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## **BACHELOR OF SPECIAL NEEDS EDUCATION with Specialization in Early Childhood Education**

### **Program Description**

The Bachelor of Special Needs Education (BSNEd) with Specialization in Early Childhood Education is an undergraduate degree program which specializes in special needs education. The program prepares teachers who will instruct and manage students with additional needs in inclusive and segregated educational settings. Its graduates will be equipped to teach the basic education curriculum and alternate curricula depending on the needs of the students.

### **Program Educational Objectives:**

Within three to five years after obtaining a bachelor's degree in Special Needs Education graduates are expected to:

1. Demonstrate mastery of content and research- based knowledge and its application within and across curriculum areas along with a sound and critical understanding of the application of theories and principles of teaching and learning and the ability to translate curriculum content into relevant learning activities.
2. Display proficiency in Mother Tongue, Filipino and English in the teaching and learning process and needed skills in the use of communication strategies, teaching strategies, assessment tools and strategies, and ICT to promote high quality learning outcomes.
3. Establish learning environments that are safe, secure, fair, and supportive to engage learners in meaningful activities, and responsive to learner diversity.
4. Manifest life-long commitment to improve practice through active participation in professional networks, engagement in research and extension, and postgraduate studies.
5. Uphold professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, colleagues, superiors, and the wider community as well as manifest understanding and application of the Lasallian principles of education in their practice.

### **Program Outcomes**

By the time of graduation, the students of the program shall have develop the ability to:

1. Display skills and abilities to be a reflective and research-oriented life-long learner capable of articulating and synthesizing new knowledge in the specific field of practice
  2. Articulate thoughts and ideas effectively and responsibly, in English and in Filipino, in both spoken and written modes, for various purposes and audiences
  3. Work effectively and collaboratively with colleagues in a multicultural environment by maintaining respect of individual differences to sustain a Christian working relationship, realizing the Lasallian mission
  4. Act in recognition of professional, social, and ethical responsibility in a Lasallian way, through establishing smooth interpersonal relationships with others by taking responsibility and accountability for actions, a positive attitude towards learning, and the concern for the preservation and protection of the environment
  5. Engage collaboratively to preserve and promote Filipino historical and cultural heritage and to respect cultural diversity to contribute in the transformation of the community's situa-tion for the better
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6. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological, political, and Lasallian context in order to gain deeper understanding and wider perspectives of educational issues that have implications to students, society, environment, and Church
  7. Facilitate learning using a wide range of teaching methodologies including the responsible use of ICT in various delivery modes appropriate to specific learners and their environment
  8. Manifest mastery of subject matter/discipline and continued discovery of new knowledge by applying appropriate and relevant multidisciplinary approaches to problem solving tasks through technology and innovative methods
  9. Develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners done through investigative skills alongside self-reflection
  10. Apply innovative skills in the development and utilization of ICT to promote quality, relevant, and sustainable Christian educational practices significant to the society
  11. Demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes for the improvement of teaching-learning activities
  12. Apply provisions of the Code of Ethics for Teachers vis-à-vis Lasallian Guiding Principles to come up with educationally sound decisions and solutions that benefit the self, community, country and world
  13. Pursue Continuing Professional Education (CPE) and deepen personal development to enrich the profession and make it useful to the church and society
  14. Provide respectful and meaningful learning experiences through communicating effectively in different settings, and channels issues and concern in a Christian way that engages in collaborative opportunities for students with additional needs and their families
  15. Engages in a continued discovery, synthesis, and evaluation of new knowledge, to respond effectively to educational needs of students with exceptionalities
  16. Create safe, inclusive, culturally responsive learning environments for students with additional needs through careful analysis of situations and well-discerned decisions with respect to diversity of learners to instill Lasallian values in the community
  17. Use knowledge of general and specialized curricula to individualize learning for students with additional needs through the application of multidisciplinary approaches to solving problems, thus making complex choices and decisions anchored on Christian perspectives and Gospel values
  18. Use evidence-based instructional strategies to maximize learning opportunities for students with additional needs through multidisciplinary approaches problems and to continue the discovery of new knowledge and evaluating it from a variety of sources as part of the Lasallian mission
  19. Use multiple methods of assessment and data-sources with the help of multidisciplinary approaches to tasks to make sound educational decisions anchored on Christian values, for students with additional needs
  20. Demonstrate reflective thinking and professional self-direction by taking responsibility and accountability for actions, articulates thoughts and ideas that are rooted in Christian values, and maintaining a positive attitude towards learning
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**SUMMARY OF REQUIRED COURSES IN SPECIAL NEEDS EDUCATION WITH  
SPECIALIZATION IN EARLY CHILDHOOD EDUCATION**

