



5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

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

TERM EFFECTIVE: Summer 2024 **CURRICULUM APPROVAL DATE:** 03/12/2024

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

Out of Class Hrs: 108.00

Total Learning Hrs: 162.00

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.

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
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
2. Design and implement curriculum strategies based on children's individualized needs in inclusive and natural environments.
3. Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Practice various formal and informal observation and assessment procedures used to guide identification and intervention decisions.
2. Identify curriculum, environment, and natural learning opportunities to meet individualized needs, outcomes, and goals of young children and families.
3. Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.
4. Explain current special education laws and their impact on early childhood practice.
5. Demonstrate knowledge of reflective practice, confidentiality, and professional practices when working with colleagues, children, and families.
6. Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.

COURSE CONTENT:

Curriculum Approval Date: 03/12/2024

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). Describe the historical and legislative changes in inclusive classrooms and programs, family rights, advocacy, and public policies.

9 Hours

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

Discuss the teacher's philosophical approach when working with special needs children and the families of special needs children. Ethical behaviors. 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.

9 Hours

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

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

10 Hours

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

Select and describe various 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.

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 IEP and IFSP Teams.

Describe the different types of treatment teams and how each approaches and develops IEPs and EFSPs.

6 Hours

Content: Creating Effective and Supportive Inclusive Environments.

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

METHODS OF INSTRUCTION:

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

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 28

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 EVALUATION:

Writing assignments

Evaluation Percent 50

Evaluation Description

Writing assignments: 45% - 55%

Written Homework, Paper

Problem-solving assignments

Evaluation Percent 20

Evaluation Description

Problem-solving demonstrations: 15% - 25%

Case Studies, Observation Critiques

Objective examinations

Evaluation Percent 30

Evaluation Description

Objective examinations: 20% - 30%

REPRESENTATIVE TEXTBOOKS:

The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 7th edition , Mastropieri, Scruggs & Regan , Pearson , 2023 or a comparable textbook/material.

ISBN: 978-0134895024

12th Grade Verified by: Claire Boss

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200870

Not Transferable

UC TRANSFER:

Not Transferable

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:

CSU Crosswalk Course Number:

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