

Thank you for choosing IVC! We are so happy to join you in your educational journey.

Basic Course Information

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|-------------------|---|---------------------|--|
| Semester: | Fall 2022 | Instructor Name: | Yvonne Salgado |
| Course Title & #: | CDEV 240 Introduction to Children with Special Needs | Email: | yvonne.salgado@imperial.edu |
| CRN #: | 10908 | Webpage (optional): | |
| Classroom: | On-Line | Office #: | |
| Class Dates: | 8/15/2022-12/10/2022 | Office Hours: | Please e-mail or text to set a Zoom Meeting |
| Class Days: | On-Line | Office Phone #: | |
| Class Times: | On-Line | Emergency Contact: | 760-235-8431 |
| Units: | 3.00 | | |

Course Description

Introduces the variations in development of children with special needs ages birth through eight and the resulting impact on families. Includes an overview of historical and societal, laws, relating to children with special needs, and the identification and referral process. (CSU)

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. Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum. (IL02, IL03, IL04, IL05)
2. Evaluate the role of history and society in shaping current policies related to best practice of inclusion and serving children with special needs. (IL02, IL04, IL05)
3. Collaborate with families and the community members in supporting inclusion of children with special needs. (IL01, IK03, IL05)

Course Objectives

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

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 in early childhood special education.
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 steps in the referral process including observation, documentation, screening, and assessment.
6. Identify the benefits of using a strength-based approach in working with children with special needs and their families.

Textbooks & Other Resources or Links

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

Course Requirements and Instructional Methods

Grades will be based upon class participation, attendance and the 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.

All assignments should be typed and submitted through Canvas.

No assignments or projects will be accepted late. They are due on the date assigned. If you feel that you have extenuating circumstances, please see me before the project is due. If you have permission to turn the project in late, you will not earn higher than a letter grade of 'C' for your effort.

Every student has the same chance to prepare for quizzes and tests. If you miss a quiz and have extra time to study, it is unfair to those students who took the quiz on time. In order to make up a test, quiz, or assignment you must show proof for the absence (doctor's note, hospitalization paperwork) and it must be approved by the instructor. Regardless of the reason for a missed quiz, all missed quizzes and tests must be made up within a week of when your class took the test or quiz. Please see me to schedule make-ups. Please make sure you are available 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 a 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.

All assignments have a rubric by which the student can view what is required to receive the highest grade on that assignment.

Grading Policy

"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the faculty member of the course, and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith or incompetency, shall be final." California Education Code, Section 76224(a)

Everyone in each class can earn an "A" grade. There is no set number or percentage that limits how many A's can be earned in each class.

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

| Assignment | Points |
|---|--------|
| Discussions 10@3 | 30 |
| Chapter Vocabulary and Acronym Assignments 14@5 | 70 |
| Web Review Assignments 5@10 | 50 |
| Test 2@50 | 100 |
| Disability/Risk Fact Sheet | 25 |

| | |
|--|-----|
| Disability/Risk Fact Sheet PowerPoint Presentation | 25 |
| Interview Assignment | 50 |
| Total Points | 350 |
| A 90%-100% (315-350 points) | |
| B 80%-89% (280-314 points) | |
| C 70%-79% (245-279 points) | |
| D 60%-69% (210-244 points) | |
| F 59% & below (less than 209 points) | |

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 absence 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.

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.

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 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 August 15-21 | Syllabus & Introduction Module Chapter 1 An Inclusive Approach to Early Education Module | Read Pages 3-27 Review Web Review Assignment |
| Week 2 August 22-28 | Chapter 2 Federal Legislation Module Chose topic for Risk Fact Sheet and Presentation | Read Pages 29-53 Review Risk Fact Sheet and Presentation Assignment |
| Week 3 Aug 29-Sep 4 | Chapter 3 Inclusive Programs for Young Children Module | Read Pages 55-77 Web Review 1 Due |
| Week 4 Sept 5-11 | Chapter 4 Normal and Exceptional Development Module | Read Pages 79-95 |
| Week 5 Sept 12-18 | Chapter 5 Developmental Disabilities Module | Read Pages 97-117 Risk Fact Sheet Due |
| Week 6 Sept 19-25 | Chapter 6 Sensory Impairments: Hearing and Vision Module | Read Pages 119-141 Web Review 2 Due |
| Week 7 Sept 26-Oct 2 | Chapter 7 Physical Disabilities and Health Problems Module | Read Pages 143-171 PowerPoint Presentation Due Review Interview Assignment |
| Week 8 Oct 3-9 | Chapter 8 Learning and Behavior Disorders Module | Read Pages 173-205 Web Review 3 Due |
| Week 9 Oct 10-16 | Chapter 9 Partnership with Families Module | Read Pages 215-243 Review for Mid-Term |
| Week 10 Oct 17-23 | Mid-Term Module | Complete Mid-term (Chapters1-9) |
| Week 11 Oct 24-30 | Chapter 10 Assessment and the IFSP/IEP Process and Chapter | Pages 245-279 Web Review 4 Due |
| Week 12 Oct 31-Nov 6 | 19 Planning Transitions to Support Inclusion Module | Pages 503-523 Review Community Resource Assignment Interview Assignment Due |

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|-------------------------|--|--|
| Week 13 Nov 7-13 | Chapter 13 Arranging the Learning Environment Module | Pages 329-359 |
| Week 14 Nov 14-20 | Chapter 15 Facilitating Social Development | Pages 383-411 Web Review 5 Due |
| Week 15 Nov 21-27 | Thanksgiving Break | |
| Week 16 Nov 28-Dec 4 | Chapter 18 Managing Challenging Behaviors Module | Pages 473-501 |
| Week 17 Dec 5-10 | Final Module | Final |

*****Tentative, subject to change without prior notice*****