	<b>No. of Courses</b>	<b>Unit Equivalent</b>	<b>Total Units</b>
<b>General Education</b>			
<b>Courses</b>			
<b>Core Courses</b>			
Understanding the Self	1	3	
Readings in Philippine History	1	3	
The Contemporary World	1	3	
Mathematics in the Modern World	1	3	
Purposive Communication	1	3	
Art Appreciation	1	3	
Science, Technology, and Society	1	3	
Ethics	1	3	24
<b>Elective Courses</b>			
Religions, Religious Experiences and Spirituality	1	3	3
<b>Mandated Courses</b>			
Life and Works of Rizal	1	3	
Physical Education	4	8	
National Service Training Program	2	6	17
<b>Institutional Courses</b>			
Religious Studies	2	6	
Group Guidance	1	1.5	
Public Speaking in the Discipline	1	3	
Logic	1	3	13.5
<b>Professional Education Courses</b>			
Foundation/Theories and Concepts			
The Child and Adolescent Learners and Learning Principles	1	3	
The Teaching Profession	1	3	
The Teacher and the Community, School Culture & Organizational Leadership	1	3	
Foundation of Special and Inclusive Education	1	3	12
<b>Pedagogical Content Knowledge</b>			
Facilitating Learner-Centered Teaching and Learning	1	3	
Assessment in Learning 1	1	3	
Assessment in Learning 2	1	3	
Technology for Teaching and Learning 1	1	3	
The Teacher and the School Curriculum	1	3	
Building and Enhancing New Literacies Across the Curriculum	1	3	18
Experiential Learning			
Field Study 1 (Observations Teaching-Learning in Actual School Environment)	1	3	
Field Study 2 (Participation and Teaching Assistantship)	1	3	
Teaching Internship	1	6	12
<b>LET Preparatory Courses</b>			
Intensive LET Preparatory Course 1 (General Education & Professional Education Courses)	1	3	
Intensive LET Preparatory Course 2 (Specialization)	1	3	6
<b>Major Courses</b>			
Learners with Developmental Disabilities	1	3	
Learners with Sensory and Physical Disabilities	1	3	
Learners with Emotional, behavioral, Language and Communication Disabilities	1	3	
Gifted and Talented Learners	1	3	

Curriculum and Pedagogy in Inclusive Education	1	3	
Educational Assessment of Students with Additional Needs	1	3	
Behavior Management and Modification	1	3	
Adapted Physical Education and Recreation, Music and Health	1	3	
Instructional Adaptations in Language and Literacy	1	3	
Instructional Adaptations in Mathematics and Science Instruction	1	3	
Instructional Adaptations for Teaching the Content Areas (Social Sciences, Humanities)	1	3	
Development of Individualized Education Plans	1	3	
Early Childhood Inclusive Education	1	3	
Research in Special Needs and Inclusive Education	1	3	42
<b>Specialization Courses</b>			
Foundations of Early Childhood Education	1	3	
Play and Developmentally Appropriate Practices in Early Childhood Education	1	3	
Creative Arts, Music, and Movements in Early Childhood Education	1	3	
Numeracy Development	1	3	
Literacy Development	1	3	
Social Studies in Early Childhood Education	1	3	
Utilization of Instructional Technology in Early Childhood Education	1	3	
Science in Early Childhood Education	1	3	24
<b>Total Units</b>			<b>177.5</b>

**BACHELOR OF SPECIAL NEEDS EDUCATION**  
**with Specialization in Early Childhood Education**

**FIRST YEAR**  
**First Semester**

		<b>Lec</b>	<b># of</b>	<b>Lab</b>	<b># of</b>	<b>Total</b>	<b>Total</b>
		<b>Units</b>	<b>hrs/wk</b>	<b>Units</b>	<b>hrs/wk</b>	<b>Units</b>	<b>Assessed</b>
						<b>Units</b>	<b>Units</b>
ARTAP	Art Appreciation	3	3	0	0	3	3
EDCN101	The Child and Adolescent Learner and Learning Principles	3	3	0	0	3	3
EDCN102	Facilitating Learner-Centered	3	3	0	0	3	3
IRS1	Lasallian Sprituality	3	3	0	0	3	3
NSTP1	National Service Training	3	3	0	0	3	3
PCOM	Purposive Communication	3	3	0	0	3	3
PED1	Physical Education 1 (Wellness and Fitness)	2	2	0	0	2	2
RHIST	Readings in Philippine History	3	3	0	0	3	3
USELF	Understanding the Self	3	3	0	0	3	3
	<b>Total</b>	<b>26</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>26</b>

