

## CHDVC141 : Introduction to Children with Special Needs

### General Information

Author:	<ul style="list-style-type: none"><li>Elisabeth Fuller</li><li>Baker, Vivian</li></ul>
Course Code (CB01) :	CHDVC141
Course Title (CB02) :	Introduction to Children with Special Needs
Department:	Child Development
Proposal Start:	Fall 2019
TOP Code (CB03) :	(1305.20) Children with Special Needs
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000573189
Curriculum Committee Approval Date:	03/04/2016
Board of Trustees Approval Date:	04/14/2016
External Review Approval Date:	05/12/2016
Course Description:	This course introduces the variations in development of children with special needs, ages birth through eight, and the resulting impact on families. The course includes an overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process. Students are required to observe children in a group setting.
Submission Type:	Mandatory Revision  This is a cyclical revision. The description, methods of instruction, methods of evaluation, SLOs, and topical outline were all reviewed.
Author:	No value

### Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"><li>Child Development/Early Childhood Education</li></ul>
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

### Course Development Options

<b>Basic Skills Status (CB08)</b> Course is not a basic skills course.  <input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	<b>Course Special Class Status (CB13)</b> Course is not a special class.  <b>Allowed Number of Retakes</b> 0	<b>Grade Options</b> <ul style="list-style-type: none"><li>Letter Grade Methods</li></ul> <b>Course Prior To College Level (CB21)</b> Not applicable
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**Rationale For Credit By Exam/Challenge**

No value

**Retake Policy Description**

Type:|Non-Repeatable Credit

 Allow Students To Audit Course**Course Support Course Status (CB26)**

No value

**Associated Programs** Course is part of a program (CB24)**Associated Program****Award Type****Active**

CC Child Development Master Teacher- (In Development)

Certificate of Achievement

Summer 2018

**Transferability & Gen. Ed. Options****Course General Education Status (CB25)**

No value

**Transferability**

Transferable to CSU only

**Transferability Status**

Approved

**Units and Hours****Summary****Minimum Credit Units (CB07)** 3**Maximum Credit Units (CB06)** 3**Total Course In-Class (Contact) Hours** 54**Total Course Out-of-Class Hours** 108**Total Student Learning Hours** 162**Faculty Load** 0**Credit / Non-Credit Options****Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

**Course Student Hours****Course Duration (Weeks)** 18**Hours per unit divisor** 54**Course In-Class (Contact) Hours**

Lecture 54

Laboratory 0

Activity 0

**Total** 54**Course Out-of-Class Hours**

Lecture 108

Laboratory 0

Activity 0

**Total** 108**Time Commitment Notes for Students**

No value

**Faculty Load****Extra Duties:** 0**Faculty Load:** 0**Units and Hours - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

**Pre-requisites, Co-requisites, Anti-requisites and Advisories****Advisory****LIBRC100 - Introduction to Library Research and Bibliography**

Students are expected to use print and internet sources to conduct research and compose a formal research paper. Because Child Development is a Social Science, students must use APA format in their writing. LIBR C100 skills ensure the student will be able to successfully find and evaluate reference material, and be able to formulate proper citation.

**Outcomes**

- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases.
- Critically evaluate information by applying standard criteria.
- Recognize and use correct documentation style in parenthetical and bibliographic citations and in formatting written work to avoid plagiarism.

**AND**

**Advisory**

**ENGLC101 - Freshman Composition**

In CHDV C141 students are expected to write summaries of text chapters, journal articles, observations, and assigned readings as well as to make connections between their observations of young children with theory and program best practices. ENGL C101 skills prepare students to succeed in CHDV C141 by ensuring they are able to write short essays that synthesize observations, lectures, and assigned readings that are free of major spelling and grammatical errors.

**Outcomes**

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

**Entrance Skills**

Entrance Skills

Description

No value

No value

**Limitations on Enrollment**

Limitations on Enrollment

Description

No value

No value

**Specifications**

Methods of Instruction

Methods of Instruction

Case Study

Rationale

Students will observe and document one child's development to identify similarities and differences in development. For example, Observe one special needs child to identify strengths and weaknesses related to socio-emotional development.

