

Basic Course Information

Semester:	Fall 2018	Instructor Name:	Yvonne Salgado
Course Title & #:	CDEV 240 Introduction to Children with Special Needs	Email:	yvonne.salgado@imperial.edu
CRN #:	11122	Webpage (optional):	
Classroom:	212	Office #:	
Class Dates:	8/16/16-12/6/16	Office Hours:	Please contact me as needed available before/after class
Class Days:	Thursday	Office Phone #:	
Class Times:	6:00PM-9:10PM	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 or written legibly in blue or black ink.

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 the 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. Make-ups are at my office during office hours. 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 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.

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
Test (2)	100
Quiz (2)	50
Disability/Risk Fact Sheet and Oral Presentation	50
Interview	50
Community Resource Assignment	50

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)

Attendance

- A student who fails to attend the first meeting of a 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, no one who is not enrolled in the class may attend, including children.

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 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.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **[Blackboard Support Site](#)**. The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **[Learning Services](#)**. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#)**. There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

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. 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. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

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 16	Syllabus & Introduction Chapter 1 An Inclusive Approach to Early Education	Pages 3-27
Week 2 August 23	Finish Chapter 1 Chapter 2 Federal Legislation	Pages 29-53
Week 3 August 30	Chapter 3 Inclusive Programs for Young Children Chapter 4 Normal and Exceptional Development Assign groups, topic & date to present	Pages 55-77 Pages 79-95 Explain Assignment
Week 4 September 6	Chapter 5 Developmental Disabilities Chapter 6 Sensory Impairments: Hearing and Vision	Pages 97-117 Pages 119-141
Week 5 September 13	Chapter 6 Guest Speaker-Hearing	Presentations

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 6 September 20	Chapter 7 Physical Disabilities and Health Problems	Pages 143-171 Presentations
Week 7 September 27	Chapter 8 Guest Speaker-Autism	Presentations
Week 8 October 4	Chapter 8 Learning and Behavior Disorders	Pages 173-205 Presentations Review for Mid-Term Explain Interview Assignment
Week 9 October 11		Mid-term 1-8
Week 10 October 18	Chapter 9 Partnership with Families Chapter 10 Assessment and the IFSP/IEP Process	Pages 215-243 Pages 245-279
Week 11 October 25	Chapter 19 Planning Transitions to Support Inclusion Guest Speaker-Early Start/IFSP	Pages 503-523 Interview Assignment Due
Week 12 November 1	Chapter 11 Characteristics of Effective Teachers in Inclusive Programs Chapter 13 Arranging the Learning Environment	Pages 281-300 Pages 329-359 Explain Community Resource Assignment
Week 13 November 8	Chapter 15 Facilitating Social Development Chapter 16 Facilitating Speech, Language and Communication Skills	Pages 383-411 Pages 413-439
Week 14 November 15	Chapter 14 Facilitating Self-Care, Adaptive, and Independence Skills Chapter 17 Facilitating Pre-Academic and Cognitive Learning	Pages 361-381 Pages 441-471 Quiz Community Resource Assignment Due
Week 15 November 22	Thanksgiving Break	
Week 16 November 29	Chapter 12 The Developmental-Behavioral Approach Chapter 18 Managing Challenging Behaviors	Pages 305-327 Pages 473-501 Review Binders
Week 17 December 6	Final	Final Chapters 9-19 Review Binders

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