



CDE-140: CHILDREN AND YOUTH WITH EXCEPTIONAL NEEDS (FORMERLY CDE-540)

Effective Term

Fall 2023

BOT Approval Date

01/12/2023

Discipline

CDE - Child Development & Education

Course Number

140

Course Title

Children and Youth With Exceptional Needs (formerly CDE-540)

Short Title

Child/Youth W/Exceptional Need

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course



b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course provides an overview of the developmental variations of exceptional children from birth through age twenty-one, including the historical and legislative foundation for civil rights and education services for individuals with disabilities. Emphasis is given to identifying strategies to support these children and their families and developing an awareness of cultural issues. Students will be required to observe environments within child care settings which may require TB, immunizations, and criminal record clearances. (formerly CDE-540)

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Other Enrollment Criteria

Other Enrollment Criteria

Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions to conduct their observations.

Codes

TOP Code (CB 03)

1305.20* - *Children with Special Needs

CIP Code

13.1001 - Special Education and Teaching, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS B2 - Social & Behavioral Sciences

Learning Objectives

Learning Objectives

Learning Objective

1. Describe the sequence of development and the interrelationships among developmental areas.
2. Examine the key contributions of developmental theorists, advocates, and legal decisions in influencing best practices.
3. Identify community resources that meet the needs of children with special needs and their families.
4. Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family and community.
5. Summarize the ethical referral process including observation, documentation, screening, assessment, and placement.
6. Identify the benefits of using a strength-based approach in working with children with special needs and their families.
7. Differentiate between heredity and environmental risk factors in pre and postnatal development that led to disabling conditions.
8. Examine issues related to racial/cultural diversity and potential inequities in regards to exceptional children.
9. Analyze the characteristics associated with each exceptionality as outlined in IDEA, including visual impairments, deaf or hard-of-hearing, learning disabilities, mental retardation, physical and health impairments, severe disabilities, behavioral and emotional disorders, communication disorders, and gifted.
10. Compare and contrast career options for those wishing to work with children with exceptionalities, including but not limited to, Child Life Specialist, Early Interventionist, Special Educator/Resource Specialist, Occupational Therapist, Physical Therapist, Adaptive Physical Education teacher, speech therapist, and Regional Center Counselor.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will describe the laws and regulations that impact infants and children with disabilities and other special needs
2. Students will explain the dynamics of the families of infants, children/ youth with disabilities and other special needs
3. Students will explain methods of providing support to families, including collaboration with community agencies
4. Students will stimulate curiosity and appreciation for diverse thoughts.

Program Learning Outcomes

Learning Outcome

- Become permit and/or transfer eligible and thus prepared to enter the workforce.
- Demonstrate a commitment to lifelong learning including personal and professional development and responsibility.
- Demonstrate professionalism based upon the NAEYC Code of Ethics.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Content

Course Lecture Content

- i. Historical Overview of Early Intervention/Special Education

A. Defining Early Intervention/Special Education

i. Exceptional Children

ii. Prevalence of Exceptional Children

1. Student Study Teams – Appropriate Referral Practice

2. Disproportionate Identification, Over Identification and Under Identification of BI-POC Students

3. Disproportionate Representation of African American Students in Special Education

iii. Advantages/Disadvantages of Labeling

iv. Recognition of When a Child Needs Additional Diagnosis and Services

v. Awareness of the Types of Services

B. Theory/Educational Foundations

i. Historical Foundations of Early Intervention/Special Education

1. Brown v Board of Education

2. PARC v Commonwealth of Pennsylvania

ii. Review of Learning Theories – Bandura, Skinner, Pavlov

iii. Researchers and Theorists Focusing on Racial/Ethnic Issues in Special Education

1. Michael Apple

2. James Ford

3. Wanda Blanchett

4. John Bernstein

5. Maslow

C. Laws and Regulations

i. Individuals with Disabilities Education Act (IDEA)

