



Course Outline of Record

Course Code: ECE-037

Long Course Title: Inclusion Practices in Early Childhood

Short Course Title: INCLUSION PRACTICES

Catalog Course Description: Designed to develop both planning and intervention skills for working with young 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. Field experiences required.

Class Schedule Course Description: The course presents planning and intervention skills to work with young children with special needs and their families.

Semester Cycle (if applicable): Fall Semesters

Total Units: 3.00 Total Semester Hrs: 90.00

Lecture Units: 2 Semester Lecture Hrs: 36.00

Lab Units: 1 Semester Lab Hrs: 54.00

Class Size Maximum: 20 Allow Audit: No

Repeatability No Repeats Allowed

Justification

Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm I-A)

Prerequisite: ECE 035 with a minimum grade of C

Textbooks, Required Reading or Software: *(List in APA or MLA format.)*

Causton-Theoharis, Julie. (2009). *The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms* (Current/e). Baltimore Brookes. ISBN: 978-1-55766-8

College Level: Yes

Flesch-Kincaid reading level: N/A

Entrance Skills: *Before entering the course students must be able:*

Describe the knowledge and training needed to work with children with developmental delays in inclusive early childhood program.

ECE 035 - Demonstrate use of adaptive equipment and describe instructional strategies for children with developmental disabilities.

List the characteristics of effective early childhood teachers of young children with and without developmental delays.

ECE 035 - Align phases young children go through acquiring cognitive, social-emotional, motor, and self-help skills with teaching strategies.

Describe generic instructional strategies to support the inclusion of young children with special needs.

ECE 035 - Demonstrate use of adaptive equipment and describe instructional strategies for children with developmental disabilities.

Identify and describe adaptations for use with children with specific mild to severe disabilities.

ECE 035 - Demonstrate use of adaptive equipment and describe instructional strategies for children with developmental disabilities.

Course Content and Scope:

Lecture:

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

Lab: *(if the "Lab Hours" is greater than zero this is required)*

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

Course Student Learning Outcomes:

CONCEPT of INCLUSION. Comprehend and defend the critical elements of inclusion for children with special needs and their typically developing peers.

INCLUSIVE TEACHING PRACTICE. Evaluate inclusiveness within a learning environment and design/implement inclusive curriculum, individualized plans and guidance.

Course Objectives: *Upon completion of this course, students will be able to:*

Demonstrate an understanding of inclusion principles and ethics.

Articulate and demonstrate inclusive professional practice.

Design and implement inclusive curriculum and individual program plans that are bias free and support diversity.

Plan, implement and evaluate class-wide adaptive program plans based on the observations of children's behavior within their learning environment

Demonstrate an understanding of behavior guidance principles and strategies in an inclusive environment.

Apply a routines based approach to support children with disabilities in an inclusive environment

Demonstrate ability to create a learning environment that encompasses class-wide adaptive programming.

Methods of Instruction: *(Integration: Elements should validate parallel course outline elements)*

Activity

Discussion

Journal

Laboratory

Lecture

Observation

Self-exploration

Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 90.00

Outside Class Hours: 72.00

Out-of-class Assignments

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

In-class Assignments

- Work with special education team to design an individual Behavior Support Plan.
- Conduct written and verbal feedback on the effectiveness of the lesson plans.

Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

Guided/unguided journals

Self-Reflection on teaching

Portfolios

Child portfolio

Laboratory projects

Lesson plans including written reports on effectiveness of plans

Field/physical activity observations

Behavior Support Plan

Presentations/student demonstration observations

mall group activities

Mid-term and final evaluations

Exams

Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

PO - Career and Technical Education

Apply critical thinking skills to execute daily duties in their area of employment.

IO - Personal and Professional Development

Self-evaluate knowledge, skills, and abilities.

Display habits of intellectual exploration, personal responsibility, and physical well being.

Demonstrate an understanding of ethical issues to make sound judgments and decisions.

Value diverse cultures and populations.

Value the feedback of others.

Special Materials and/or Equipment Required of Students:

Materials Fees: Required Material?

Material or Item

Cost Per Unit

Total Cost

Provide Reasons for the Substantial Modifications or New Course:

Early childhood classrooms are increasingly serving children with special needs and high quality programs include those children throughout the daily learning activities and routines in meaningful ways. There is a demand for teachers with this knowledge as expressed by our Program Review in 2006, our Advisory Committee and enrollment in other courses about children with special needs. We also intend to build a Certificate for Early Intervention Specialist and this will be a core course. This lab class will follow the previous two courses related to special needs (ECE 33 and ECE 35).

Cross-Listed Course (*Enter Course Code*): N/A

Replacement Course (*Enter original Course Code*): N/A

Grading Method (*choose one*): Letter Grade Only

MIS Course Data Elements

Course Control Number [CB00]: N/A

T.O.P. Code [CB03]: 130500.00 - Child Development/Early C

Credit Status [CB04]: D - Credit - Degree Applicable

Course Transfer Status [CB05]: B = Transfer CSU

Basic Skills Status [CB08]: 2N = Not basic skills course

Vocational Status [CB09]: Clearly Occupational

Course Classification [CB11]: A - Liberal Arts and Sciences

Special Class Status [CB13]: N - Not Special

Course CAN Code [CB14]: N/A

Course Prior to College Level [CB21]: Y = Not Applicable

Course Noncredit Category [CB22]: Y - Not Applicable

Funding Agency Category [CB23]: Y = Not Applicable

Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): EARLY CHILDHOOD EDUCATION and State of California SITE Supervisor Credential preparation

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

Enrollment - Estimate Enrollment

First Year: 20

Third Year: 20

Resources - Faculty - Discipline and Other Qualifications:

Sufficient Faculty Resources: No

If No, list number of FTE needed to offer this course: 0.2000

Additional Equipment and/or Supplies Needed and Source of Funding.

Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course:

Yes

Originator Donna, Marie Greene

Origination Date 01/12/10

