

**Course Outline of Record**

1. Course Code: ECE-033
2. a. Long Course Title: Inclusion of Children with Special Needs in ECE Settings  
 b. Short Course Title: INCL CHILD SPCL NEED
3. a. Catalog Course Description:  
 This course provides an introduction to special education in early childhood settings. Introduces the variations in development of children with special needs ages birth through eight and the resulting impact on families. Includes an overview of historical and societal influences, laws relating to children with special needs, and the identification and referral process. The role of child development professionals and paraprofessionals in serving children with disabilities is emphasized. Strategies to include children with special needs in full inclusion settings are emphasized.  
 b. Class Schedule Course Description:  
 Students will learn to identify and refer children with special needs. Legal aspects of assessment and placement and strategies for serving children with special needs are emphasized.  
 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 010
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
  - a. Allen, K. E. & Cowdery, G. E. (2014). *The Exceptional Child; Inclusion in Early Childhood Education* (8th/e). Cengage Learning . ISBN: 978-128543237  
 College Level: Yes  
 Flesch-Kincaid reading level: N/A
  - b. California Department of Education (2009). *Inclusion Works!* (1st/e). Sacramento, CA California Department of Education . ISBN: 9780801116896  
 College Level: Yes  
 Flesch-Kincaid reading level: 13.2
7. Entrance Skills: *Before entering the course students must be able:*
  - a. Explain the major milestones to the study of human development
    - ECE 010 - Examine ways in which developmental domains are continuous, sequential and interrelated.
    - ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
    - ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
  - b. Identify, describe, and apply major concepts and principles of human development from conception to nineteen years of age.

# ECE 033-Inclusion of Children with Special Needs in ECE Settings

- ECE 010 - Examine and discuss major theories of child development.
- ECE 010 - Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.
- ECE 010 - Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

## c. Identify and discuss major issues in the study of human development.

- ECE 010 - Examine and discuss major theories of child development.
- ECE 010 - Demonstrate knowledge of current research findings as they apply to child development.
- ECE 010 - Examine and explain how bias can influence the research process.
- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.

## d. Describe how the theories are used in planning appropriate environments for children with diverse developmental patterns.

- ECE 010 - Examine and discuss major theories of child development.
- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Examine and evaluate the role of family in facilitating children's development.
- ECE 010 - Identify and describe risk factors that impact families and child at each major developmental stage.

## e. Analyze the concepts and principles of human development to personal and professional situations.

- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- ECE 010 - Examine and evaluate the role of family in facilitating children's development.
- ECE 010 - Examine and evaluate the role of teachers and other professionals in facilitating children's development.
- ECE 010 - Examine and evaluate the role of play and its relationship to development at various stages.

## f. Complete observations of infants, toddlers, preschool, and school-aged children.

- ECE 010 - Examine ways in which developmental domains are continuous, sequential and interrelated.
- ECE 010 - Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- ECE 010 - Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- ECE 010 - Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.

## 8. Course Content and Scope:

### Lecture:

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

1. Theory/educational foundations
2. Laws and regulations
  - a. Individuals with Disabilities Education Act (IDEA)
    - i. Individualized Family Services Plan (IFSP)
    - ii. Individualized Education Program (IEP)
3. People first language
4. Advocacy and public policy
5. Ethics-professional behavior.

**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

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

9. Course Student Learning Outcomes:

1.  
Recognize various exceptionalities and conditions of children and identify interventions based on the development continuum.
2.  
Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.
3.  
Collaborate with families and community members in supporting inclusion of children with special needs.

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

- a. Describe the sequence of development and the interrelationships among developmental areas.
- b. List and identify characteristics and causes of categorical conditions of disabilities.
- c. Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.
- d. Identify community resources that meet the needs of children with special needs and their families.
- e. Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.
- f. Summarize the steps in the referral process including observation, documentation, screening, and assessment.
- g. 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.
- h. Identify the benefits of using a strength-based approach in working with children with special needs and their families.

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

- a. Collaborative/Team
- b. Demonstration, Repetition/Practice
- c. Discussion
- d. Distance Education
- e. Lecture
- f. Observation

Other Methods:

Student presentations Appropriate audio and visual materials

# ECE 033-Inclusion of Children with Special Needs in ECE Settings

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. Discussions. b. journal article reviews. c. quizzes

b. Out-of-class Assignments

a. Readings in the textbook and in recommended supplementary articles b. Oral and written reports c. Projects d. Tests and essays e. Observation of two types of educational settings (Early Childhood Education Full Inclusion-ECE and Early Childhood Special Education - ECSE) f. Interview a Director/Principal of an ECE or ECSE program

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

- College level or pre-collegiate essays
- Written homework
- Guided/unguided journals
- Student participation/contribution

14. Methods of Evaluating: Additional Assessment Information:

a. Essay (includes not only “blue book” exams but any written assignment of sufficient length and complexity to require students to select and organize ideas as well as to explain them. Some items should demonstrate critical thinking.) b. Reports c. Projects d. Tests, mid-term and final

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.

Apply critical thinking skills to research, evaluate, analyze, and synthesize information.

IO - Personal and Professional Development

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

Demonstrate an understanding of ethical issues to make sound judgments and decisions.

Value diverse cultures and populations.

IO - Critical Thinking and Communication

Compose and present structured texts in a variety of oral and written forms according to purpose, audience, and occasion with implementation of thesis, supporting details and idea development.

Appreciate diversity as it is expressed in multiple disciplines and across various cultures through reading, speaking and writing.

Conduct research, gather and evaluate appropriate information, organize evidence into oral and written presentation, using proper MLA, APA, and other discipline-specific formats to cite sources.

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:

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18. Materials Fees:  Required Material?

Material or Item	Cost Per Unit	Total Cost
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# ECE 033-Inclusion of Children with Special Needs in ECE Settings

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]: CCC000588597  
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]: 2N = Not 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: 0  
Third Year: 0

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