1. Individualized Family Service Plan (IFSP)

2. Individualized Education Program (IEP)

3. Individualized Transition Plan (ITP)

ii. Inclusion

iii. Least Restrictive and Natural Environments

D. Cultural Differences

i. Independent Cultures versus Interdependent Cultures in Relation to Test-Taking and Outcomes

ii. Cultural Communication

E. Advocacy and Public Policy

i. California Advisory Commission on Special Education

ii. Department of Education Office of Civil Rights

iii. Center for Racial Equity in Education

iv. People First Language

v. Inequities versus Disabilities

vi. NCLB

vii. Inequities During Distant Learning

viii. Addressing Bias in Special Education Assessment

viv. Acknowledging the Role of White Privilege and Racism

vii. Child Find Mandate Law (equity law)

F. Ethics-Professional Behaviors

i. Teacher Bias

ii. Implicit Biases

iii. Institutional Biases

ii. Factors in the Variations of Development

A. Characteristics of Typical and Atypical Child Development

B. Prenatal Development and Risk Factors

C. Genetically Inherited Conditions

D.Environmental Factors

i.Gender Roles

ii.Home Culture

iii.Socioeconomics

iv.Linguistic backgrounds

v. Least restrictive environments

E.Preventing Disabilities

F.Early Intervention as Prevention

i. Free Appropriate Public Education (FAPE)

G.Identification and Assessment of Infants at Risk

H.Common Issues for all Exceptional Children and Youth

I.Developmental Domains

i.Cognitive

ii.Communication/Language

iii.Social and Emotional

iv.Mental Health

v.Physical

iii.Families of Exceptional Children

A.Family Reactions to Exceptionality

i.Grief, Stress and Coping Strategies

ii.Impact of Exceptionality on Family Functions

B.Supporting Families

i.The Family Systems Approach

ii.Source of Information and Support

iii.Facilitate Children's Equitable Access to the Curriculum

C.Diverse Cultural Perspectives

iv.Developmental Screening and Assessments

A.Referral Process

B.Evaluation and Assessment

C.Individualized Goals and Objectives

D.Service Delivery Models

E.Community Resources

v.Definition and Effects of Specific Types of Exceptionalities

A.Mental Retardation

B.Learning Disabilities

C.Behavioral and Emotional Disorders

D.Communication Disorders

E.Deaf or Hard of Hearing

F.Visual Impairment(s)

G.Physical Disabilities and/or Health Impairments

H.Severe Disabilities

I.Gifted and Talented

vi.Career Options

A.Types of Careers Available

B.Training/Education Required

C.Working Conditions/Wages

D.Licensing and/or Permits Required



Methods of Instruction

Method

Activity

Integration

Students will participate in individual learning activities used to demonstrate student comprehension of historical and legislative foundations for civil rights and education services, professional roles and collaboration, locating community resources, and awareness of family/cultural issues and considerations.

DE Adaptations for MOI

Using accessible research and various websites provided in CMS, students will participate in learning activities to demonstrate comprehension of legislation related to children with special needs.

Method

Discussion

Integration

Students will participate in large and small group discussions regarding specific topics that relate to exceptional children and apply the material to working with children with exceptional needs and their families.

DE Adaptations for MOI

Large and small group discussion will be facilitated using accessible threads, blogs, wikis available on CMS. Discussion will focus on identifying community resources and finding research on qualifying conditions will be implemented.

Method

Lecture

Integration

Using audio-visual presentations (e.g., zoom presentation), the instructor will provide a discussion examining common characteristics associated with children's diverse special needs and individual conditions

DE Adaptations for MOI

Lecture will be accomplished using instructor prepared accessible web based lectures, links to audio-visual materials and links to the reference sites common to the field of child development available on CMS.

Method

Visiting Lecturers

Integration

Parents of exceptional children will be guest speakers discussing the joys and challenges of parenting a child with exceptionalities. In addition, there will be professional guest speakers discussing some of the career opportunities available to those interested in working with children with disabling conditions and special needs.

