

CHDVC241 : Curriculum and Strategies for Children with Special Needs

General Information

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Course Code (CB01) :	CHDVC241
Course Title (CB02) :	Curriculum and Strategies for 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) :	CCC000303419
Curriculum Committee Approval Date:	03/04/2016
Board of Trustees Approval Date:	04/14/2016
External Review Approval Date:	12/15/2011
Course Description:	This course covers curriculum and intervention strategies for working with children with special needs in partnership with their families. The course focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. The course emphasizes the role of the teacher as a professional working with families, collaborating with interdisciplinary teams, and developing cultural competence. Students will be 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">• Child Development/Early Childhood Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options <ul style="list-style-type: none">• Letter Grade Methods
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Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

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 Human Services

A.S. Degree Major

Summer 2018

CC Human Services Worker COA

Certificate of Achievement

Summer 2018

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 C241 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 C241 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

Outside reading

Rationale

Students are provided with outside readings pertaining to developing curriculum for special education students from professional journals and organizations.

Methods of Instruction

Lecture

Rationale

Lectures provide students with relevant and current information about developing curriculum for special needs children at the preschool level. For example, supporting fine motor development in children with down's syndrome.

Methods of Instruction

Informational Interviews

Rationale

Students interview professionals in the field to find out more about applying the theories to classroom experiences. Interviews can be about developing curriculum, requirements of teachers, or how to work with support staff.

Methods of Instruction

Discussion

Rationale

Weekly discussions related to the concepts presented in the class are included. For example, what to do if you think a child has developmental delays.

Assignments

Reading assignments, handouts, and text readings that expand and enhance lecture topics.

Classic and contemporary research studies that relate to specific topics.

Writing assignments that relate observations in child development to current theory, for example observe in an early education environment that currently includes children with special needs and discuss the adjustments the teacher and program have made to accommodate the child.

Text reflections.

Exams and quizzes.

Analysis of observations and interviews with adults, for example, interview a teacher who works in an inclusive classroom about working with families with children who have special needs. Individual, group, and/or class projects, for example, develop a class wiki where students share resources about how to develop an inclusive classroom environment.

Methods of Evaluation

Rationale

Tests

Quizzes

Students will have weekly reading assignments in the required textbook and weekly quizzes

Final Exam

Comprehensive; covers all learning for entire course.

Research Paper

Students will be required to pick a specific exceptional need and write an in-depth research paper, 5-6 pages in length (not including cover/bibliography pages). Paper should include the main characteristics, prevalence, and incidence, how it impacts children and their family, causes, current research, and list resources.

Project	<p>Students will include best practices and techniques for working with this particular exceptional need. Students will use at least 4 current resources (not more than 5 years old). APA format is required for referencing resources</p> <p>This project has two parts. For the first part students will be required to research resources in their community which provide services to children and families with exceptional needs. Students will compile a list of available resources with description of their services and contact information. For the second part of this project students will be required to physically visit at least one of the resources listed and interview someone at the agency, school, program director, etc. Choose someone who you think does a job that you might be interested in or want to know more about.</p>
Project	<p>Observation of children in a group setting</p> <p>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. Very important: if the students first visit is to a segregated special education classroom or a program of any type which serves only children with exceptional needs, the second visit must be made to an inclusive classroom- or one that also serves children with typical development. Students will write a 1-2 page observation and insights paper on each visit and post to the class. In addition to descriptions of the visits and observations, this paper must include how the student knows that the program is including children with exceptional needs. Are there books, pictures or other displays showing children with exceptional needs? Can you tell which children have exceptional needs? How? Are there ways the program could improve the inclusion of exceptional needs children with their typically developing peers?</p>
Participation	<p>Discussion participation</p> <p>Students will be required to participate in weekly discussion forums</p>
Distance Education Description: how outcomes are evaluated	<p>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.</p>

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Cook, R. E., Klein, M. D., Chen, D.	Adapting early childhood curricula for children with special needs	Pearson	2015	9780134019413

Other Instructional Materials

Description	While this textbook is older, it is focused on early childhood curricula for special needs children. Most texts include too much information that isn't used in this course.
Author	No value
Citation	No value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Explain current special education laws and their impact on early childhood practice.

Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.

Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children, and families.

Practice various formal and informal observation and assessment procedures used to guide identification and intervention decisions.

Identify curriculum, environment, and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.

Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

CSLOs

Evaluate program, educational, and professional policies based on special education laws and evidence-based practices. 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 access, evaluate, and effectively use information.

Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.

Expected SLO Performance: 70.0

Child Development

Child Development Master Teacher Certificate of Achievement

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

Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists. 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. Policies and Procedures for Early Intervention and Special Education
 - 1. Individuals with Disabilities Education Act (IDEA)
 - 2. Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) processes
 - 3. Response to intervention
 - 4. Least restrictive environment
 - 5. Family rights
 - 6. Working with local public/private school systems
 - 7. People first language
 - 8. Advocacy and public policy
 - 9. Community resources and agencies
- B. Teacher's Role
 - 1. Philosophical approach
 - 2. Ethics-professional behaviors
 - 3. Collaborating with family and early interventionists/specialists
 - a. Communication
 - b. Diverse and cultural perspectives
 - c. IFSP/IEP teams
 - d. Implementation of IFSP/IEPs
- C. Adaptations: Curriculum and Environments
 - 1. Adaptive equipment and materials
 - 2. Routines and schedules
 - 3. Guidance and interactions
 - 4. Challenging behaviors
- D. Developmental Screening and Assessment
 - 1. Purpose; value; and use of various tools
 - 2. Role of observation and assessment
 - 3. Referral and placements

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 241 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