

Basic Course Information

Semester:	Spring 2019	Instructor Name:	Yvonne Salgado
Course Title & #:	CDEV 241 Curriculum and Strategies	Email:	yvonne.salgado@imperial.edu
CRN #:	21398	Webpage (optional):	
Classroom:	810	Office #:	
Class Dates:	2/12 to 6/4	Office Hours:	Please contact me as needed available before/after class
Class Days:	Tuesday	Office Phone #:	
Class Times:	6:00PM-9:10PM	Emergency Contact:	760-235-8431
Units:	3.00		

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)

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

Cook, R. E., Klein, M. D., Chen, D. 2016. Adapting Early Childhood Curricula for Children with Special Needs 9th. New York. Pearson ISBN 13: 978-0-13-382712-5 or ISBN 10: 0-13382712-7

Inclusion Works! Creating Child Care Programs that Promote Belonging for Children with Special Needs California Department of Education, Child Development Division

CAPTAIN AFFIRM ASD Learning Modules

<http://www.captain.ca.gov/>

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

Course Assignments	Points
In class activities/ participation 15 @ 2 points	30
AFFIRM Module (2)	50
Observation 1 Social Domain	25
Observation 2 Language Domain	25
Lesson Plan Assignment	50
Social Story	25
Visual Support	15
2 tests @ 40 points each	80
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	

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 February 12	Syllabus & Introduction Chapter 1 Educating Young Children with Special Needs: The Challenge	Pages 2-31
Week 2 February 19	Chapter 1 continued	
Week 3 February 26	Chapter 2 IN PARTNERSHIP WITH FAMILIES	Pages 32-67 Review for Test 1
Week 4 March 5	Test 1 Chapters (1-2) Explain HELP Strands	Explain Assignment 1
Week 5 March 12	Chapter 3 DEVELOPING INDIVIDUALIZED INTERVENTION PLANS AND PROGRAMS AND MONITORING PROGRESS	Pages 68-103
Week 6 March 19	Chapter 4 DESIGNING INSTRUCTIONAL PROGRAMS	Observation 1 Due (Social Domain) Pages 104-131
Week 7 March 26	Chapter 5 CONSIDERATIONS FOR TEACHING CHILDREN WITH SPECIFIC DISABILITIES	Pages 132-160 Review for Mid-Term Explain Assignment 2
Week 8 April 2	Mid-Term	Chapter 3-5
Week 9 April 9	Chapter 6 PROMOTING EMOTIONAL AND SOCIAL DEVELOPMENT	Pages 162-203 Observation 2 Due (Language Domain) Explain Visuals and Social Story
Week 10 April 16	CAPTAIN AFFIRM ASD Learning Modules http://www.captain.ca.gov/	
Week 11 April 23	Spring Break	
Week 12 April 30	Chapter 7 HELPING YOUNG CHILDREN DEVELOP MOTOR AND SELF-HELP SKILLS	Visual and Social Story Due Pages 205-237 Review for Test 3 Explain Lesson Plan

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 13 May 7	Test 3 Chapters (6-7)	Test
Week 14 May 14	Chapter 8 NURTURING COMMUNICATION SKILLS	239-281 Lesson Plan Due
Week 15 May 21	Chapter 9 ENCOURAGING THE DEVELOPMENT OF COGNITIVE SKILLS AND LITERACY	Pages 282-323
Week 16 May 28	Chapter 10 TEAMING: COLLABORATION, PROBLEM SOLVING, AND INCLUSION SUPPORT	Pages 324-361 Review for Final
Week 17 June 4	Final	Final (Chapter 8-10)

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