DE Adaptations for MOI

Visiting guest lectures will be accomplished using accessible webinar(s) or recorded lecture(s) of parents and professionals in the field. The accessible web based lectures will focus on current research and issues related to parenting a child with exceptionalities and be available on the CMS.

Methods of Evaluation

Method

Exams/Tests

Integration

Quizzes and/or exams will be composed of multiple-choice, short answer or essay questions. Quizzes will be used to evaluate the student's ability to comprehend the unique characteristics and needs of exceptional children and their families from birth through age twenty.

DE Adaptations for MOE

Quizzes and/or exams will be composed of multiple-choice, short answer or essay questions. Quizzes will be used to evaluate the student's ability to comprehend the unique characteristics and needs of exceptional children and their families from birth through age twenty. Exams will be administered through the course management system, and students will receive results immediately following their submission, in addition to feedback in the CMS comment area regarding short essays.

Method

Other

Integration

Interview. The Interview Paper will be composed of a written paper using the Interview paper prompts. The Interview Paper will be evaluated based on the student's ability to utilize information from text, and course materials to analyze the challenges families face when they have a child with disabilities and/or giftedness.

DE Adaptations for MOE

The Interview Paper will be composed of a written paper using the Interview guideline prompts. The Interview Paper will be evaluated based on the student's ability to utilize information from text, and course materials to analyze and identify the challenges families face when they have a child with disabilities and/or giftedness. The Interview paper will be posted and submitted through the course management system. Grading and feedback will be provided in the CMS areas as well.

Method

Papers

Integration

Papers will be evaluated based on the student's ability to incorporate information from the course materials. In the paper, students will identify the many challenges families with exceptional children face and analyze how their own lives could change if a child with moderate to severe disabilities were suddenly apart of their ecological system.

DE Adaptations for MOE

Papers will be evaluated using the CMS feedback area, and will be based on the student's ability to incorporate information from the course materials. In the paper, students will identify the many challenges families with exceptional children face and analyze how their own lives could change if a child with moderate to severe disabilities were suddenly apart of their ecological system.

Method

Research Projects

Integration

The Research Paper will be composed of written analyses of research regarding individuals with exceptional needs for families in the local community. The research paper will be evaluated based on the use of several appropriate academic sources, the written analyses of the literature using thesis statements with supporting and explanations. The paper will also be evaluated based on the clarity in which the issues pertaining to individuals with disabilities are summarized and outlined.

DE Adaptations for MOE

The research paper will be evaluated using the CMS grading area, and based on the use of appropriate academic sources. The paper will also be evaluated based on the clarity in which the issues pertaining to individuals with disabilities are summarized and outlined. The Research paper will be posted and submitted through the course management system.



Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Research and analyze the challenges families face raising exceptional children. You will complete a daily (24-hour) log analyzing how their lives could change if a child with moderate-to-severe disabilities were suddenly a part of their lives. You will write a three page paper demonstrating your understanding of the many challenges families with exceptional children face.

How assignment will be adapted in online format

Using the CMS to upload their documents, students will utilize online research and analyze the challenges families face raising exceptional children. The student will complete a daily (24-hour) log analyzing how their lives could change if a child with moderate-to-severe disabilities were suddenly a part of their lives. The student will write a three page paper and submit it via CMS to demonstrate their understanding of the many challenges families with exceptional children face. Students will receive feedback using the CMS grading and comment areas.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Interview a parent of a child with special needs and prepare paper summarizing this experience. Analyze how the presence of this child has impacted the family system, the roles of professionals involved with this child and family, as well as the hopes and fears that this parent has for his or her child.

