

CDE 237: INCLUSION PRACTICUM

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Formerly known as:

ECE 037 (or if cross-listed - inactivated courses associated with this course)

Originator

dgreene

Co-Contributor(s)

Name(s)

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Justification / Rationale

Renumbering courses for better alignment.

Effective Term

Fall 2020

Credit Status

Credit - Degree Applicable

Subject

CDE - Child Development & Education

Course Number

237

Full Course Title

Inclusion Practicum

Short Title

INCLUSION PRACTICUM

Discipline

Disciplines List

Child Development/Early Childhood Education

Modality

Face-to-Face

Catalog Description

Designed to develop both planning and intervention skills for working with young children with special needs and their families. Students will plan educational programs which include use of specific intervention techniques and practices from recognized early intervention programs for children showing atypical development. Attention will be given to adopting strategies to include exceptional children in programs for typically developing young children. Students will be required to complete 54 hours of supervised field experience in an approved inclusion classroom.

Schedule Description

The course presents planning and intervention skills to work with young children with special needs and their families.
Prerequisite: CDE 234

Lecture Units

2

Lecture Semester Hours

36

Lab Units

1

Lab Semester Hours

54

In-class Hours

90

Out-of-class Hours

72

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

CDE 234

Required Text and Other Instructional Materials**Resource Type**

Book

Author

Ashbaker, B. Morgan, J.

Title

Paraprofessionals in the Classroom: A Survival Guide

Edition

2nd/e

Publisher

Pearson

Year

2013

College Level

Yes

Flesch-Kincaid Level

14.5

ISBN #

978-013265982

For Text greater than five years old, list rationale:

We are seeking open educational resources for this course.

Class Size Maximum

25

Entrance Skills

Students in this class will be required to understand how to work with children and families in a special needs classroom.

Requisite Course Objectives

CDE 234-List and demonstrate positive strategies for preventing and managing challenging behaviors in the preschool classroom.

CDE 234-Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children and families.

CDE 234-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.

Course Content

1. Inclusion principles and professional practices
2. Key elements in building the foundation of respectful and inclusive learning environments.
3. Best practices in planning and implementing strategies to provide for an inclusive environment including adaptations to the environment and curriculum
4. Positive behavior intervention and management
5. Working with a special education team.

Lab Content

Practical application of strategies and professional practices to plan and implement inclusion in an early childhood setting.

Course Objectives

Objectives	
Objective 1	Articulate and demonstrate full inclusive principles and ethical practices.
Objective 2	Design and implement inclusive curriculum and individual program plans that are bias free and support diversity.
Objective 3	Plan, implement and evaluate class-wide adaptive program plans based on the observations of children's behavior within their learning environment.
Objective 4	Create and implement effective behavior guidance principles and strategies in an inclusive environment.
Objective 5	Apply a routines based approach to support children with disabilities in full inclusion classroom setting.
Objective 6	Create a learning environment that encompasses Universal Design for Learning.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Define and demonstrate best and promising practices of inclusion for children with special needs and their typically developing peers.
Outcome 2	Design and implement a universal design for learning, inclusive curriculum, individualized plans and guidance techniques and evaluate for effectiveness

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Journal	Students will write weekly reflective journal entries based upon their field experiences.
Discussion	In class discussions in small groups will reinforce reflective practices in a community of learners.
Activity	Students will practice intervention techniques in class with fellow students prior to practicing with children.
Observation	Students will observe the supervising teacher for best practices.
Lecture	Instructor will provide brief lectures and video material to illustrate key concepts.
Laboratory	Students will complete 54 hours of supervised field experience under the supervision of certified teachers working in a full inclusion classroom.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Guided/unguided journals	Weekly Self-Reflection on teaching practices and reflection on assigned reading.	Out of Class Only

Mid-term and final evaluations	Exams, multiple choice, short answer, fill in the blank questions.	In Class Only
Presentations/student demonstration observations	Students will implement inclusive practices in class with each other prior to working with children.	In Class Only
Field/physical activity observations	Each student will create a behavioral support plan for a full classroom and for a specific child in the class during their field experience.	Out of Class Only
Laboratory projects	Lesson plans including written reports on effectiveness of plans	In and Out of Class
Portfolios	Child portfolio. Each student will create a portfolio for a study child in the classroom they are working in for their lab experiences.	Out of Class Only

Assignments

Other In-class Assignments

1. Work with special education team to design an individual Behavior Support Plan.
2. Implement support practices during lab hours with the assistance of a qualified special needs educator.
3. Conduct written and verbal feedback on the effectiveness of the lesson plans.

Other Out-of-class Assignments

- a. Read text as assigned and write journal entries based on the readings (approximately 30 hours)
- b. Develop a portfolio of child observations, from class lists to running records, checklists, anecdotal, frequency counts. (approximately 15 hours)
- c. Design and implement weekly group lesson plans with adaptations for children with special needs in an inclusive environment. (approximately 15 hours)
- d. Keep a journal of self-reflection on teaching. (approximately 15 hours)

Grade Methods

Letter Grade Only

MIS Course Data

CIP Code

13.1015 - Education/Teaching of Individuals in Early Childhood Special Education Programs.

TOP Code

080900 - Special Education

SAM Code

B - Advanced Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to CSU only

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Approvals**Curriculum Committee Approval Date**

9/19/2019

Academic Senate Approval Date

9/26/2019

Board of Trustees Approval Date

10/31/2019

Chancellor's Office Approval Date

12/09/2019

Course Control Number

CCC000609662

Programs referencing this courseElementary Teacher Assistant Special Education, Bilingual Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=132/>)Elementary Teacher Assistant Special Education Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=133/>)Elementary Teacher Assistant Special Education, Bilingual Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=132/>)Elementary Teacher Assistant Special Education Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=133/>)