

# **ECE 14 – Introduction to Children with Special Needs**

## **Course Information**

Semester & Year: Summer 2025  
Course ID and Section number: V0347  
Instructor's name: Michelle Hancock  
Course units: 3

## **Instructor Contact Information**

Office location or Online <https://canyonsonline.zoom.us/j/9492207244>  
Office hours: Monday thru Thursday 9:00 – 11:00 a.m. (Online Mondays)  
Phone number: 707-339-0488  
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## **Catalog Description**

An introduction to 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.

## **Course Student Learning Outcomes**

- Recognize various exceptionalities and conditions of children and identify interventions based on the developmental continuum.
- Evaluate the role of history and society in shaping current policies related to best practices of inclusion and serving children with special needs.
- Explore methods to collaborate with families and community members in supporting inclusion of children with special needs.

## **Prerequisites/corequisites/ recommended preparation**

Advisory ECE 2 – Child Growth and Development. Understanding child development is useful for understanding course content.

**Course specific assignment Information begins on page 7 of this syllabus.**

## Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (such as dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (such as audio books or E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services \(SASS\)](#).

If you are unsure whether you qualify, please contact SASS for a consultation: [SASS@redwoods.edu](mailto:SASS@redwoods.edu).

### SASS office locations and phone numbers

#### Eureka campus

- Phone: 707-476-4280
- Location: Student Services Building, first floor

#### Del Norte campus

- Phone: 707-465-2324
- Location: Main Building, next to the library

#### Klamath-Trinity campus

- Phone: 707-476-4280

## Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

### [CR Online Learning Support](#)

Tech support, laptop loans, guides to using Canvas, installing Office 365 for free, and more.

### [Library Articles & Databases](#)

Find the best library databases for your research.

### [Online Tutoring Resources](#)

Participate in tutoring over Zoom.

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR Klamath-Trinity Office for specific information about student support services at 530-625-4821.

## Community College Student Health and Wellness

### National Suicide Prevention Lifeline

If you are in distress or are with someone at risk right now, call or text the National Suicide Prevention Lifeline.

#### Call the National Suicide Prevention Lifeline

1-800-273-TALK (8255)

#### Text the National Suicide Prevention Lifeline

741-741

### Timely Care

When you're not feeling well physically or distressed mentally, Timely Care can offer the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Log in or set up an account with Timely Care.](#)

### Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

- Text: 707-496-2856
- Email: shawnabmft@gmail.com
- Fax and voicemail: 707-237-2318

### Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Wellness Central](#).

## Counseling

[Counseling and Advising](#) can assist students in need of academic advising and professional counseling services. Call, email or stop by one of our offices to make an appointment!

### Counseling and Advising office locations and contact info

#### Eureka campus

- Phone: 707-476-4150
- Location: Student Services Building, first floor

- Email: [counseling@redwood.edu](mailto:counseling@redwood.edu)
- Hours: Monday through Friday, 9am to 4pm. Summer hours may vary

#### Del Norte campus

- Phone: 707-476-2300
- Location: Main Building, next to the library
- Hours: Summer hours may vary

#### Klamath-Trinity campus

- Phone: 530-625-4821
- Email: [KT-staff@redwoods.edu](mailto:KT-staff@redwoods.edu)
- Hours: Summer hours may vary

## Basic Needs Center

[The Basic Needs Center](#) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. [Submit a request for services and information.](#)

#### Basic Needs Center contact info

- Phone: 707-476-4153
- Email: [retention@redwoods.edu](mailto:retention@redwoods.edu)

## Learning Resource Center

The Learning Resource Center includes the following resources for students:

### Library Services

[Library Services](#) promotes information literacy and provides organized information resources.

### Multicultural and Equity Center (MEC)

The [Multicultural and Equity Center](#) is a dynamic and inclusive place that supports all students in their academic and personal journeys at the college. We do this by creating community, home away from home, and a safe place for cultural expression, cross-cultural learning, access to college and dignity resources, and social justice work opportunities. The MEC is committed to retention and student success by offering activities related to leadership development, student connectedness and student equity. We are a student-centered program that fosters respect for all people.