Methods of Instruction	Discussion
Rationale	Students will participate in in-class discussions related to the content presented in the course. For example, how children with different abilities develop language skills.
Methods of Instruction	Informational Interviews
Rationale	Complete interviews with special education professionals currently working in the field, for example, about helping children transition between programs.
Methods of Instruction	Lecture
Rationale	Lectures will be provided on relevant topics like how changes in policies can influence children's development.
Methods of Instruction	Outside reading
Rationale	Outside reading of academic research is required for the research paper.
<b>Assignments</b> <b>Reading assignments, handouts, and text readings that expand and enhance lecture topics.</b> <b>Classic and contemporary research studies that relate to specific topics, for example inclusion in early childhood programs.</b> <b>A research project where students identify a specific disability and research appropriate ways to support children and families with the disability.</b> <b>Exams and quizzes.</b> <b>Analysis of observations and interviews of adults, for example interviewing a SELPA administrator or program director about transitioning children with disabilities from preschool to k-12. Individual, group, and/or class projects, for example developing a wiki with resources related to different disabilities.</b>	
<b>Methods of Evaluation</b>	<b>Rationale</b>
Research Paper	Example: Choose a specific disability and write an in-depth research paper about the characteristics, prevalence, incidence, and how it impacts children and their family, causes, current research, and list resources.
Tests	Quizzes and Exams Students will have weekly reading assignments in the required textbook and weekly quizzes.
Project	Compile a list of available resources with descriptions of services and contact information. Physically visit at least one resource agency and interview someone at the agency about the job they do.
Project	Observation of children in a group setting Students will visit a program which serves children with exceptional needs. Students will be required to visit a program on at least 2 different occasions or visit 2 different programs one time each. Visits can be made to a special education classroom, preschool program serving children with exceptional needs, or an early intervention program serving children with exceptional needs. Students will write a 1-2 page observation and insights paper on each visit and post to the class site.
Participation	Discussion participation Students will be required to participate in weekly discussion forums.
Distance Education Description: how outcomes are evaluated	The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric.

## Equipment

No Value

## Textbooks

Author	Title	Publisher	Date	ISBN
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	Deiner, P. . (2012) Inclusive early childhood education: Development, resources, and practice, 6th, Wadsworth Publishing			
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## Other Instructional Materials

<b>Description</b>	While this textbook is older, it focused on the development of special needs children. Other texts include too much other information that is not relevant to this course.
<b>Author</b>	No value
<b>Citation</b>	No value

## Materials Fee

No

## Learning Outcomes and Objectives

### Course Objectives

Describe the sequence of development and the interrelationships among developmental areas.

Examine the key contributions of developmental theorists, advocates, and legal decisions in influencing best practices in early childhood special education.

Identify community resources that meet the needs of children with special needs and their families.

Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.

Summarize the steps in the referral process including observation, documentation, screening, and assessment.

Identify the benefits of using a strength-based approach in working with children with special needs and their families.

## CSLOs

**Recognize various exceptionalities and conditions of children and identify the best interventions for them based on the developmental continuum.**

Expected SLO Performance: 70.0

*Child Development*

Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

**Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.**

Expected SLO Performance: 70.0

*Child Development*

Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

*ISLOs*

Core ISLOs

Students who are completing a program will be prepared to engage in responsible citizenship at various levels.

**Collaborate with families and community members in supporting inclusion of children with special needs.**

Expected SLO Performance: 70.0

*Child Development*

Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

*ISLOs*

Core ISLOs

Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to others openly

## Outline

### Course Outline

#### A. Historical Overview of Early Intervention/Special Education

1. Theory/educational foundations
2. Laws and regulations
  - a. Individuals with Disabilities Education Act (IDEA)
    1. Individualized Family Service Plan (IFSP)
    2. Individualized Education Program (IEP)
  - b. Inclusion
  - c. Least restrictive and natural environments
3. People first language
4. Advocacy and public policy
5. Ethics-professional behaviors

#### 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



## Delivery Methods and Distance Education

**Delivery Method:** Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face  
Online  
Hybrid  
Interactive

**Rigor Statement:** Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All assignments in distance education courses (online, hybrid and iTV) of CHDV 141 are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to videos and written lecture notes. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric. Students will be required to observe children in license or licensed-exempt programs in their community.

**Effective Student-Instructor Contact:** Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Student-Instructor contact will include: discussion forums, learning management system message, announcements, and feedback to individual students work

Student-Instructor contact MAY include: chat/zoom, newsgroup/discussion board, phone, itv

Student-Student contact will include: discussion forums

Student-Student contact MAY include: chat/zoom, learning management system message, group work, peer reviewed projects

**Software and Equipment:** What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need to have access to a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (<http://support.kccd.edu>) or the Help Desk at 877-382-3508. Students can also request individual online support as well as read general tips for succeeding in an online class at the Cerro Coso Student Success Center.

**Accessibility:** Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible, and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director to ensure learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos.

**Class Size:** Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

no