"Preparing Professionals for Changing Educational Contexts"

**Syllabus**

*Department of Special Education*  
*College of Education, University of Nevada, Las Vegas*

**Course Prefix and Number:** EDSP 474 001 (Formerly: ESP 473)  
**Course Title:** Curriculum Development in Early Childhood Special Education  
**Credit Hours:** 3 hours  
**Semester:** Spring 2009  
**Instructor:** Mia Youhne  
**Class Time:** Mondays: 11:30 am – 2:20 pm  
**Class Location:** CEB 114  
**Office/Hours:** CEB 147  
**Telephone:** 895-1106  
**e-mail:** youhne@unlv.nevada.edu  
**Prerequisites:** Students must have completed ESP 470-Introduction to Early Childhood Special Education or permission of the instructor.

**Course Description**

This course is an introduction to the various curricular approaches to the education of children birth to 8 years with disabilities. As such it is focused upon review of materials, published guides and descriptions of curricular methods often used with young children with physical, communication and/or disorders of behavior, learning and development. Emphasis is placed upon the development of skills needed to adapt general education curricula to address outcomes identified in individual IFSPs or IEPs.

**NAEYC(EC) Guidelines Addressed:**

- Standard 1.0 Child Development and Learning  
- Standard 2.0 Curriculum Development and Implementation  
- Standard 3.0 Family and Community Relationships  
- Standard 4.0 Assessment and Evaluation

**CEC (ECSE) Guidelines Addressed:**

- Standard 2.0 Characteristics of Learners  
- Standard 4.0 Instructional Content  
- Standard 5.0 Managing Learning Environment  
- Standard 6.0 Behavior & Social Interaction  
- Standard 7.0 Communication & Collaborative Partnership

**Course Objectives:**

**Knowledge:**

1. Each student will demonstrate knowledge of the CCSD Curriculum Essentials Framework for K-5 (emphasis upon K-2 sections). EC 1.1; EC 2.1; EC 2.4 / ECSE 5.1

2. Each student will demonstrate knowledge of the requirements of Part B and Part C of P.L. 105-17 as they relate to the content of the IEP and IFSP including, but not limited to, the requirement for the IEP/IFSP to address the general education curriculum or “activities”. EC 1.2; EC 1.2.1; EC 1.2.2; / ECSE 4.2
3. Each student will demonstrate knowledge of the implementation and operational characteristics of collaborative teaming as the establishment of school based support teams for students with disabilities exemplifies it. EC 2.1.5; EC 3.1; EC 3.1.1; EC 3.1.2; EC 3.1.3; EC 3.5 /ECSE 5.1; ECSE 6.3; ECSE 7.1; ECSE 7.4; ECSE 7.5; ECSE 7.6; ECSE 7.10; ECSE 7.11; ECSE 7.16; ECSE 8.2.

4. Each student will demonstrate knowledge of the relationship(s) between results of assessment and content of instruction for infants and preschool children with disabilities. EC 2.1.2; EC 2.1; EC 3.1.2; EC 3.4; EC 4.1; EC 4.1.1; EC 4.1.2 / ECSE 5.1

5. Each student will demonstrate knowledge of the appropriate components of communication, motor and social skill curricula for young children with disabilities. EC 1.2.1; EC 2.1; EC 2.1.1; EC 2.1.2; EC 2.1.3; EC 2.2; EC 2.4.1/ ECSE 2.1; ECSE 4.1; ECSE 4.2; ECSE 4.6; ECSE 6.1

6. Each student will demonstrate knowledge of methods of measuring individual child progress and of evaluating the effectiveness of program components. EC 4.1; EC 4.1.1; EC 4.1.2; EC 4.1.3; EC 4.2; EC 3.1; EC 3.4; EC 4.1.5 / ECSE 7.5

7. Each student will demonstrate knowledge of components of effective transitioning from one educational setting to another. EC 2.3; EC 2.4.1; EC 3.1.3; EC 3.4; EC 3.5

Performance:

1. Each student will demonstrate the use of the Activities Matrix and Plan for Adaptation and Accommodation to adjust curricular focus for students with disabilities. EC 2.0; EC 1.2.2; EC 2.1.2; EC 2.1.3; EC 2.1.4; EC 2.1.5; EC 2.1.8; EC 2.3; EC 2.4.1/ ECSE 2.4; ECSE 4.1; ECSE 4.6; ECSE 5.1; ECSE 5.3; ECSE 5.6

Disposition(s):

1. Each student will demonstrate awareness of the range of curricular modifications necessary to insure safety, programmatic sensitivity to cultural diversity and individual appropriateness for children with disabilities. EC 1.2.2; EC 1.3; EC 1.3.2; EC 2.1.4; EC 2.1.5; EC 2.1.8; EC 2.3; EC 2.4.5; EC 3.1.2; EC 3.1.3; EC 3.2 / ECSE 2.3; ECSE 4.1; ECSE 4.4; ECSE 4.6; ECSE 4.8; ECSE 5.1; ECSE 5.3; ECSE 5.4; ECSE 5.5; ECSE 5.6; ECSE 7.3; ECSE 7.10; ECSE 7.11

