

CHLDV155 : Children with Disabilities

General Information

Author:	<ul style="list-style-type: none">Michelle StonisOwens, DeborahBiancheri, Mary Jane
Course Code (CB01) :	CHLDV155
Course Title (CB02) :	Children with Disabilities
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000316521
Curriculum Committee Approval Date:	05/22/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	CHLDV 155 provides instruction in identifying the diverse development of children, and includes methods of teaching children with disabilities. A humanistic view of the whole child and the valuing and supporting of their rights is emphasized. The class includes discussions about educational services and community agencies available to educators and parents
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	No value
Author:	<ul style="list-style-type: none">Biancheri, Mary Jane
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">Child Development/Early Childhood Education
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06) 3

Total Course In-Class (Contact) Hours 54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience

Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0

Total 54

Course Out-of-Class Hours

Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

CHLDV135 - Child Growth And Development (in-development)

Objectives

- Analyze major developmental milestones for children from birth through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
- Analyze how cultural, economic, political, historical contexts affect children’s development.
- Compare and contrast various theoretical frameworks that relate to the study of human development, examine and evaluate the role of play and its relationship to development at various stages.
- Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.
- Differentiate characteristics of typical and atypical development at various stages.
- Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.
- Explore contemporary social issues that impact children’s development.

OR

Co-Requisite

CHLDV135 - Child Growth And Development (in-development)

(CHLDV 135 may be taken concurrently)

AND

Advisory

ESL151 - Reading And Composition V

Objectives

- Read and critically analyze various academic readings.
- Summarize readings.
- Organize fully-developed essays in both expository and argumentative modes.
- Compose a 500 to 550-word essay that summarizes and cites appropriately a reading passage; includes a clear thesis statement; uses evidence to support the thesis; and shows clear organization into an introduction, body, and conclusion.
- Revise writing to eliminate errors in syntax, and grammatical constructions;
- Employ basic library research techniques.
- Compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.

OR

Advisory

ENGL101 - Introduction to College Reading and Composition

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction Lecture

Methods of Instruction Discussion

Methods of Instruction Multimedia

Methods of Instruction Collaborative Learning

Methods of Instruction Field Activities (Trips)

Methods of Instruction

Guest Speakers

Methods of Instruction

Presentations

Out of Class Assignments

- Observations (e.g., observation of children with special needs in an educational context)
- Reading and writing assignments (e.g., read and write reflectively about Chapter 1 in the textbook)
- Research project (e.g., an examination of the cause, characteristics, and treatment or intervention strategies regarding a specific disability)

Methods of Evaluation**Rationale**

Project/Portfolio

Portfolio assignment (e.g., plan, prepare, and present developmentally appropriate curriculum plan for children with disabilities)

Presentation (group or individual)

Oral presentation (e.g., a demonstration/presentation of appropriate strategies and interventions for disabilities in various settings)

Exam/Quiz/Test

Quizzes (e.g., multiple choice, short answer and/or essay questions associated with textbook)

Exam/Quiz/Test

Exams (e.g., short answer and/or essay questions)

Textbook Rationale

No Value

Textbooks**Author****Title****Publisher****Date****ISBN**

Gargiulo, Richard

An Introduction to Young
Children with Special Needs:
Birth Through Age Eight

Sage

2020

978-1544322063

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives**Course Objectives**

Interpret observations and assessment results for typical and atypical students.

Recognize the details of a disability and access appropriate resources.

Identify strategies and interventions appropriate to many disabilities in various care settings.

Develop an inclusive anti-bias educational philosophy as demonstrated by designing a letter welcoming families to a school.

Collaborate with parents and professional teams to intervene with young children by analyzing case studies and observing quality programs.

SLOs

Demonstrate knowledge of typical/atypical development of young children through observation and analysis of case studies.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>CHLDV</i> Teacher (Preschool)	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
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<i>CHLDV</i> School-Age Care	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
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<i>CHLDV</i> Site Supervisor	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
<i>CHLDV</i> Master Teacher	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
	develop an understanding of young children, and of the multiple interacting influences on children's development and learning in order to create environments that are healthy, respectful, supportive and challenging for all children
<i>CHLDV</i> Transitional Kindergarten Certificate	identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.

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<i>CHLDV</i> Site Supervisor	articulate and understand the goals, benefits, and uses of observation and assessment, develop competence in the use of observation, documentation and assessment techniques and tools to support teaching and learning in partnership with families and other professionals
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<i>CHLDV</i> Transitional Kindergarten Certificate	identify strategies that support the development and learning of young children with special emphasis on Transitional Kindergarten (TK) and children enrolled in a TK program.

Explain how to implement a bias-free inclusive environment.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
	Practice ethical and responsible behavior within personal, academic, professional, social, and societal contexts; recognize and welcome diverse lifestyle choices that promote physical, intellectual, psychological, and social well-being.
	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.

Course Content**Lecture Content****Understanding Disabilities (4 hours)**

- Developmental disabilities
- Physical disabilities
- Learning disabilities
- Instructional strategies
 - Address implicit biases and be aware of the differences between infantilizing and supporting children with disabilities
 - Include strengths-based models of teaching

Adaptations for Children with Specific Disabilities (4 hours)

- Materials offered
- Physical environment
- Schedule and routine

Developmental Theories as They Relate to an Inclusive Classroom (4 hours)**Cognitive Social-emotional Physical Arranging the Physical Environment to Support the Inclusion of Children with Special Needs (3 hours)**

Preventing and Managing Challenging Behaviors (3 hours)

- Teaching strategies
- Understanding behavior

Monitoring Individual Child Progress (4 hours)

- Portfolios
- Individual Educational Plans (IEPs)

Adapting Daily Activities in Inclusive Early Childhood Settings (11 hours)

- Emergent curriculum
- Schedules and routines
- Classroom management
- Engagement in free play

Communicating with Families (4 hours)**Collaborating with Disability Specialists and Paraprofessionals (2 hours)**

- Supporting a Bias-Free Classroom (9 hours)
- Literacy and Representation
- Characteristics of an anti-bias environment

Role of the Early Childhood Special Educator (3 hours)

- Teacher-as-stage manager
- Teacher-as-facilitator
- Teacher-as-player

Case Studies (3 hours)**Total Hours: 54****Additional Information**

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

No Value

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

No

If yes, who is your departmental library liaison?

No Value

Did you contact the DEIA liaison?

No

Were there any DEIA changes made to this outline?

No

If yes, in what areas were these changes made:

No Value

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value