Syllabus

Special Education
University of Nevada, Las Vegas

I. Prefix and Number: EDSP 474

II. Title: Curriculum Development in Early Childhood Special Education

III. Credit: 3 hours

IV. Semester/Time/Location: Spring 2014    CEB 208   7:00 – 9:45 pm

V. Instructor: Maryssa Kucskar

IV. Office Location CEB 118A

VII. Office Hours: By appointment

VIII. Telephone: 895-3205
IX. Email: kucskarm@unlv.nevada.edu

IX. Prerequisite Course(s):

Students must have completed ESP 470-Introduction to Early Childhood Special Education or have permission of the instructor.

1 Disability Resource Center (DRC) – The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to me during office hours so that we may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs.

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As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of late registration, August 31, 2009, to be assured of this opportunity. Faculty may give students an additional week, but are encouraged to set a clear deadline. NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).

http://catalog.unlv.acatalog.com/content.php?catoid=1&navoid=44&bc=1

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. Thank you.
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Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

X. 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.

InTASC Standards Addressed:

- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- Standard 3.0 Learning Environments
- Standard 4.0 Content Knowledge
- Standard 5.0 Application of Content
- Standard 7.0 Planning for Instruction
- Standard 8.0 Instructional Strategies
- Standard 9.0 Professional Learning and Ethical Practice
- Standard 10.0 Leadership and Collaboration

NAEYC Standards Addressed:

- Standard 1 Promoting Child Development and Learning
- Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families
- Standard 4 Using Developmentally Effective Approaches to Connect with Children and Families
- Standard 5 Using Content Knowledge to Build Meaningful Curriculum

XI. Course Objectives:

Knowledge:

1. Each student will demonstrate knowledge of the Nevada Early Learning Guidelines, the Nevada Pre-K Standards and the CCSD Curriculum Essentials Framework for K-5 (emphasis upon K-2 sections). InTASC4(n), InTASC7(g), NAEYC1a, NAEYC5c.

2. Each student will demonstrate knowledge of the requirements of Part B and Part C of P.L. 108-446 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”. NAEYC3a

   Measurement/Evaluation: Exams

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. InTASC10(n).


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. InTASC7(l).


5. Each student will demonstrate knowledge of the appropriate components of communication, motor and social skill curricula for young children with disabilities. NAEYC3b.


6. Each student will demonstrate knowledge of methods of measuring individual child progress and of evaluating the effectiveness of program components. InTASC1(e), InTASC2(g).


7. Each student will demonstrate knowledge of components of effective transitioning from one educational setting to another.


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. NAEYC4(b).

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. InTASC3(p), InTASC4(o), InTASC4(r), InTASC7(n), InTASC7(q), InTASC8(p), InTASC8(r), InTASC8(s), InTASC9(l), NAEYC1c.


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.

XII. Texts, readings and instructional resources:

Required Texts:


Recommended Texts:


Current & Classical References:


Eichinger, J., Davern, L., & Ayres, B. (1989). Integrating students with severe handicaps: Cooperative learning works. Syracuse, NY: Syracuse University, Division of Special Education and Rehabilitation.


**XIII: Assignments, evaluation procedures and grading policy**

**Course Requirements:**

1. **Examinations:**

   Two exams, each worth 100 points, are required. One will be given at midterm and the other at the scheduled time and date of the final exam. Each of these two exams will be short-answer in nature and stress your ability to integrate readings and class lecture materials and apply them to practical problems.
2. Activities Matrix - Accommodation/Adaptation Plan:

Each student is expected to develop an Activities Matrix (after visiting a preschool or kindergarten classroom) and develop plan to adapt and/or accommodate the curriculum of the general education setting to meet the needs of a student with disabilities who you will select.

The plan should consist of five sections. Section I should contain both a general description of the student (age, gender, cultural identity etc.) and a detailed description of his disability including, if possible, information regarding the need for adaptive/assistive equipment, related services etc. taken from either the IFSP or the IEP or this can be a student that you “create” from your knowledge of the characteristics of a child with a disability that you are familiar with. Copies of the IFSP or IEP may be included as an Appendix to the paper but must have all identifying information removed. Section II of the paper consists of the completed Activities Matrix filled out completely. Section III contains a detailed description of Adaptations (modifications to the general education curriculum). Section IV contains a complete description of needed Accommodations. Finally, there should be a Reference (Section V) section containing a complete list of all references cited in the any previous section of text. The entire paper should conform to the standards contained in the Publication Manual of the APA, 6th edition.

Taken together the matrix and plan are worth 100 points. Activities Matrix & Accommodation Plan / Adaptation Plan MUST be turned in no later than 7:00pm on Monday, April 21, 2014. See attached rubric for expectations and breakdown of points.

3. Class Participation:

Each student is expected to complete the weekly readings in order to participate in weekly discussions. Students are expected to come to class each week prepared to discuss and respond to main topics from the text. Class participation points may be awarded, but not limited to the following: individual class activities, small group class activities, discussions, exit slips, and IRIS modules. Participation points will only be given if a student is present in class and participates. Class participation is worth 10 points and will be updated at midterm, final exam, and as requested by student.

