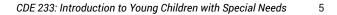   1. Referral process
   2. Community resources

Course Objectives

	Objectives
Objective 1	Describe the sequence of development and the interrelationships among developmental areas.
Objective 2	List and identify characteristics and causes of categorical conditions of disabilities.
Objective 3	Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.
Objective 4	Identify community resources that meet the needs of children with special needs and their families.
Objective 5	Explain various strategies that support collaborative practices in promoting the optimal development of chidlren within the context of their family and community.
Objective 6	Summarize the steps in the referral process including observation, documentation, screening, and assessment.
Objective 7	Summarize the major requirements of an Individual Education Plan (IEP) and an Individual Family Needs and Services Plan (IFSP) and how parents are to be involved in the process.
Objective 8	Identify the benefits of using a strength-based approach in working with children with special needs and their families.

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Recognize various exceptionalities and conditions of children and identify interventions based on the development continuum.
Outcome 2	Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.
Outcome 3	Collaborate with familes and community members in supporting inclusion of children with special needs.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Participation	Students will participate in classroom activities designed to illustrate the concepts under discussion.
Lecture	Instructor will provide short lectures to enhance on the text reading.
Collaborative/Team	Students will work in teams to research and study a particular developmental disability
Discussion	Small group discussions will help students to tie the course concepts to real world examples.
Observation	Students will observe children in inclusive settings. They will also observe teachers to view techniques for inclusive practices.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Students will create essays describing their interviews with teachers of children with special needs.	Out of Class Only
Student participation/contribution	Students will participate in small group activities, presentations and other active learning strategies.	In Class Only
Guided/unguided journals	Journals will be required to be written in and out of class as reflections on how students are meeting the course objectives.	In and Out of Class
Written homework	Essay drafts, short answer quizzes, preparation for in class activities and discussions.	Out of Class Only

Assignments

Other In-class Assignments

1. Discussions
2. Journal article reviews
3. Quizzes

Other Out-of-class Assignments

a. Readings in the textbook and in recommended supplementary articles (weekly 16 hours)

b. Oral and written reports (20 hours)

c. Projects (30 hours)

d. Tests and essays (16 hours)

e. Observation of two types of educational settings (Early Childhood Education -ECE and Early Childhood Special Education - ECSE) (30 hours)

f. Interview a Director/Principal of an ECE or ECSE program (4 hours)

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %
60
On-campus %
40

What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?

Course orientation. Hands-on practice with adaptive equipment. Small group activities to simulate experiences of children with special needs.

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

Course packs from the publishers will be embedded in the LMS. Any outside software will not house student grades or IDs.

If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.

Additional software, like FlipGrid, Poll Everywhere, and Voice Thread are used to enhance the virtual experience and to build community with the instructor and with the fellow students.

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Chat room/instant messaging
Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Video or audio feedback
Weekly announcements

External to Course Management System:

Direct e-mail
Listservs
Posted audio/video (including YouTube, 3cmediasolutions, etc.)
Synchronous audio/video
Telephone contact/voicemail

For hybrid courses:

Field trips
Library workshops
Orientation, study, and/or review sessions
Scheduled Face-to-Face group or individual meetings
Supplemental seminar or study sessions

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

In a hybrid course regular contact with the instructor is maintained both in the online environment and in the face to face course sessions. In a fully online course, the instructor will keep regular virtual office hours and will message and email the students both as a group, weekly and individually as warranted.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

The first face to face meeting in a hybrid will be to establish course norms for both online and face-to-face meetings. Additionally, scheduled field trips and campus tours will be used to enhance student success.

Other Information

Comparable Transfer Course Information

University System
CSU

Campus
CSU San Bernardino

Catalog Year
2022-23

Rationale
This course is listed in the courses available for transfer to lower division courses but no individual direct transfer course is identified.

MIS Course Data

CIP Code
13.1015 - Education/Teaching of Individuals in Early Childhood Special Education Programs.

TOP Code
080900 - Special Education

SAM Code
C - Clearly Occupational

Basic Skills Status
Not Basic Skills

Prior College Level
Not applicable

Cooperative Work Experience
Not a Coop Course

Course Classification Status
Credit Course

Approved Special Class
Not special class

Noncredit Category
Not Applicable, Credit Course

Funding Agency Category
Not Applicable

Program Status
Program Applicable

Transfer Status
Transferable to CSU only

General Education Status
Y = Not applicable

Support Course Status
N = Course is not a support course

Allow Audit
Yes

Repeatability
No

Materials Fee
No

Additional Fees?
No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)
2022 October MINUTES CDE Advisory Committee Agenda with supporting documents.docx

Approvals

Curriculum Committee Approval Date
11/17/2022

Academic Senate Approval Date
12/08/2022

Board of Trustees Approval Date
01/20/2023

Chancellor's Office Approval Date
12/07/2019

Course Control Number
CCC000609929

Programs referencing this course

Early Childhood Education Master Teacher Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined/?key=129)
Elementary Teacher Assistant Special Education, Bilingual Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined/?key=132)
Elementary Teacher Assistant Special Education Certificate of Achievement (http://catalog.collegeofthedesert.eduundefined/?key=133)
Early Childhood Education AS Degree (http://catalog.collegeofthedesert.eduundefined/?key=62)