**Second Semester**

		<b>Lec</b>	<b># of</b>	<b>Lab</b>	<b># of</b>	<b>Total</b>	<b>Total</b>
		<b>Units</b>	<b>hrs/wk</b>	<b>Units</b>	<b>hrs/wk</b>	<b>Units</b>	<b>Assessed</b>
						<b>Units</b>	<b>Units</b>
EDCN103	The Teaching Profession	3	3	0	0	3	3
EDCN104	Technology for Teaching and Learning 1	3	3	3	0	0	3 3
IGG	Group Guidance	1.5	1.5	0	0	1.5	1.5
IRS2	Lasallian Formation on Christian Morality	3	3	0	0	3	3
MATHMW	Mathematics in the Modern World	3	3	0	0	0	3 3
NSTP2	National Service Training Program 2	3	3	3	0	0	3 3
PED2	Physical Education 2 (Team Sports and Rhythmic Activities)	2	2	2	0	0	2 2
RIZAL	Life and Works of Rizal	3	3	0	0	3	3
STS	Science, Technology, and Society	3	3	0	0	3	3
	<b>Total</b>	<b>24.5</b>	<b>24.5</b>	<b>0</b>	<b>0</b>	<b>24.5</b>	<b>24.5</b>

**SECOND YEAR**  
**First Semester**

		<b>Lec</b>	<b># of</b>	<b>Lab</b>	<b># of</b>	<b>Total</b>	<b>Total</b>
		<b>Units</b>	<b>hrs/wk</b>	<b>Units</b>	<b>hrs/wk</b>	<b>Units</b>	<b>Assessed</b>
						<b>Units</b>	<b>Units</b>
EDCN105	Assessment in Learning 1	3	3	0	0	3	3
EDCN106	The Teacher and the School Curriculum	3	3	0	0	3	3
PED3	Physical Education 3 (Swimming and Recreation)	2	2	0	0	2	2
PSPEAK	Public Speaking in the Disciplines	3	3	0	0	3	3
SNED201	Learners with Developmental Disabilities	3	3	0	0	3	3
SNED202	Learners with Sensory and Physical	3	3	0	0	3	3
SNED203	Learners with Emotional, Behavioral, Language, and Communication	3	3	0	0	3	3
SNED204	Gifted and Talented Learners	3	3	0	0	3	3
	<b>Total</b>	<b>23</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>23</b>

## Second Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
CWRLD	The Contemporary World	3	3	0	0	3	3
EDCN107	Assessment in Learning 2	3	3	0	0	3	3
EDCN108	The Teacher and the Community, School Culture & Organizational Leadership	3	3	0	0	3	3
ETHICS	Ethics	3	3	0	0	3	3
IRS3E	Religions, Religious Experiences Spirituality	3	3	0	0	3	3
LOGIC	Logic	3	3	0	0	3	3
PED4	Physical Education 4 (Individual and Dual Sports)	2	2	0	0	2	2
SNED205	Curriculum and Pedagogy in Education	3	3	0	0	3	3
SNED206	Educational Assessment of with Additional Needs	3	3	0	0	3	3
	<b>Total</b>	<b>26</b>	<b>26</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>26</b>

## THIRD YEAR

### First Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
EDCN109	Foundation of Special and Education	3	3	0	0	3	3
EDCN110	Building and Enhancing New Literacies Across the Curriculum	3	3	0	0	3	3
SNED207	Behavior Management and	3	3	0	0	3	3
SNED208	Adapted Physical Education and Recreation, Music and Health	3	3	0	0	3	3
SNED209	Instructional Adaptations in and Literacy Instruction	3	3	0	0	3	3
SNED210	Instructional Adaptations in Mathematics and Science	3	3	0	0	3	3
SNED211	Instructional Adaptations for Teaching Content Areas (Social Sciences, Humanities)	3	3	0	0	3	3
SNED212	Development of Individualized Education Plans	3	3	0	0	3	3
SNED213	Early Childhood Inclusive	3	3	0	0	3	3
	<b>Total</b>	<b>27</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>27</b>	<b>27</b>

