

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

Basic Course Information

Semester:	Fall 2024	Instructor Name:	Yvonne Salgado
Course Title & #:	CDEV 240 Introduction to Children with Special Needs	Email:	yvonne.salgado@imperial.edu
CRN #:	10908	Webpage (optional):	
Classroom:	206	Office #:	
Class Dates:	8/15/2023-12/05/2023	Office Hours:	Please see to set up an appointment
Class Days:	Thursday	Office Phone #:	
Class Times:	6:00 PM-9:10 PM	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 influences, 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.

Course Grading Based on Course Objectives

Assignment	Points
Course Resource Binder	50
Chapter Vocabulary and Acronym Assignments 10@5	50
Community Resource Assignment 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, 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.

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	Syllabus & Introduction Module Chapter 1 An Inclusive Approach to Early Education Module	Read Pages 3-27 Review Resource Binder Assignment
Week 2 August 22	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 August 29	Chapter 3 Inclusive Programs for Young Children Module	Read Pages 55-77
Week 4 Sept 5	Chapter 4 Normal and Exceptional Development Module	Read Pages 79-95
Week 5 Sept 12	Chapter 5 Developmental Disabilities Module	Read Pages 97-117
Week 6 Sept 19	Chapter 6 Sensory Impairments: Hearing and Vision Module Presentations	Read Pages 119-141
Week 7 Sept 26	Chapter 7 Physical Disabilities and Health Problems Module Presentations	Read Pages 143-171 Review Interview Assignment
Week 8 Oct 3	Chapter 8 Learning and Behavior Disorders Module Presentations	Read Pages 173-205 PowerPoint Presentation Due Review for Mid-Term
Week 9 Oct 10	Mid-Term Module	Complete Mid-term (Chapters1-8)
Week 10 Oct 17	Chapter 9 Partnership with Families Module	Read Pages 215-243
Week 11 Oct 24	Chapter 10 Assessment and the IFSP/IEP Process and Chapter	Read Pages 245-279 Review Community Resource Assignment
Week 12 Oct 31		Interview Assignment Due

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 13 Nov 7	19 Planning Transitions to Support Inclusion Module	Pages 503-523
Week 14 Nov 14	Presentation of Community Resources	Community Resource Assignment Due
Week 15 Nov 21	Thanksgiving Break	
Week 16 Nov 28	Binder Review	Binder Review
Week 17 Dec 5	Final Module	Final

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