

Course Outline

COURSE: CD 36 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2018 **CURRICULUM APPROVAL DATE:** 05/08/2017

SHORT TITLE: INCLUSIVE CURRICULUM

LONG TITLE: Curriculum Strategies for Inclusive Classrooms

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course covers curriculum and intervention strategies for working with children with special needs in partnership with their families. Students will use their observation, assessment and communication skills to meet the individualized needs of children in inclusive and natural environments. Includes the role of the teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence. **ADVISORY:** Eligible for English 1A.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.

Measure of assessment: Written Assignment, Oral Presentation, Exam

Year assessed, or planned year of assessment: 2018

Semester: Spring

2. Recognize learning and behavioral differences in each child in the inclusive classroom and individualize instructional strategies to meet these needs.

Measure of assessment: Observation, Written Assignment, Exam

Year assessed, or planned year of assessment: 2018

Semester: Spring

3. Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists.

Measure of assessment: Written Assignment, Role Play, Exam

Year assessed, or planned year of assessment: 2018

Semester: Spring

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 05/08/2017

6 Hours

Content: Overview. History and Legislation in the Field of Special Education. Individuals with Disabilities Education Act (IDEA). Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP).

Student Performance Objective (SPO): Describe the historical and legislative changes in the arena of inclusive classrooms and programs. Explain current special education laws and their impact on early childhood practice.

9 Hours

Content: Teacher and Early Interventionist/Specialists Role, Skill Sets, Resources and Training.

SPO: Discuss the teacher's philosophical approach when working with special needs children and the families of special needs children. Describe the roles, skills, resources, and training needed to be a successful teacher or early interventionist working in inclusive classrooms. List the professional behaviors expected. Demonstrate knowledge of reflective practice, confidentiality and professional practices when working with colleagues, children and families.

9 Hours

Content: Working with Special Needs Children within their Family and Cultural Systems and with Community Resources.

SPO: Select and suggest appropriate community resources to serve a variety of special needs families whose children are attending inclusive classroom programs. Demonstrate knowledge of cultural responsiveness when working with colleagues, children and families.

9 Hours

Content: Midterm. Implementing Inclusion Strategies for Development in all Domains.

SPO: Select and describe a variety of intervention strategies to meet developmental needs in all domains (social, emotional, physical, cognitive, and creative) for several types of special needs children in inclusive classrooms. Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

6 Hours

Content: Observation Skills, Assessments and Monitoring Progress.

SPO: Accurately record and describe observation facts to describe the needs and deficits of special needs children in an inclusive setting. Make recommendations consistent with each child's developmental needs.

6 Hours

Content: Collaboration - Working with Families, Treatment Teams, and with IEP and IFSP Teams.

SPO: Describe the different types of treatment teams and how each approaches and develops IEPs and EFSPs. Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.

6 Hours

Content: Creating Effective and Supportive Inclusive Environments.

SPO: Observe and record developmental differences of the children in an inclusive setting, and suggest curricular and environmental changes to meet these needs, to parents, staff and paraprofessionals.

2 Hours

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 30

Assignment Description: Read corresponding textbook chapters. Review material and study for exams.

Required Outside Hours: 50

Assignment Description: Homework: Assignment: Small group history poster. Assignment: Written report with an oral presentation on appropriate community resources to serve a variety of special needs families whose children are attending inclusive classroom programs. Assignments: Hands-on IEP and IFSP activities. Assignment: Observation and written assignment on creating effective and supportive inclusive environments.

Required Outside Hours: 26

Assignment Description: Assignments: Case Study or Panel Discussion: Report, Observation and Summary. Assignment: Case study review and observation. Small group activity: role play.

METHODS OF INSTRUCTION:

Lecture, discussion, multi-media, observation, small group activity.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 50.00 %

Writing assignments: 45% - 55% Written Homework, Paper

Problem-solving assignments

Percent of total grade: 20.00 %

Problem-solving demonstrations: 15% - 25% Case Studies, Observation Critiques

Objective examinations

Percent of total grade: 30.00 %

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Ruth E. Cook, M. Diane Klein, Deborah Chen. Adapting Early Childhood Curricula for Children in Inclusive Settings, 9th Edition. Boston, MA: Pearson Education, 2016.

ISBN: 13:9780133827125

Reading Level of Text, Grade: 12th Verified by: MS Word

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200870

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:
Program Status: 2 Stand-alone
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department: CD
CSU Crosswalk Course Number: 36
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: C
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000456070
Sports/Physical Education Course: N
Taxonomy of Program: 130500