



## Basic Course Information

Semester:	<b>Spring 2021</b>	Instructor Name:	<b>Yvonne Salgado</b>
Course Title & #:	<b>CDEV 241 Curriculum and Strategies for Children with Special Needs</b>	Email:	<b>yvonne.salgado@imperial.edu</b>
CRN #:	<b>21682</b>	Webpage (optional):	
Classroom:	<b>Online-Zoom</b>	Office #:	
Class Dates:	<b>2/18 to 6/10</b>	Office Hours:	<b>E-mail or text me to set up a Zoom appointment</b>
Class Days:	<b>Thursday</b>	Office Phone #:	<b>760-235-8431</b>
Class Times:	<b>6:00-9:10</b>	Emergency Contact:	<b>CFCS Secretary: 760-355-6232</b>
Units:	<b>3 Units</b>	Class Format:	<b>Zoom Online</b>

## Course Description

This course covers curriculum and intervention strategies for working with children with special needs in partnership with their families. Focuses on the use of observation and assessment in meeting the individualized needs of children in inclusive and natural environments. Includes the role of teacher as a professional working with families, collaboration with interdisciplinary teams, and cultural competence. (CSU)

## Course Prerequisite(s) and/or Corequisite(s)

CDEV 240 with a grade of "C" or better.

## Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Evaluate program, educational and professional policies, based on special education laws and evidence-based practices. (ILO2, ILO4)
2. Design and implement curriculum strategies based on children's individualized needs, abilities, and interests in inclusive and natural environments. (ILO2, ILO4)
3. Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists. (ILO1, ILO3, ILO4, ILO5)

## Course Objectives

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

1. Explain current special education laws and their impact on early childhood practice.
2. Describe strategies that support the central role of families and their collaborative partnerships with team members and community professionals.
3. Demonstrate knowledge of reflective practice, cultural responsiveness, confidentiality, and professional practices when working with colleagues, children, and families.
4. Practice various formal and informal observation and assessment procedures used to guide identification and intervention decisions.
5. Identify and design curriculum, environment and natural learning opportunities to meet individualized needs, interests, outcomes, and goals of young children and families.
6. Design modifications and accommodations based on observation, evidence-based practices, and legal requirements to support children's development.

## Textbooks & Other Resources or Links

Allen, K. E., & Cowdery G. E. (2015). *The Exceptional Child: Inclusion in Early Childhood Education* 8<sup>th</sup> ed. Stamford, CT: Cengage Learning. ISBN: 978-1-285-43237-3

[Video Library | Desired Results Access Project \(draccess.org\)](#)

CAPTAIN AFFIRM ASD Learning Modules [www.captain.ca.gov](http://www.captain.ca.gov)

## Course Requirements and Instructional Methods

Grades will be based upon class participation, attendance and completion of assignments, pop quizzes, quizzes, and tests throughout the semester. All material presented in the text, study guide, videos, and handouts will be part of the evaluation process.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

## What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>



2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

**Guidelines for using parking WIFI:**

- Park in every other space (empty space between vehicles)
  - Must have facemask available
  - For best reception park near buildings
  - Only park at marked student spaces
  - Only owners of a valid disabled placard may use disabled parking spaces
  - Only members of the same household in each vehicle
  - Occupants MUST remain in vehicles
  - Restrooms and other on-campus services not available
  - College campus safety will monitor the parking lot
  - Student code of conduct and all other parking guidelines are in effect
  - Please do not leave any trash behind
  - No parking permit required
- If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

**Course Grading Based on Course Objectives**

Course Assignments	Points
Discussions 10 @ 2 points	20
AFFIRM Module (2@25)	50
Observation and Assessment 1 Infant Toddler Language	15
Observation and Assessment 2 Domain Infant Toddler	15
Observation and Assessment 3 Preschool Language	15
Observation and Assessment 4 Domain Preschool Social	15
Lesson Plan Assignment	50
Social Story	25
Visual Support	15
Portfolio	50



Quizzes 15@2	30
Mid-term/Final 2 @ 50 points each	100
Total	400
Grade Breakdown:	
A=100%-90% (400-360)	
B=89%-80% (359-320)	
C=79%-70% (319-280)	
D=69%-60% (279-240)	
F= 59% and below 239 and below	

Discussion points include weekly discussion activities. **If you do not respond to the weekly discussion question, you will not receive your discussion points for that week.**

All assignments should be typed and submitted on-line through Canvas

No assignments or projects will be accepted late. They are due on the date assigned. Every student has the same chance to prepare for quizzes and tests. If you miss a test and have extra time to study, it is unfair to those students who took the test on time. In order to make up a test, quiz or assignment you must show proof for the absence (doctor's note, hospitalization paperwork, etc.) and it must be approved by the instructor. Regardless of the reason for a missed test, all missed quizzes and tests must be made up within a week of when your class took that test. Make-ups are to be scheduled with me in advance. Please make sure you are here when tests are scheduled. If you are not here for a scheduled test, you will receive no points for the test. A missed assignment or test is considered an "F" and no points will be given. Plan your schedule to allow for ample study time so you will be prepared. There is no penalty for taking a quiz or test before the scheduled time.

### Course Policies

- A student who fails to attend the first week of class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
  - Student submission of an exam
  - Student participation in an instructor-led Zoom conference
  - Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
    - A posting by the student showing the student's participation in an assignment created by the instructor
    - A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
    - An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.
- Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

## Classroom Etiquette

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- **Children in the classroom:** Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

### **How do I act differently if I have an on-ground class during COVID?**

#### **1.DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**

- Even if your symptoms are mild, stay home.
- Email your instructor to explain why you are missing class.
- If you are sick with COVID-19 or think you might have COVID-19, provides CDC guidance.
- If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
- If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.

