

# CDE 237: INCLUSION PRACTICUM

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**Formerly known as:**

ECE 037 (or if cross-listed - inactivated courses associated with this course)

**Originator**

dgreene

**Co-Contributor(s)****Name(s)**

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**Justification / Rationale**

Periodic Review

**Effective Term**

Spring 2022

**Credit Status**

Credit - Degree Applicable

**Subject**

CDE - Child Development & Education

**Course Number**

237

**Full Course Title**

Inclusion Practicum

**Short Title**

INCLUSION PRACTICUM

**Discipline****Disciplines List**

Child Development/Early Childhood Education

**Modality**

Face-to-Face

100% Online

Hybrid

**Catalog Description**

Designed to develop both planning and intervention skills for working with children with special needs and their families. Students will plan educational programs which include use of specific intervention techniques and practices from recognized early intervention programs for children showing atypical development. Attention will be given to adopting strategies to include exceptional children in programs for typically developing young children. Students will be required to complete 54 hours of supervised field experience in an approved inclusion classroom.

**Schedule Description**

The course presents planning and intervention skills to work with children with special needs and their families.

Prerequisite: CDE 234

**Lecture Units**

2

**Lecture Semester Hours**

36

**Lab Units**

1

**Lab Semester Hours**

54

**In-class Hours**

90

**Out-of-class Hours**

72

**Total Course Units**

3

**Total Semester Hours**

162

**Prerequisite Course(s)**

CDE 234

**Required Text and Other Instructional Materials****Resource Type**

Web/Other

**Open Educational Resource**

Yes

**Year**

2019

**Description**

University of Washington Early Edu Course modules for Highly Individualized Teaching and Learning. <https://members.earlyedualliance.org>. College of the Desert is an IHE member. The Course modules are designed as Canvas Course Modules that can be integrated into our COD Canvas Course Shell:

Participants will learn evidence-based research and practices for fostering the social and emotional, cognitive, and motor development of young children with varying needs and abilities in inclusive settings. Learn to individualize instruction, design learning environments with appropriate accommodations and adaptations, and understand IEPs and IFSPs.

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**Class Size Maximum**

25

**Entrance Skills**

Students in this class will be required to understand how to work with children and families in a special needs classroom.

**Requisite Course Objectives**

CDE 234-List and demonstrate positive strategies for preventing and managing challenging behaviors in the preschool classroom.  
CDE 234-Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

CDE 234-Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development in the areas of cognitive, social and self-help skills.

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**Course Content**

1. Inclusion principles and professional practices
2. Key elements in building the foundation of respectful and inclusive learning environments.
3. Best practices in planning and implementing strategies to provide for an inclusive environment including adaptations to the environment and curriculum
4. Positive behavior intervention and management
5. Working with a special education team.

### Lab Content

Practical application of strategies and professional practices to plan and implement inclusion in an early childhood setting.

### Course Objectives

	Objectives
Objective 1	Articulate and demonstrate full inclusive principles and ethical practices.
Objective 2	Design and implement inclusive curriculum and individual program plans that are bias free and support diversity.
Objective 3	Plan, implement and evaluate class-wide adaptive program plans based on the observations of children's behavior within their learning environment.
Objective 4	Create and implement effective behavior guidance principles and strategies in an inclusive environment.
Objective 5	Apply a routines based approach to support children with disabilities in full inclusion classroom setting.
Objective 6	Create a learning environment that encompasses Universal Design for Learning.

### Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Define and demonstrate best and promising practices of inclusion for children with special needs and their typically developing peers.
Outcome 2	Design and implement a universal design for learning, inclusive curriculum, individualized plans and guidance techniques and evaluate for effectiveness.

### Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Journal	Students will write weekly reflective journal entries based upon their field experiences.
Discussion	In class discussions in small groups will reinforce reflective practices in a community of learners.
Activity	Students will practice intervention techniques in class with fellow students prior to practicing with children.
Observation	Students will observe the supervising teacher for best practices.
Lecture	Instructor will provide brief lectures and video material to illustrate key concepts.
Laboratory	Students will complete 54 hours of supervised field experience under the supervision of certified teachers working in a full inclusion classroom.

### Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Guided/unguided journals	Weekly Self-Reflection on teaching practices and reflection on assigned reading.	Out of Class Only
Mid-term and final evaluations	Exams, multiple choice, short answer, fill in the blank questions.	In Class Only
Presentations/student demonstration observations	Students will implement inclusive practices in class with each other prior to working with children.	In Class Only
Field/physical activity observations	Each student will create a behavioral support plan for a full classroom and for a specific child in the class during their field experience.	Out of Class Only
Laboratory projects	Lesson plans including written reports on effectiveness of plans	In and Out of Class
Portfolios	Child portfolio. Each student will create a portfolio for a study child in the classroom they are working in for their lab experiences.	Out of Class Only

### Assignments

**Other In-class Assignments**

1. Work with special education team to design an individual Behavior Support Plan.
2. Implement support practices during lab hours with the assistance of a qualified special needs educator.
3. Conduct written and verbal feedback on the effectiveness of the lesson plans.

**Other Out-of-class Assignments**

- a. Read text as assigned and write journal entries based on the readings ( approximately 30 hours)
- b. Develop a portfolio of child observations, from class lists to running records, checklists, anecdotal, frequency counts. ( approximately 15 hours)
- c. Design and implement weekly group lesson plans with adaptations for children with special needs in an inclusive environment. ( approximately 15 hours)
- d. Keep a journal of self-reflection on teaching. ( approximately 15 hours)

**Grade Methods**

Letter Grade Only

**Distance Education Checklist**

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

**Online %**

70

**On-campus %**

30

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

Hands on activities. Field trips. Guest speakers.

**Lab Courses**

**How will the lab component of your course be differentiated from the lecture component of the course?**

Lab will be provided by creating virtual tasks that will be completed by observing, documenting and recording activities provided by the instructor.

**From the COR list, what activities are specified as lab, and how will those be monitored by the instructor?**

Students will complete 54 hours of supervised field experience under the supervision of certified teachers working in a full inclusion classroom. Instructor will provide assignments that are to be completed in a classroom setting under the direction of a credentialed teacher. Alternative assignments will be provided in modules to simulate a lab setting.

**How will you assess the online delivery of lab activities?**

Students will provide written and verbal summaries of the lab assignments that will be assessed by the instructor using a preset rubric.

**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?**

Instructors will use several online modules from IRIS ( a special needs online teacher training program from Vanderbilt University), Early Edu materials from the University of Washington and Head Start Early Learning Modules. Work will be embedded in Canvas and students will not submit work to be graded outside of COD's LMS.

**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:**

Timely feedback and return of student work as specified in the syllabus  
Discussion forums with substantive instructor participation  
Chat room/instant messaging  
Regular virtual office hours  
Private messages

Online quizzes and examinations  
Video or audio feedback  
Weekly announcements

**External to Course Management System:**

Direct e-mail  
E-portfolios/blogs/wikis  
Listservs  
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)  
Synchronous audio/video  
Telephone contact/voicemail  
USPS mail

**For hybrid courses:**

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

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

Instructor will post weekly announcements, host weekly virtual office hours and will use ConferZoom to interact with students no less than once a week. Recordings will be made of webinars and the recordings will be saved to the LMS for later viewing.

**Other Information****MIS Course Data****CIP Code**

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

**TOP Code**

080900 - Special Education

**SAM Code**

B - Advanced 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**

No

**Repeatability**

No

**Materials Fee**

No

**Additional Fees?**

No

**Approvals****Curriculum Committee Approval Date**

04/15/2021

**Academic Senate Approval Date**

04/22/2021

**Board of Trustees Approval Date**

10/16/2020

**Course Control Number**

CCC000609662

**Programs referencing this course**

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>)