### Second Semester

		Lec Units	# of hrs/wk	Lab Units	# of hrs/wk	Total Credit Units	Total Assessed Units
ECED203	Foundations of Early Childhood Education	3	3	0	0	3	3
ECED204	Play and Developmentally Practices in ECE	3	3	0	0	3	3
ECED205	Creative arts, Music and in ECE	3	3	0	0	3	3
ECED206	Numeracy Development	3	3	0	0	3	3
ECED210	Literacy Development	3	3	0	0	3	3
ECED211	Social Studies in ECE	3	3	0	0	3	3
ECED212	Utilization of Instructional in ECE	3	3	0	0	3	3
ECED213	Science in ECE	3	3	0	0	3	3
SNED214	Research in Special Needs and Inclusive Education	3	3	0	0	3	3
	<b>Total</b>	<b>27</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>27</b>	<b>27</b>

**FOURTH YEAR  
First Semester**

		<b>Lec Units</b>	<b># of hrs/wk</b>	<b>Lab Units</b>	<b># of hrs/wk</b>	<b>Total Units</b>	<b>Total Credit Assessed Units</b>
EDCN111	Field Study 1 (Observations Teaching-Learning in Actual Environment)	3	3	0	0	3	3
EDCN112	Field Study 2 (Participation and Teaching Assistantship)	3	3	0	0	3	3
EDCN114	Intensive LET Preparatory (General Education & Education Courses)	3	14	0	0	3	3
	<b>Total</b>	<b>9</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>9</b>

**Second Semester**

		<b>Lec Units</b>	<b># of hrs/wk</b>	<b>Lab Units</b>	<b># of hrs/wk</b>	<b>Total Units</b>	<b>Total Credit Assessed Units</b>
EDCN113	Teaching Internship	6	30	0	0	6	6
EDCN115	Intensive LET Preparatory Course 2 (Specialization)	3	7	0	0	3	3
	<b>Total</b>	<b>9</b>	<b>37</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>9</b>

**MAJOR COURSE DESCRIPTIONS**  
**Bachelor of Special Needs Education**  
**with Specialization in Early Childhood Education**

**SNED201** **3 units**  
**LEARNERS WITH**  
**DEVELOPMENTAL**

**DISABILITIES**

The course deals with the definition, categories, identification, learning characteristics of learners with developmental disabilities. Curricular priorities, educational placement and strategies for teaching learners with developmental disabilities will also be discussed.

Future special education teachers will develop their communication skills through topic presentations of assigned tasks, collaborative learning group discussions and other learning activities. Students will promote social awareness on these disabilities through observation and writing of a narrative report, collaboration with teachers and parents/ caregivers, campaign, and/or case/research study presentations. Students will also be exposed to a teaching demonstration to learners with developmental disabilities as an application/output of the course.

**SNED202** **3 units**  
**LEARNERS WITH SENSORY AND**  
**PHYSICAL DISABILITIES**

The course deals with the definition, categories, identification, learning characteristics of learners with sensory and physical disabilities. Curricular priorities, educational placement and strategies for teaching learners with sensory and physical disabilities will also be discussed. Topic presentations will be assigned, as well as collaborative learning group discussions and other learning activities will take place.

Students will promote social awareness on through observation of these learners, collaboration with teachers and parents/caregivers, and/or case/ research study presentations. Students will also be exposed to hands-on teaching of learners with sensory and physical disabilities as an application/ output of the course. The students will create activity sheets, as well as design and implement learning modules for these learners.

**SNED203** **3 units**  
**LEARNERS WITH**  
**EMOTIONAL,**  
**BEHAVIORAL, LANGUAGE, AND**  
**COMMUNICATION DISABILITIES**

The course deals with the definition, categories, identification, learning characteristics of learners with emotional,

behavioral, language, and communication disabilities. Curricular priorities, educational placement and strategies for teaching learners with emotional, behavioral, language, and communication disabilities will also be discussed.

