

Course Outline of Record

1. Course Code: ECE-035
2.
 - a. Long Course Title: Curriculum and Strategies for Children with Special Needs
 - b. Short Course Title: CURR CHLD SPCL NEEDS
3.
 - a. Catalog Course Description:

This course prepares students to become professionals in programs serving children with special needs and their families. Covers curriculum and intervention strategies for working with children with special needs in partnership with their families and communities. Focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Including the role of the teacher and other professionals working with families, collaboration with interdisciplinary teams and cultural competence. Strategies to support children with challenging behaviors are emphasized.
 - b. Class Schedule Course Description:

Students will learn about environments and curriculum that supports inclusive practices in ECE settings.
 - c. Semester Cycle (if applicable): N/A
 - d. Name of Approved Program(s):
 - EARLY CHILDHOOD EDUCATION AS Degree for Employment Preparation
 - EARLY CHILDHOOD EDUCATION MASTER TEACHER Certificate of Achievement
 - ECE SITE SUPERVISOR Certificate of Achievement
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 30 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)

 Prerequisite: ECE 033
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Cook, R., Klein, M.D., & Chen, D. (2016). *Adapting Early Childhood Curricula for Children with Special Needs* (9th/e). Pearson. ISBN: 0134019415
 College Level: Yes
 Flesch-Kincaid reading level: N/A
7. Entrance Skills: *Before entering the course students must be able:*
 - a. Define 'inclusion' in early education programs.
 - ECE 033 - Summarize the major requirements of an Individual Education Plan (IEP) and an Individual Family Needs and Services Plan (IFSP) and how parents are to be involved in the process.
 - ECE 033 - Identify the benefits of using a strength-based approach in working with children with special needs and their families.
 - b. Describe elements of inclusive programs for young children.
 - ECE 033 - Identify community resources that meet the needs of children with special needs and their families.
 - ECE 033 - Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.
 - c. Identify characteristics of each of the categorical conditions of disabilities.
 - ECE 033 - Describe the sequence of development and the interrelationships among developmental areas.
 - ECE 033 - List and identify characteristics and causes of categorical conditions of disabilities.

d. Display knowledge of typical and atypical development.

- ECE 033 - Describe the sequence of development and the interrelationships among developmental areas.
- ECE 033 - List and identify characteristics and causes of categorical conditions of disabilities.
- ECE 033 - Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.

e. Identify laws that protect children with special needs.

- ECE 033 - Summarize the major requirements of an Individual Education Plan (IEP) and an Individual Family Needs and Services Plan (IFSP) and how parents are to be involved in the process.

f. Discuss the moral and ethical considerations regarding special needs.

- ECE 033 - Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.
- ECE 033 - Summarize the steps in the referral process including observation, documentation, screening, and assessment.
- ECE 033 - Summarize the major requirements of an Individual Education Plan (IEP) and an Individual Family Needs and Services Plan (IFSP) and how parents are to be involved in the process.

g. Describe the identification process for children with special needs.

- ECE 033 - Describe the sequence of development and the interrelationships among developmental areas.
- ECE 033 - List and identify characteristics and causes of categorical conditions of disabilities.
- ECE 033 - Summarize the steps in the referral process including observation, documentation, screening, and assessment.

h. Summarize the major requirements of an Individual Education Plan.

- ECE 033 - Summarize the steps in the referral process including observation, documentation, screening, and assessment.
- ECE 033 - Summarize the major requirements of an Individual Education Plan (IEP) and an Individual Family Needs and Services Plan (IFSP) and how parents are to be involved in the process.

8. Course Content and Scope:

Lecture:

A. Policies and Procedures for Early Intervention and Special Education

1. Individual with Disabilities Act (IDEA)
2. Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) process
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
10. Instructional strategies to support inclusion

B. Professional's Role

1. Philosophical approach
2. Ethic-professional behavior
3. Collaborating with family and early interventionists/specialists
 - a. Communication
 - b. Diverse and cultural perspectives
 - c. IFSP/IEP teams
 - d. Implementation of IFSP/IEPs
4. Adaptations: curriculum and environments
 - a. Adaptive equipment and materials
 - b. Routines and schedules
 - c. Guidance and interactions
 - d. Challenging behaviors; development of a positive behavior support plan.

C. Developmental Screening and Assessment Tools

1. Purpose, value, and use of various tools
2. Role of observation and assessment

3. Referral and placement.

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

9. Course Student Learning Outcomes:

1.

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

2.

Design and implement developmentally appropriate curriculum strategies that foster the growth of all developmental domains based on children's individualized needs in inclusive and natural environments incorporating principles of Universal Design.

3.

Identify strategies to create effective partnerships with families, interdisciplinary team members, and community resource specialists.

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

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

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

c. List and demonstrate positive strategies for preventing and managing challenging behaviors in the preschool classroom.

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

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

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

g. Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development in the areas of cognitive, social and self-help skills.

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

a. Discussion

b. Distance Education

c. Lecture

d. Observation

e. Technology-based instruction

Other Methods:

c. Student group presentations d. Case studies

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

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

a. large and small group discussions, b. journal article reviews. c. quizzes d. small group activities

b. Out-of-class Assignments

a. Reading texts and other materials b. Case study analysis c. Journal article reviews d. Group presentations e. Modify and or create adaptive equipments for children with special needs

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

- College level or pre-collegiate essays

ECE 035-Curriculum and Strategies for Children with Special Needs

- Guided/unguided journals
- Term or research papers
- Presentations/student demonstration observations
- Group activity participation/observation
- Mid-term and final evaluations
- Student participation/contribution

14. Methods of Evaluating: Additional Assessment Information:

- a. Reports and projects b. Quizzes c. Exams

15. 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

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

Value diverse cultures and populations.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
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17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

Periodic Review

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*
 b. Replacement Course (*Enter original Course Code*): *N/A*

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

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000588591
 b. T.O.P. Code [CB03]: 130520.00 - Children with Special Nee
 c. Credit Status [CB04]: D - Credit - Degree Applicable
 d. Course Transfer Status [CB05]: B = Transfer CSU
 e. Basic Skills Status [CB08]: 1B = Course is a basic skills course
 f. Vocational Status [CB09]: Clearly Occupational
 g. Course Classification [CB11]: Y - Credit Course
 h. Special Class Status [CB13]: N - Not Special
 i. Course CAN Code [CB14]: *N/A*
 j. Course Prior to College Level [CB21]: Y = Not Applicable
 k. Course Noncredit Category [CB22]: Y - Not Applicable
 l. Funding Agency Category [CB23]: Y = Not Applicable
 m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): EARLY CHILDHOOD EDUCATION,EARLY CHILDHOOD EDUCATION MASTER TEACHER,ECE SITE SUPERVISOR

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

23. Enrollment - Estimate Enrollment

First Year: 30

Third Year: 30

24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: *N/A*

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

N/A

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

N/A

27. 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

28. Originator Donna Marie Greene Origination Date 10/03/17