

# CDE 233: INTRODUCTION TO YOUNG CHILDREN WITH SPECIAL NEEDS

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**Formerly known as:**

ECE 033 (or if cross-listed - inactivated courses associated with this course)

**Originator**

dgreene

**Co-Contributor(s)**

**Name(s)**

Avalos, Maria

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**Justification / Rationale**

Updated courses to align with new numbering system.

**Effective Term**

Fall 2020

**Credit Status**

Credit - Degree Applicable

**Subject**

CDE - Child Development & Education

**Course Number**

233

**Full Course Title**

Introduction to Young Children with Special Needs

**Short Title**

INTRO TO SPECIAL NEEDS

**Discipline**

**Disciplines List**

Child Development/Early Childhood Education

**Modality**

Face-to-Face

100% Online

Hybrid

**Catalog 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.

**Schedule 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.

Prerequisite: CDE 101

**Lecture Units**

3

**Lecture Semester Hours**

54

**In-class Hours**

54

**Out-of-class Hours**

108

**Total Course Units**

3

**Total Semester Hours**

162

**Prerequisite Course(s)**

CDE 101

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

Book

**Author**

Allen, K. E. Cowdery, G. E.

**Title**

The Exceptional Child; Inclusion in Early Childhood Education

**Edition**

8th

**Publisher**

Cengage Learning

**Year**

2014

**College Level**

Yes

**ISBN #**

978-128543237

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**Resource Type**

Book

**Author**

California Department of Education

**Title**

Inclusion Works!

**Edition**

1st/e

**City**

Sacramento, CA

**Publisher**

California Department of Education

**Year**

2009

**College Level**

Yes

**Flesch-Kincaid Level**

13.2

**ISBN #**

9780801116896

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**Class Size Maximum**

35

**Entrance Skills**

Students will be required to have a basic understanding of typical and atypical development, developmental milestones and objective observation techniques.

**Requisite Course Objectives**

CDE 101-Summarize developmental stages and milestones.

CDE 101-Differentiate characteristics of typical and atypical development.

CDE 101-Apply objective techniques and skills when observing, interviewing, describing, and evaluating behavior in children.

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**Course Content****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

**Course Objectives**

	Objectives
Objective 1	Describe the sequence of development and the interrelationships among developmental areas.
Objective 2	List and identify characteristics and causes of categorical conditions of disabilities.

Objective 3	Examine the key contributions of developmental theorists, advocates and legal decisions in influencing best practices in early childhood special education.
Objective 4	Identify community resources that meet the needs of children with special needs and their families.
Objective 5	Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.
Objective 6	Summarize the steps in the referral process including observation, documentation, screening, and assessment.
Objective 7	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.
Objective 8	Identify the benefits of using a strength-based approach in working with children with special needs and their families.

### Student Learning Outcomes

**Upon satisfactory completion of this course, students will be able to:**

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

### Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Participation	Students will participate in classroom activities designed to illustrate the concepts under discussion.
Lecture	Instructor will provide short lectures to enhance on the text reading.
Collaborative/Team	Students will work in teams to research and study a particular developmental disability
Discussion	Small group discussions will help students to tie the course concepts to real world examples.
Observation	Students will observe children in inclusive settings. They will also observe teachers to view techniques for inclusive practices.

### Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Students will create essays describing their interviews with teachers of children with special needs.	Out of Class Only
Student participation/contribution	Students will participate in small group activities, presentations and other active learning strategies.	In Class Only
Guided/unguided journals	Journals will be required to be written in and out of class as reflections on how students are meeting the course objectives.	In and Out of Class
Written homework	Essay drafts, short answer quizzes, preparation for in class activities and discussions.	Out of Class Only

### Assignments

#### Other In-class Assignments

1. Discussions
2. Journal article reviews
3. Quizzes

#### Other Out-of-class Assignments

- a. Readings in the textbook and in recommended supplementary articles (weekly 16 hours)

- b. Oral and written reports ( 20 hours)
- c. Projects ( 30 hours)
- d. Tests and essays (16 hours)
- e. Observation of two types of educational settings (Early Childhood Education -ECE and Early Childhood Special Education - ECSE) (30 hours)
- f. Interview a Director/Principal of an ECE or ECSE program (4 hours)

**Grade Methods**

Letter Grade Only

**Distance Education Checklist**

**Include the percentage of online and on-campus instruction you anticipate.**

**Online %**

50

**On-campus %**

50

**Instructional Materials and Resources**

**If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?**

Course packs from the publishers will be embedded in the LMS. Any outside software will not house student grades or IDs.

**If used, explain how specific materials and resources outside the LMS will be used to enhance student learning.**

Additional software, like FlipGrid, Poll Everywhere, and Voice Thread are used to enhance the virtual experience and to build community with the instructor and with the fellow students.

**Effective Student/Faculty Contact**

**Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?**

**Within Course Management System:**

Timely feedback and return of student work as specified in the syllabus  
Discussion forums with substantive instructor participation  
Chat room/instant messaging  
Regular virtual office hours  
Private messages  
Online quizzes and examinations  
Video or audio feedback  
Weekly announcements

**External to Course Management System:**

Direct e-mail  
Listservs  
Posted audio/video (including YouTube, 3cm mediasolutions, etc.)  
Synchronous audio/video  
Telephone contact/voicemail

**For hybrid courses:**

Scheduled Face-to-Face group or individual meetings  
Field trips  
Library workshops  
Orientation, study, and/or review sessions  
Supplemental seminar or study sessions

**Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.**

In a hybrid course regular contact with the instructor is maintained both in the online environment and in the face to face course sessions. In a fully online course, the instructor will keep regular virtual office hours and will message and email the students both as a group, weekly and individually as warranted.

**If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.**

The first face to face meeting in a hybrid will be to establish course norms for both online and face-to-face meetings. Additionally, scheduled field trips and campus tours will be used to enhance student success.

## **Other Information**

### **MIS Course Data**

**CIP Code**

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

**TOP Code**

080900 - Special Education

**SAM Code**

C - Clearly 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

## **Files Uploaded**

**Attach relevant documents (example: Advisory Committee or Department Minutes)**

ECE\_CommitteeMinutes March 14 2018.pdf

## Approvals

**Curriculum Committee Approval Date**

10/01/2019

**Academic Senate Approval Date**

10/10/2019

**Board of Trustees Approval Date**

11/13/2019

**Chancellor's Office Approval Date**

12/09/2019

**Course Control Number**

CCC000609929

**Programs referencing this course**Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)Elementary Teacher Assistant Special Education, Bilingual Certificate of Achievement ([http://](http://catalog.collegeofthedesert.eduundefined?key=132/)[catalog.collegeofthedesert.eduundefined?key=132/](http://catalog.collegeofthedesert.eduundefined?key=132/))Elementary Teacher Assistant Special Education Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=133/>)Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=129/>)Elementary Teacher Assistant Special Education, Bilingual Certificate of Achievement ([http://](http://catalog.collegeofthedesert.eduundefined?key=132/)[catalog.collegeofthedesert.eduundefined?key=132/](http://catalog.collegeofthedesert.eduundefined?key=132/))Elementary Teacher Assistant Special Education Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined?key=133/>)