Future special education teachers will develop their communication skills through topic presentations, collaborative learning group discussions and other learning activities. Students



will promote social awareness on these disabilities through observation, collaboration with teachers and parents/caregivers, campaign, and/or case/research study presentations. Students will also be exposed to teach and reach out to learners with emotional, behavioral, language, and communication disabilities as an application/output of the course. It is specifically designed to produce Special Education teachers who are proficient in communication skills as well as analytical and ethical decision makers.

**SNED204** **3**  
**units**  
**GIFTED AND TALENTED**  
**LEARNERS**

The course deals with the definition, categories, identification, learning characteristics of gifted and talented learners. Curricular priorities, educational placement and strategies for teaching the gifted and talented learners will also be discussed. Future special education teachers will develop their communication skills through topic presentations assigned, collaborative learning group discussions and other learning activities.

Students will promote social awareness on these disabilities through observation, collaboration with teachers and parents/caregivers, campaign, and/or case/research study presentations. Students will also be exposed to designing lesson plan gifted and talented learners and to perform a teaching demonstration as an application/output of the course. As part of their final output, the students will create a compilation of teaching strategies and the use of instructional materials and activities intended for gifted and talented learners.

**SNED205** **3 units**  
**CURRICULUM AND PEDAGOGY IN**  
**INCLUSIVE EDUCATION**

The course covers general/regular basic education curriculum and general teaching and classroom management strategies to address diversity in the classroom. The students will be interviewing administrators and teachers of different special education and general education schools catering to children with special needs to learn about their curriculum which would include aims, goals and objectives, content, learning activities, and evaluation.

This activity will also train them to communicate effectively thus bringing out the best result from the interview. The

students will also be given different case scenario of students in an inclusive setting and they will provide action plans on proper classroom management for each case. Students will also be exposed to designing lesson plan gifted and talented learners and to perform a teaching demonstration as an application/output of the course.

Prerequisite:  
EDCN109

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**SNED206** **3 units**  
**EDUCATIONAL ASSESSMENT OF**  
**STUDENTS WITH ADDITIONAL NEEDS**

The course contains formal and informal assessment tools and procedures for assessing the educational needs of learners; utilization of assessment results to inform educational programming. This course allows the students to develop their critical thinking in choosing the appropriate child observation tool that can be used for children with special needs. It encourages students to be reflective lifelong learners who translate observation techniques learned to the actual educational setting to serve children with special needs. The students will create developmental checklists, observe children in SpEd schools, interview teachers and the family, interpret observation results, and make recommendations for the child. They will also observe using anecdotal recording. They have to come up with an objective anecdotal observation, interpretation and recommendation. They will be required to do a case study that requires in depth information of the child with special needs and his/her family.

This course aims to produce special education teachers who are socially responsible, critical thinkers, and effective communicators and users of assessment results of children with special. Prerequisite: EDCN109

**SNED207** **3 units**  
**BEHAVIOR MANAGEMENT AND**  
**MODIFICATION**

The course deals with positive behavior support for learners with additional needs. The students will be introduced to different behavioral management strategies and modification techniques, and design behavior intervention plans for challenging behaviors inside the classroom.

Students develop critical and ethical problem-solving skills and effective communication skills necessary in a variety of educational situations through a case study with the help of the collaboration with teachers, parents, and caregivers.

Prerequisite: SNED205,  
SNED206

**SNED208** **3 units**  
**ADAPTED PHYSICAL EDUCATION**  
**AND RECREATION, MUSIC AND**  
**HEALTH**

The course deals with adapted physical education, movement, art, music, and health/safety education for learners with additional needs. Students are trained how to create dance, drama, art, and music projects that they can teach to children in SpEd schools.

These projects allow the students to be

creative thinkers and give them a chance to reach out to children with special needs and properly intervene in cases that need their expertise. Being involved in Paralympics and Special Olympics will give the students awareness and skill to play effectively with children with special needs and developing them the patience and dedication in their chosen field. Working with other professionals involved in the games/sports will develop their interpersonal and collaborative skills. Prerequisite: SNED205, SNED206

**SNED209** **3 units**  
**INSTRUCTIONAL ADAPTATIONS IN LANGUAGE AND LITERACY INSTRUCTION** The course deals with K-12 general/regular basic education curriculum in language and literacy and adaption for students with additional needs.