How assignment will be adapted in online format

Using CMS accessible videos of interviews or a parent of their choice, summarize their experience in a 3-page paper by analyzing the challenges families face raising exceptional children. Pulled from the CMS site, complete a daily (24-hour) log analyzing how their lives could change if a child with moderate-to-severe disabilities were suddenly a part of their lives. Submit via the CMS, and will receive feedback in the grading areas.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Research a specific disability, preparing a two page analysis of this exceptionality, and then complete an oral presentation using this information to the class. You will be required to locate at least two web sites as reliable sources of information on the specific issue or disability. The written reports will be combined in your class resource notebook.



How assignment will be adapted in online format

Students will record their presentations in a video using CMS tools, present it in a group discussion forum, and provide feedback to one another in the CMS discussion areas. They will be evaluated using CMS grading feedback.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read "Disproportionate Representation of African American Students in Special Education: Acknowledging the Role of White Privilege and Racism", by Wana Blanchett, Educational Researcher Vol. 35, No. 6 (Aug. - Sep., 2006), pp. 24-28

How assignment will be adapted in online format

Provided online in modules - Read "Disproportionate Representation of African American Students in Special Education: Acknowledging the Role of White Privilege and Racism", by Wana Blanchett, Educational Researcher Vol. 35, No. 6 (Aug. - Sep., 2006), pp. 24-28

Course Materials**Textbooks**

Exceptional Children and Youth. Cengage, 5th Edition. Hunt, N. & Marshal K., 2020
ISBN: 978-1111833428

Class Size Information**Class Size**

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

Content has included concepts such as disproportionate identification of children who are BI-POC, focusing on advocacy such as people first language, inequities versus disabilities, and teacher bias. These topics are infused within the course readings as well as assignments and activities.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To better support diverse learners, we incorporated formative and summative active learning strategies and included in-class and out-of-class assignments that explored content material through the lens of equity and diversity. Content is provided in a variety of approaches, including written texts, images, and film, while scaffolding approaches to help them understand the critical reading and thinking process. In instruction, discussion forums and class activities encourage students to dialogue about their own childhood experiences that reflect challenges and inequities. The method of evaluation reflects different types of assessments that align with the revised course objectives and content.

Interactions

Explain how the course will incorporate student-to-student interaction.

The course will include a Q and A forum so that students can dialogue about the course, answer questions, and allow students to learn from one another. Discussion for sharing perspectives will be utilized for enhancing empathy and learning about others' experiences. A chat feature will be available to discuss disability resources so that students can share ideas for how to support children in need. A special interest groups to study special education concepts and dialogue on policies and advocacy news related to special education will be created for students to strengthen their advocacy skills which will strengthen their intervention skills in future careers.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will send a pre-course announcement letter to students so that they feel welcomed to the class and learn a little more about the objectives in this special education course. The instructor will personalize grade submission reminders via email or grade book. The instructor will provide timely feedback on the special education research project, learning journals, or other reflective activities focusing on teach bias and objectivity versus subjectivity when creating individualized education plans. The instructor will send course updates, fun facts, etc. through social media to help students get excited about the plethora of education resources that are available focusing on special education. The faculty will participate in discussion forums and respond to students' threads. The instructor will send frequent announcements to offer instruction and comfort. Online or telephone student hours and one-one-one mentoring for individual learners who desire extra support will be provided in order for them to understand critical content, such as laws and policies (e.g., IDEA, ADA compliances). The instructor will work with small groups of students assigned to help teach portions of the course (peer teaching).

Explain how the course will incorporate student-to-content interaction.

Module tutorials (using text, still images, audio, and/ or video) will be provided for students who have diverse modes of learning and will require students to take notes in their own way. Students will have review activities that are based on special education readings and content material that reflects the course objectives (e.g., answering open-ended questions) in an assignment. Module readings will be assigned with follow-up activities and relevant quizzes to ensure an understanding of the content.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Opportunities for reflections on children's disabilities and special education, Individualized Education Plans (IEPs), and other material will be incorporated. Students will provide summaries of experience throughout the course to ensure that the material makes a connection to their real-world experiences.

Key: 779