Results:

1. Demonstrate through written explanation and developed plans for adaptations and accommodations an understanding of the essential elements of curricular modification for the inclusion of children with disabilities in general education setting and curriculum. EC 1.2.2; EC 1.3; EC 1.3.2; EC 2.1.1; EC 2.1.3; EC 2.1.4; EC 2.1.5; EC 2.1.8; EC 2.3; EC 2.4; EC 2.4.1; EC 3.1.1; EC 3.1.2; EC 3.1.3 / ECSE 4.1; ECSE 4.6; ECSE 5.1; ECSE 5.3; ECSE 5.4; ECSE 5.5; ECSE 5.6; ECSE 7.10; ECSE 7.11

Texts, readings and instructional resources:

Required Texts:

Recommended Texts:


**Internet Resources**

- The Council for Exceptional Children (CEC) [http://www.cec.sped.org](http://www.cec.sped.org)
- The Division for Early Childhood (DEC) [http://www.dec-sped.org](http://www.dec-sped.org)
- Early Childhood Education Online [http://www.ume.maine.edu/~cofed/eceol/welcome.html](http://www.ume.maine.edu/~cofed/eceol/welcome.html)
- National Association for the Education of Young Children [http://www.naeyc.org/default.htm](http://www.naeyc.org/default.htm)

**Description of Instructional Procedures:**

The primary in-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual and small group problem solving and contextual applications; role-play/simulations; media presentations, community resource personnel and panel discussions; and student presentations.

Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; a paper or project; a 20 hour service learning project, and observations of early childhood/early childhood special education programs.

**Assignments, evaluation procedures and grading policy**

**Course Requirements:**

1. **Midterm Exam (50 points):** Each student is expected to complete an exam that covers readings, discussion, and problem solving and personal experience. Exam questions will be graded on accuracy, integration of content, organization and clarity of ideas and concepts, writing mechanics and fluency. The exam is worth 50 points. Missed exam will result with a score of zero (0).

2. **Final Exam (50 points):** Each student is expected to complete an exam that covers readings, discussion, and problem solving and personal experience. Exam questions will be graded on accuracy, integration of content, organization and clarity of ideas and concepts, writing mechanics and fluency. The exam is worth 50 points. Missed exam will result with a score of zero (0).
3. **Activities Matrix & Accommodation/Adaptation Plan (50 each= 100 points):** Each student is expected to develop an Activities Matrix (after visiting a preschool or Kindergarten classroom) and a plan to adapt and/or accommodate the curriculum of the general education setting to meet the needs of hypothetical student with disabilities who will be described to you in class. *Taken together the matrix and plan are worth 100 points. You must provide an explanation in the overview part of this adaptation plan.*

4. **In-Class Reaction Paper (10 points):** Each student is required to write a one page reaction paper. This is an in-class activity and will be completed after watching a video on the topic of inclusion.

5. **PowerPoint Presentation (20 points):** You and a partner will form a team to create a slide show presentation. As a group you may select the type of special need/disability you would like to research on (i.e.: Cerebral palsy, down syndrome, developmental delay, autism, gifted and talented). *The PowerPoint presentation will be completed and uploaded on WebCampus on Monday, April 20th.* On the day of the in-class presentation, you will bring 1 hard copy for the instructor. Please make sure the hard copy does not have more than 2 slides per page. The PowerPoint is worth 15 points and the presentation is worth 5 points. *Presentations will no be longer than 7 – 10 minutes.*

The 8 slides you will need to include in your presentation:
- Title- and Presenter Names
- Special Need/Disability- Define and describe (1 points)
- 4 Intervention/Classroom Strategies/Methods [materials, etc] (4 points)
- 4 Accommodations/Modifications (4 points)
- 2 assessment procedures that teachers can use to determine the educational strengths and needs of a young child with the following disability/special need (2 points)
- Name 2 activities in which age-appropriate content is being adapted to meet the needs and abilities of a child with your identified special need/disability. (2 points)
- Describe and/or layout the environmental classroom arrangement (1 point)
- References/Resources for teachers and parents/families (1 point)

**Administrative Requirements**

**Attendance:**
Attendance and participation in learning activities (in class and outside of class) that include discussion, role-play and simulations, individual and collaborative learning/problem solving processes. Note: regular attendance, completion of assigned reading(s), and participation in class is expected (after 2 absences, 5 points will be deducted from the final grade for each absence).

**Instructional Methods:**
A combination of lecture, classroom discussion, and outside study / practical application will be used in this course.

All assignments are due on the day indicated in the course schedule. One letter grade will be deducted each day an assignment is late. Missed assignments cannot be made up and will result in a score of 0 (zero).

Assignments will be evaluated on both content and language usage. Assignments completed outside of class must be typed or word-processed (12 point font, Times New Roman, and double spaced) with correct APA (5th Ed.) style, grammar, spelling, and punctuation.

**Incompletes:**
A grade of “incomplete” will be granted only if the student has:
- Completed 75% of the course,
- Earned a grade of “C” or better at the time the incomplete grade is requested
c. The requested incomplete grade for personal or academic reasons is deemed extraordinary by the instructor, and
d. The student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is not grading penalty for completing the course by the agreed upon date.