The students will be interviewing administrators and teachers of different SpEd schools catering to children with special needs to learn about their curriculum which would include aims, goals and objectives content learning activities and evaluation. This activity will also train them to communicate effectively thus bringing out the best result from the interview. Immersion in the actual site will challenge the students to reflect on the education afforded to children with special needs in the public and private schools. To analytically plan each instructional material for language and literacy instruction, the prerequisites skills, activities, objectives, procedures, and modifications will be considered. Their knowledge will be evaluated through a showcase of instructional materials which are originally made and/or creatively modified. These instructional materials will be orally presented in front of a panel and will be donated to Brgy. Villamonte SpEd Learning Center.

Prerequisite: SNED205, SNED206

**SNED210** **3 units**  
**INSTRUCTIONAL ADAPTATIONS IN MATHEMATICS AND SCIENCE INSTRUCTION** The course deals with K-12 general/regular basic education curriculum in mathematics and science and adaption for students with additional needs.

The students will be interviewing administrators and teachers of different SpEd schools catering to children with special needs to learn about their curriculum which would include aims, goals and objectives content learning activities and evaluation. This activity will also train them to communicate effectively thus bringing out the best result from the interview. Immersion in the actual site will challenge the students to reflect on the education afforded to children with special needs in the public and private schools. To analytically plan each instructional material for mathematics and science instruction, the prerequisites skills, activities, objectives, procedures, and modifications will be considered. Their knowledge will be evaluated through a showcase of instructional materials which are originally made and/or creatively modified. These instructional materials will be orally presented in front of a panel and will be donated to Brgy. Villamonte SpEd Learning Center.

Prerequisite: SNED 205, SNED 206

**SNED211** **3 units**  
**INSTRUCTIONAL ADATATIONS FOR TEACHING THE CONTENT AREAS (SOCAIL SCIENCES, HUMANITIES)**

The course deals with K-12 general/regular basic education curriculum in the social sciences and humanities, and adaption for students with additional needs.

The students will be interviewing administrators and teachers of different SpEd schools catering to children with special needs to learn about their curriculum which would include aims, goals and objectives content learning activities and evaluation. This activity will also train them to communicate effectively thus bringing out the best result from the interview. Immersion in the actual site will challenge the students to reflect on the education afforded to children with special needs in the public and private schools. To analytically plan each instructional material for the social sciences and humanities instruction, the prerequisites skills, activities, objectives, procedures, and modifications will be considered. Their knowledge will be evaluated through a showcase of instructional materials which are originally made and/or creatively modified. These instructional materials will be orally presented in front of a panel and will be donated to Brgy. Villamonte SpEd Learning Center.

Prerequisite: SNED205,  
SNED206

**SNED212** **3 units**  
**DEVELOPMENT OF INDIVIDUALIZE**  
**EDUCATION PLANS**

This course deals with developing individualized education programs, individualized family service plans, behavior intervention plans, and individualized transition programs based on assessment results, and to analytically interpret the present level of performance (PLOP) objectively and to compose desired goals and benchmark that are Specific, Measurable, Attainable, Realistic and Time bound, as the most significant parts of the IEP. It also includes the study of different special education services, related services and supplementary services that are structured to provide the different needs of special children. The students' knowledge can be tested through designing a skeletal framework that has detailed contents of the IEP, and the students from Brgy. Villamonte SpEd Learning Center will serve as their subject clients.

This course aims to produce Special education teachers who are socially responsible, critical thinkers, and effective communicators and users of assessment results of children with special needs.

Prerequisites: SNED205, SNED206

**SNED213** **3 units**  
**EARLY CHILDHOOD INCLUSIVE**  
**EDUCATION**

This course deals with addressing educational needs of special learners from ages 0 to 9 years old with emphasis on early intervention and home-school partnership. Emphasis is on the

**SNED214** **3 units**  
**RESEARCH IN SPECIAL AND**  
**INCLUSIVE EDUCATION**

This course focuses on the conduct of an action research on learners with additional needs.

Students are required to come up with an action research that will answer and give solutions to problems faced by general education and special education teachers, school administrators, and family members of learners in an inclusive setting.

collaboration of the general education preschool teachers with special education teachers to accommodate diverse learners in the preschool classroom.

The challenges of the regular preschool teachers in the inclusive setting will be identified by conducting observations and interviews, which will require students to design an information guide or program to help the general education preschool teachers cope in the inclusive classroom setting. Prerequisites: SNED205, SNED206