### Academic Support Center

The [Academic Support Center](#) offers tutoring and test proctoring for CR students.

### Student Tech Help

[Student Tech Help](#) provides students with assistance around a variety of tech problems.

## Extended Opportunity Programs and Services (EOPS)

[Extended Opportunity Programs and Services](#) (EOPS) provides services to eligible income disadvantaged students including: textbook awards, grants, career, academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

## TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program with the [Eureka TRiO office](#) or the [Del Norte TRiO office](#).

## Veterans Resource Center

The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

## CalWORKS

California Work Opportunity & Responsibility to Kids ([CalWORKs](#)) provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

## Evaluation & Grading Policy

Course grades, and specific comments about assignments, may be accessed at any time during the semester by clicking on the *Grades* link in the navigation bar.

Accuracy, clarity, and appropriateness of the work completed determine the grade for all assignments. Grades are based on the points that you earn, all points in the class contribute to the final grade of 100 points possible. A rubric will be provided for each assignment.

## Summer 2025 Dates

05/27 – 07/17	Summer Term
May 27 - July 17	<b>Full Summer Session</b> Start Date: 05/27/25
May 26	Last day to register for classes (day before the first class meeting)
May 27	Start date for full session
June 6	Census Date

June 19	Juneteenth Holiday (District-wide closure)
July 17	<b>End Date for full summer session</b>
05/27 – 06/18	<b>1st four-week session</b>
May 26	Last day to register for 1 <sup>st</sup> four-week session
May 27	Start date for 1 <sup>st</sup> four-week session
May 30	Census Date
June 18	Last day for 1 <sup>st</sup> four-week session
June 23 – July 17	<b>2<sup>nd</sup> four-week session</b>
June 22	Last day to register classes (day before the first class meeting)
June 23	Start date of 2 <sup>nd</sup> four-week session
June 27	Census Date
July 17	Semester Ends

## Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2024-2025 College Catalog](#) and [CR Board and Administrative Policies](#).

## AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that AI cannot be used at any point in the completion of class assignments, including discussion posts. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.

## Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2024-25 College Catalog](#) and [CR Board and Administrative Policies](#).

## Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

## Canvas Information

- Log into Canvas at [My CR Portal](#)
- For help logging in to Canvas and general tech help, visit [Student Technical Support](#)
- Once you're logged in to Canvas, you click on the Help icon on the left menu
- Canvas online orientation workshop: [Canvas Student Orientation Course](#)

### Setting Your Preferred Name and Pronouns in Canvas

Students have the ability to display personal pronouns and an alternate first name in Canvas. Students may change their pronouns on their own in Canvas (Account :: Settings :: Edit Settings). To request a change to your preferred list name, contact [Admissions & Records](#). Your Preferred Name will only be listed in Canvas; this does not change your legal name in our records. See the [Student Information Update Form \(pdf\)](#).

## Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into [WebAdvisor](#) and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions. For more information visit [Redwoods Public Safety](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

## ECE 14 Reading and Assignment Calendar – Summer 2025

	Topic	Readings	Assignments Due
Week 1 5/26	Introduction -An Inclusive Approach -Early Intervention and Prevention -Inclusive Programs for Young Children	Chapters 1 2 3	Introductions Forum – Wed/Sun Discussion Forum – Fri/Sun Week 1 Quiz - Sun Orientation Quiz – Sun Week 1 Quiz - Sun
Week 2 6/2	-Normal and Exceptional Development -Dev Disabilities: Causes/Classifications -Sensory Impairments	4 5 6	Discussion Forum – Fri/Sun Week 2 Quiz - Sun IDEA Glossary – Sun
Week 3 6/9	-Physical Disabilities/Health Problems -Learning and Behaviors Disorders	7 8	Discussion Forum – Fri/Sun Week 3 Quiz - Sun
Week 4 6/16	-Partnerships with Families -Assessment and the IFSP/IEP Process -Characteristics of Effective Teachers	9 10 11	Discussion Forum – Fri/Sun Week 4 Quiz - Sun Resource Guide – Sun
Week 5 6/23	-Developmental Behavioral Approach -Arranging the Learning Environment	12 13	Discussion Forum – Fri/Sun Week 5 Quiz - Sun
Week 6 6/30	-Facilitating Self-Care, Adaptive and Independence Skills Facilitating Social Development	14 15	Discussion Forum – Fri/Sun Week 6 Quiz - Sun Referral Process Power Point Sun
Week 7 7/7	-Facilitating Speech, Language and Communication Skills -Facilitating Cognitive Learning	16 17	Discussion Forum – Fri/Sun Week 7 Quiz - Sun
Week 8 7/14	-Managing Challenging Behaviors -Planning Transitions to Support Inclusion	18 19	Discussion Forum – Thursday Week 8 Quiz - Thursday Research Paper – Thursday