Grading Policy:

Final grade for the course will be determined by the average of the points earned on the two tests, the Activities Matrix and Adaptation/Accommodation Plan, and Classroom Activities/Participation. Grades with associated average point ranges are:

- A = 95 - 100
- A- = 90 - 94
- B+ = 87 - 89
- B = 83 - 86
- B- = 80 - 82
- C+ = 77 - 79
- C = 73 - 76
- C- = 70 - 72
- D+ = 67 - 69
- D = 63 - 66
- D- = 60 - 62
- F = 59 and below
Course Grading:

Final Grades will be based on the following criteria:

- Midterm Exam: 100 points
- Final Exam: 100 points
- Activities Matrix & Accommod./Adapt. Plan: 100 points
- Class Participation: 10 points
- Total: 310 points

Late Policy:

Assignments are due at the start of class at 7:00 via hard copy and uploaded to Webcampus/Blackboard Learn. Assignments turned in late will receive a 10% deduction per day, up to 3 days. Assignments turned in more than 3 days late will not be accepted. No exceptions.

Attendance Policy:

Weekly class attendance is highly encouraged in order to fully benefit from the class and learning more about curriculum development in early childhood special education. Although attendance is not mandatory, class participation points will only be awarded each week if a student attends class. If the instructor notices a pattern in absenteeism, the student will receive a warning. After the warning and a student continues to be frequently absent, additional points will be deducted from class participation points. It is requested if a student knows they are going to be absent due to illness, the student informs the instructor 24 hours in advance via email. Additionally, a student who will be absent is highly encouraged to seek out to a peer to get information discussed in class.

XIV. Instructional Methods:

Material will be presented using a variety of formats, primary among them is lecture and class discussion. Other methods, including role playing, discussion groups and video presentations will also be employed to a lesser degree.

XV. Class Schedule:

Tentative Schedule (Subject to Change with Notice)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/20</td>
<td>No Class – MLK Day</td>
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<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Make sure to complete readings each week in order to participate in weekly discussions</td>
<td>Go to Webcampus for weekly notes and updates</td>
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<tr>
<td>1/27</td>
<td>Introduction to Young Children with Disabilities</td>
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<tr>
<td>Week</td>
<td>Activities</td>
<td>Chapter(s)</td>
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<tr>
<td>Week 2</td>
<td>Educating Young Children with Disabilities ECSE Curriculum, Background, and Law</td>
<td>Chapter 1 Cook, Klein &amp; Chen</td>
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<tr>
<td>2/3</td>
<td>2/10 Curriculum and the Law Partnering with Families MAPS</td>
<td>Chapter 2 Cook, Klein &amp; Chen</td>
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<tr>
<td>Week 4</td>
<td>No Class – President’s Day</td>
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<td>2/17</td>
<td>2/24 Activities Matrix</td>
<td>Chapter 3 Cook, Klein &amp; Chen</td>
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<td></td>
<td>Activity-Based Intervention</td>
<td>Chapter 3 &amp; Appendix Frontczak &amp; Bricker</td>
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<td>Week 6</td>
<td>Adaptations and Accommodations Strategies and Content Review Midterm Exam</td>
<td>Chapter 4 Cook, Klein &amp; Chen</td>
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<td>3/3</td>
<td>3/10 Midterm Exam</td>
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<tr>
<td>Week 7</td>
<td>3/17 Spring Break</td>
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<td>Week 8</td>
<td>3/24 Support Teams and Curriculum Collaboration Curriculum Variables Which Influence Learning</td>
<td>Chapter 5 Cook, Klein &amp; Chen</td>
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<td>3/24</td>
<td>3/31 Overview of Developmental Domains (The Brigance &amp; The HOME)</td>
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<td>The CCSD K-5 Curriculum Essentials Framework</td>
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<td>Week 9</td>
<td>4/7 Environmental Domains</td>
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<td>4/7</td>
<td>4/11 Functional Skill Domains (The AEPS &amp; The</td>
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<td>Carolina) Typical and Atypical Motor Development</td>
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<td>Week 12</td>
<td>Guest Lecture</td>
<td>Early Childhood Special Education</td>
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<td>4/14</td>
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<td>Week 13</td>
<td>Teaching Language Skills</td>
<td>Chapters 6 &amp; 8</td>
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<td>4/21</td>
<td>a. Language Defined</td>
<td>Cook, Klein</td>
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<td>b. Language Training</td>
<td>&amp; Chen</td>
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<td>Teaching “Social Skills” &amp; Promoting Positive Interactions</td>
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<td>Curriculum for Ethnic and Cultural Diversity</td>
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<td></td>
<td>Activities Matrix -</td>
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<td></td>
<td>Accommodation/Adaptation Plan Due (see attached rubric)</td>
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<td>Due at 7:00 pm</td>
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<td>Week 14</td>
<td>Teaching Caregiver</td>
<td>Chapter 7</td>
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<td>4/28</td>
<td>Review for Exam</td>
<td>Cook, Klein</td>
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<td></td>
<td></td>
<td>&amp; Chen</td>
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<tr>
<td>Week 15</td>
<td>Final Exam</td>
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<td>5/5</td>
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*Both the Midterm Exam and the Final Exam must be taken on the date and at the time indicated unless prior approval of the instructor is obtained. Failure to do so without an excuse acceptable to the instructor will result in a 0 score for the missed work. Similarly, the Activities Matrix & Accommodation/Adaptation Plan must be turned in by the time indicated on Monday, April 21, 2014. See attached rubric for the Activities Matrix and Accommodation/Adaptation Plan.