Performance Assessments and Grading Policy:

Refer to the assignment rubrics for specifics.

Course Grading:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Midterm Exam</td>
<td>50 points</td>
</tr>
<tr>
<td>2. Final Exam</td>
<td>50 points</td>
</tr>
<tr>
<td>3. Activities Matrix &amp; Accommodation/Adaptation Plan</td>
<td>50 points each = 100 points</td>
</tr>
<tr>
<td>4. In-Class Reaction Paper</td>
<td>10 points</td>
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<tr>
<td>5. Group PowerPoint Presentation</td>
<td>20 points</td>
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<tr>
<td><strong>Total points:</strong></td>
<td><strong>230 points</strong></td>
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</table>

Final grades will be based upon the following criteria:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>219 – 230</td>
<td>A</td>
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<tr>
<td>207 – 218</td>
<td>A-</td>
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<tr>
<td>198 – 206</td>
<td>B+</td>
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<tr>
<td>189 – 197</td>
<td>B</td>
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<tr>
<td>184 – 188</td>
<td>B-</td>
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<tr>
<td>177 – 183</td>
<td>C+</td>
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<tr>
<td>168 – 176</td>
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<td>161 – 167</td>
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<td>155 – 160</td>
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<td>145 – 154</td>
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<td>138 – 144</td>
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<td>16</td>
<td>Apr. 27</td>
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<td>17</td>
<td>May 4</td>
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<tr>
<td>Proficiency</td>
<td>Format of Activities Matrix, and Accommodations and Adaptations Information 10% (5 points)</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Target:**         | □ Clear and logical sequence and order  
□ Legible  
□ Format matches schedule  
□ Easy to follow  
□ Appropriate grammar and spelling | □ Family Values and MAPS key easy to find and read  
□ All components identified  
□ Activities identified  
□ Daily Schedule identified  
□ Skills areas identified  
□ Accommodations/adaptations identified with attached information  
□ Alternative Activities identified  
□ Home/family information identified  
□ Personal information identified  
□ Information identified in a logical and | □ Accommodations are listed and addressed  
□ Explanation given of how to achieve or deliver adaptation/accommodation | |
| **Exemplary**       |                                                                              |                                            |                                                                    |                                                                  |
| **45 pts – 50 pts.**|                                                             |                                            |                                                                    |                                                                  |
| **Acceptable**      | □ Not in a very logical sequence and order  
□ Legible  
□ Format doesn’t match schedule  
□ Difficult to follow  
□ Minimal grammar and spelling errors | □ Family values and MAPS key referred to, but may not be easy to find and read  
□ Some components missing  
□ Activities identified  
□ Daily Schedule identified  
□ Skill areas identified  
□ Three to four other components not identified  
□ Accommodations/adaptations information attached | □ Accommodations are listed but not addressed  
□ Explanations not given on how to achieve or deliver adaptation/accommodation  
□ Two or fewer major activity accommodations missing  
□ Accommodation listed on matrix, and a minimum of 80% of those identified are addressed | |
<p>| <strong>44 pts. – 40 pts.</strong>|                                                             |                                            |                                                                    |                                                                  |</p>
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format of Activities Matrix, and Accommodations and Adaptations Information (10%)</th>
<th>Family Values and MAPS Key and Information (4%)</th>
<th>Completeness of Information on Activities Matrix (36%)</th>
<th>Completeness of Accommodations and Adaptations (50%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable 39 pts. or lower</td>
<td>□ No logical sequence and order □ Illegible □ Format doesn’t match schedule □ Can’t follow □ Poor grammar and spelling</td>
<td>□ Family values and MAPS key missing</td>
<td>□ Numerous components missing □ Activities not identified □ Daily Schedule not identified □ Skill areas not identified □ More than 4 other components are not identified □ No accommodation/adaptation information attached</td>
<td>□ Accommodations are not listed □ Three or more major activity accommodations are missing □ Accommodation listed on matrix, but less than 80% of those identified are addressed</td>
</tr>
</tbody>
</table>
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In addition to successful academic performance in prescribed coursework, you are enrolled in a professional course of studies, which is governed by a student code of ethics and programmatic expectations. The Handbook of the Committee to Review Initial Licensure Students outlines the UNLV Student Code of Conduct, NEA Code of Ethics for the Teaching Profession, and student expectations. The handbook is available in the COE Dean’s office. Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other States. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, 895-4851.

The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. For additional information, please visit: <http://studentlife.unlv.edu/disability/>.

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The makeup will apply to the religious holiday absence only, and students must notify the course instructor of anticipated absences by the second week of the semester. Students who represent UNLV at any official extracurricular activity shall have the opportunity to make up assignments, but the student must provide official written notification to the professor no less than one week prior to the missed class(es).

Beepers and cellular phones should be turned off during the class sessions. Socialization unrelated to the topics and issues of group and class discussion must be at a minimum level. Such disruptions may also be considered in determining a “participation” grade component, if included in the course.

Collection of Student Assignments for Accreditation Purposes - Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.
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One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance.
Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation.
http://writingcenter.unlv.edu/