IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	**Spring 2025**	Instructor Name:	**Yvonne Salgado**
Course Title & #:	**CDEV 241 Curriculum and Strategies for Children with Special Needs**	Email:	**Yvonne.salgado@imperial.edu**
CRN #:	**21199**	Webpage (optional):	
Classroom:	**205**	Office #:	
Class Dates:	**2/13-6/5**	Office Hours:	
Class Days:	**Thursdays**	Office Phone #:	**760-235-8431**
Class Times:	**6:00pm-9:10pm**	Emergency Contact:	**CFCS Secretary: 760-355-6232**
Units:	**3**	Class Format/Modality:	**In-Person Face-to-Face**

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.

Updated 11/2024

Textbooks & Other Resources or Links

Allen, K. E., & Cowdery G. E. (2015). The Exceptional Child: Inclusion in Early Childhood Education 8 th ed. Stamford, CT: Cengage Learning. ISBN: 978-1-285-43237-3
Video Library | Desired Results Access Project (draccess.org)
CAPTAIN AFFIRM ASD Learning Modules CAPTAIN AFFIRM
Modules Teaching Pyramid Practices Home | Teaching Pyramid (cainclusion.org)

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.

Course Grading Based on Course Objectives

Course Work

Assessments	Point Value	Maximum Points	% Total Grade
CAPTAIN AFFIRM Modules	2@25	50	12.5%
Social Story	1@ 20	20	5%
Visual Support	1@ 10	10	2.5%
Task Analysis	1@10	10	2.5%
Lesson Plan Assignment	1@ 50	50	12.5%
Assessments and Observations	4@25 points	100	25%
Resource Binder	1@50 points	50	12.5%
Strength Base Assessment	1@10 points	10	2.5%
Mid-term/Final	2@50 points	100	25%

Assessments	Point Value	Maximum Points	% Total Grade
Total Points		400 points	100%

Grading Scale

Grade

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

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.

Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your

instructor or the area dean for assistance. If you have specific accommodations through *DSPS*, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

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.

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.

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 (!!!!)].

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 important 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 6 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.

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Makings SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

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.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 February 13	Syllabus & Introduction Chapter 1 An Inclusive Approach to Early Education Module (Review) Chapter 2 Federal Legislation Module (Review)	Pages 3-27 Pages 29-53 Explain Resource Binder
Week 2 February 20	Chapter 3 Inclusive Programs for Young Children Module (Review) Chapter 4 Normal and Exceptional Development Module (Review)	Pages 55-77 Pages 79-95 Explain CAPTAIN Modules
Week 3 February 27	Chapter 9 Partnership with Families Module (Review) Chapter 10 Assessment and the IFSP/IEP Process (Review) Chapter 19 Planning Transitions to Support Inclusion Module (Review)	Pages 215-243 Pages 245-279 Pages 503-529
Week 4 March 6	Observation and Assessment ASQ, DRDP, & HELP Birth-3	Explain and Practice Observation and Assessment Assignments 1 & 2 **CAPTAIN Module 1 (Task Analysis) Due**
Week 5 March 13	Chapter 12 The Developmental-Behavioral Approach	Pages 305-327 Explain Task Analysis Assignment
Week 6 March 20	Chapter 13 Arranging the Learning Environment UDL	Pages 329-359 **CAPTAIN Module 2 (Visual Support) Due**
Week 7 March 27	Chapter 14 Facilitating Self-Care, Adaptive, and Independence Skills	Pages 361-381 Explain Visual Support

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		Task Analysis and Infant Toddler Observation and Assessment 1 Due (Social)
Week 8 April 3	Chapter 16 Facilitating Speech, Language, and Communication Skills OWL Strategies	Pages 413-439
Week 9 April 10	Observation and Assessment ASQ, DRDP, & HELP 3-6 years Explain Strength Base Assessment	Explain and Practice Observation and Assessment Assignments 3 & 4 **Visual Support and Infant Toddler Observation and Assessment 2 Due (Language)**
Week 10 April 17	Mid-Term	
Week 11 April 24	Spring Break	
Week 12 May 1	Chapter 15 Facilitating Social Development and CSEFEL	Pages 383-411 Explain Social Stories **Strength Base Assessment and Preschool Observation and Assessment 3 Due (Social)**
Week 13 May 8	Chapter 18 Managing Challenging Behaviors Module	Pages 473-501 Explain Lesson Plan Assignment
Week 14 May 15	Chapter 18 Managing Challenging Behaviors Module	Pages 473-501 **Social Story and Preschool Observation and Assessment 4 Due (Language)**
Week 15 May 22	Chapter 17 Facilitating Pre-Academic and Cognitive Learning Cara's Kit	Pages 441-471 **Lesson Plan Due**
Week 16 May 29	Chapter 11 Characteristics of Effective Teachers in Inclusive Programs	Pages 211-299 **Resource Binder Due**
Week 17 June 5	Final	Final

Subject to change without prior notice