## Assignment Specifics

### Classroom Discussion entries:

*32 points (4 points per week for 8 weeks)*

You will be required to submit one initial posting and two responses to peer postings per week for each question. This is the minimum. *Postings* should be at least 200 words in length and must reflect an understanding of the written (text, lecture, and articles) materials, critical thinking on the topics and citations from the materials you read that support your views. Try to relate the post to your personal or professional life experiences. You must cite/quote from the readings in your initial weekly post – this means you will include a statement from our readings that supports your thoughts.

Sample citations/quotations:

According to our text, “insert statement from our textbook here.” (Allen & Cowdery, page #)



Or . . .

“Insert statement from our textbook here.” (Allen & Cowdery, page #)

Responses are meaningful responses to your classmates and must thoughtfully discuss the ideas presented in the post to which you are responding. “I agree” does not count as a response. Aim for at least 30-40 words. These forum posts, as well as other assignments, will be used to determine your mastery of the learning outcomes.

Weekly postings are not text messages. You should spell out words and use punctuation and grammar appropriate for college work. Your posting is due by 11:59 p.m. on each Friday and your response(s) by 11:59 p.m. each Sunday. The forum closes at that time. Anything posted after that time will not be included in the score for the week. The grading rubric for weekly postings is shown below.

#### Weekly Posting Grading Rubric

Each week your discussion board postings will be graded on a 3-point scale:

#### Possible Points   Grading Criteria

- 1.0      Quote from the weekly readings while properly addressing weekly prompt
- 1.0      Initial post is made by Friday night at midnight
- 1.0      Response to a minimum of 2 peers and respond to questions asked by the instructor or classmates in your original post.
- 1.0      Quality of initial post

#### **IDEA Glossary**

Develop an IDEA glossary that will help you better understand the concepts presented in this course as well as the impact of these terms/phrases on families. Details are provided in the classroom. A grading rubric will be provided.

#### **Resources Guide**

Create a matrix (chart) listing at least 5 local agencies and 10 websites intended to support families of children with disabilities. How does the agency or site support families? What are their goals and funding base? (A sample form will be provided.)

Write a short essay explaining how to develop a supportive relationship with the families of children with special needs who are enrolled in your program. How can using the strength-based approach encourage collaboration? (500-750 word essay using a minimum of two citations. You will be graded on spelling and grammar as well as essay content.) A grading rubric will be provided.

#### **Referral Process Power Point**

Create a Power Point presentation describing the process for referring a child for further assessment and possible special education. If you do not have access to Power Point, you may create a series of “slides” using a word processing document (set to landscape for page layout.) Be very specific and include every step of the process (from assessment to IEP or IFSP). Should also include: considerations for interacting with parents, individuals included in the process (and their roles), documentation, and the agencies in your county that assist with the referral process. There are several guidelines for Power Point slides available by searching the internet. Please keep each slide simple. Follow a standard format. Limit the words and bullet points you use on each slide. Text-heavy slides are not an effective means of relaying information. Be sure to include a cover page (beginning) and resources page (last). A grading rubric will be provided.

### **Research Paper**

Select one type of disability to highlight in a research paper format. Paper length should be 1,500 – 2,000 words. Paper should include: Cover Page, Document, Citation Page. Create headings in your paper for each of the following topics: overview of the disability, historical information, assessment/identification process, recent statistics, key terminology, and accommodation suggestions for the early childhood classroom. Include the benefits of using the strength-based approach with these children. Your topic and anticipated sources will be due earlier in the semester. A grading rubric will be provided.