#### **2.ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**

- All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).

#### **3.BRING A MASK TO CLASS (and always wear it).**

- Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.

#### 4.GO DIRECTLY TO YOUR CLASSROOM.

a.The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through [www.imperial.edu](http://www.imperial.edu).

#### 5.WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).

a.Your classroom is equipped with cleaning supplies. Use them as needed.

#### 6.BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).

a.The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.

#### 7.BRING YOUR OWN FOOD AND DRINKS.

a.There is no food service currently offered on campus.

### Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

#### **How am I expected to act in an online “classroom” (especially Zoom)?**

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

##### 1)Be RESPECTFUL

a.Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

##### 2)Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)

a.People walking around and pets barking can be a distraction.

##### 3)EAT AT A DIFFERENT TIME.

a.Crunching food or chugging drinks is distracting for others.

b.Synchronous zoom times are set in advance so reserve meals for outside class meetings.

##### 4)ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU

a.It is hard to see you in dim lighting so find a location with light.

b.If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

##### 5)POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING

a.If you are using the camera, show your face; it helps others see your non-verbal cues.

b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION

a. Catch up on other emails or other work later.

b. If you are Zooming, silence your phone and put it away.

c. If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise MUTE your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

a. Follow your instructor's directions about using the "raise hand" icon or chat function to be recognized and to speak, but make sure you have unmuted your device.

b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.

b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

## Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test

information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

How do I show academic honesty and integrity in an online “classroom”?

**KEEP YOUR PASSWORDS CONFIDENTIAL.**

You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.

**COMPLETE YOUR OWN COURSEWORK.**

When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

Copying from others on a quiz, test, examination, or assignment;

Allowing someone else to copy your answers on a quiz, test, exam, or assignment;

Having someone else take an exam or quiz for you;

Conferring with others during a test or quiz (if the instructor didn’t explicitly say it was a group project, then he/she expects you to do the work without conferring with others);

Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;

Excessive revising or editing by others that substantially alters your final work;

Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);

Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

## **IVC Student Resources**

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. When campus is open, The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.



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## Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6128, or when campus reopens, visit Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or when campus reopens, in the building 1536 for appointments or more information.

## Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

## Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

## Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.



## Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 February 18	Zoom Class Syllabus & Introduction Chapter 1 An Inclusive Approach to Early Education Module	Pages 3-27
Week 2 February 25	Chapter 2 Federal Legislation Module	No Zoom Pages 29-53 <b>Discussion 1 Due Feb 27th</b>
Week 3 March 4	Zoom Class Chapter 3 Inclusive Programs for Young Children Module	Pages 55-77 Explain CAPTAIN Modules <b>Discussion 2 Due Mar 6th</b>
Week 4 March 11	Quiz 1 (Chapter 1-3)	No Zoom <b>Discussion 3 Due Mar 13th</b> <b>Quiz 1 (Chapter 1-3)</b>
Week 5 March 18	Zoom Class Chapter 9 Partnership with Families Module	Pages 215-243 Practice and Explain Observation and Assessment Assignment <b>Discussion 4 Due Mar 20th</b>
Week 6 March 25	Chapter 10 Assessment and the IFSP/IEP Process and Chapter 19 Planning Transitions to Support Inclusion Module	Pages 245-279 Pages 503-529 <b>Discussion 5 Due Mar 27th</b> <b>CAPTAIN Modules Due</b>
Week 7 April 1	Chapter 4 Normal and Exceptional Development Module	Pages 79-95 <b>Discussion 6 Due Apr 3rd</b> <b>Observation and Assessment 1 Due</b>
Week 8 April 8	Spring Break	
Week 9 April 15	Mid-Term	No Zoom Chapters 1, 2, 3, 4, 9, 10, and 19
Week 10 April 22	Zoom Class Chapter 13 Arranging the Learning Environment	Pages 329-359 <b>Discussion 7 Due Apr 24th</b> <b>Observation and Assessment 2 Due</b>
Week 11 April 29	Zoom Class Chapter 14 Facilitating Self-Care, Adaptive, and Independence Skills	Pages 361-381 <b>Discussion 7 Due May 1</b> <b>Observation and Assessment 3 Due</b>
Week 12 May 6	Zoom Class Chapter 16 Facilitating Speech, Language, and Communication Skills	Pages 413-439 Explain Lesson Plan <b>Discussion 8 Due May 8th</b> <b>Observation and Assessment 4 Due</b>
Week 13	Zoom Class	Pages 383-411



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<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
May 13	Chapter 15 Facilitating Social Development and Chapter 18 Managing Challenging Behaviors Module	Pages 473-501 Explain Social Story and Visual Assignment <b>Quiz 3 chapters 13,14, and 16</b>
Week 14 May 20	Zoom Class Chapter 12 The Developmental-Behavioral Approach	Pages 305-327 Explain Video Presentation Assignment <b>Discussion 9 Due May 22nd</b> <b>Lesson Plan Due</b>
Week 15 May 27	Zoom Class Chapter 17 Facilitating Pre-Academic and Cognitive Learning	Pages 441-471 <b>Discussion 10 Due May 29th</b> <b>Social Story and Visual Assignment Due</b>
Week 16 June 3	Chapter 11 Characteristics of Effective Teachers in Inclusive Programs	<b>Video Presentation Binder Assignment Due</b>
Week 17 June 10	Final	<b>Final</b>

**\*\*\*Subject to change without prior notice\*\*\***