**“Preparing Professionals for Changing Educational Contexts”**

**Syllabus**

**Department of Special Education**

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

<table>
<thead>
<tr>
<th>I. Prefix &amp; Number</th>
<th>ESP-700</th>
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</thead>
<tbody>
<tr>
<td>II. Title</td>
<td>Field Study in Early Childhood</td>
</tr>
<tr>
<td>III. Credits</td>
<td>3 semester units</td>
</tr>
<tr>
<td>IV. Semester</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>V. Instructor</td>
<td>Dr. Jeffrey Gelfer</td>
</tr>
<tr>
<td>VI. Office/Phone/Email</td>
<td><a href="mailto:gelfer@unlv.nevada.edu">gelfer@unlv.nevada.edu</a></td>
</tr>
<tr>
<td>VII. Class Location/hours</td>
<td>CEB-209</td>
</tr>
<tr>
<td></td>
<td>Tuesday 7 pm- 9:30 pm,</td>
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<td></td>
<td>Friday 4:30-8:00PM, Saturday 8 am- 1 pm</td>
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<tr>
<td>VIII. Office Hours</td>
<td>Tuesday 10-12 AM, Wednesday 1-3 PM</td>
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<td>Online office hours Tuesday 5-6 PM</td>
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<td>IX. Prerequisites</td>
<td>Consent of Advisor</td>
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<tr>
<td>X. Course Description</td>
<td>This course is designed to provide students with the skills necessary to identify a student or group of students who need help in the area of cognition or social skills in the early childhood setting. This course will provide an opportunity for students to design an intervention based on a student or group of students with specific needs. After completion, students will understand how to plan for and track through data collection to determine the success of the chosen implementation.</td>
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**NAEYC GUIDELINES ADDRESSED**
1. Promoting Child Development and Learning

Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

a. Knowing and understanding young children’s characteristics and needs

b. Knowing and understanding the multiple influences on development and learning

c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Knowledge

(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)

1. Use knowledge of how children develop and learn to provide opportunities that supports development across domains of all young children from birth to age eight. (1.a)

2. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society. (1.a, 1.b, 1.c, 2.a, 2.b)

3. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children in healthy, respectful, and supportive environment. (1.c, 2.a)

Performance (Skills)

(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.)

1. Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among
children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem. (1.a, 1.b, 1.c)
2. Incorporate knowledge and strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrate goals from IEP’s and IFSP’s into daily activities and routines. (1.a, 1.b, 2.b)
3. Establish and maintain physically and psychologically safe and healthy learning environments for children. (1.c)

**Disposition(s)**

(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth-guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Establish and maintain positive, collaborative relationships with families. (2a, 2.b)
2. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (2.a)
3. Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children’s development, learning, and well being. (2.b)
4. Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. (1.a, 2.a)
5. Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. (1.b)
6. Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhances professional status and working conditions for early childhood educators. (1.a, 1.b, 1.c, 2.a, 2.b)

**Performance Assessments**

Upon completion of this course, students will be able to:

<table>
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<tr>
<th>Course Objectives</th>
<th>Measurement</th>
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1. Identify a student or group of students in need of cognitive or social interventions
   Presentation
   Final project

2. Identify and describe an intervention model that will be used to enhance development and learning
   Presentation
   Final project

3. Identify and describe a method of data collection to ensure progress and generalization of skills
   Presentation
   Final project

RESULTS

ECE 781 field experience is an introductory class and is intended to build basic knowledge and skills. Direct results to students are not evaluated because of the introductory nature of the class.

COURSE RESOURCES

Suggested Reading Material


**SUPPLEMENTAL TEXTS AND/OR MATERIALS**

**Current and Classical Reference:**


Harry, B. (1996). Cultural diversity, families, and the special education system:


**Internet Resources:**

Council for Exceptional Children

http://www.cec.sped.org/
ASSIGNMENTS

Course Requirements:

Each student enrolled will complete a five to eight week implementation project. The project will focus on a deficit in the area of cognition or social skills of a student or group of students in an early childhood setting. The skill(s) will be identified and an intervention will be determined based on each individual case and group. Intervention plans will be generated and implemented to the participating
students in the study. Baseline, pretest and posttest must be included in the project. Students progress should be recorded and analyzed both qualitatively and quantitatively.

1. **Presentation of project idea (25 points)**

   Each student will provide a 4 minute summary explaining a plan of action to complete the project.

   Presentation should include the following:

   - Identify if a group or individual child will be used for the project.
   - Purpose of the implementation
   - Identify what skill(s) will be taught.
   - How one will facilitate the project?
   - How one will collect data on the implementation of idea?
   - Family Involvement

2. **Presentation of completed project (50 points)**

   Each student will provide an 8-10 minute power point presentation of project. The presentation should include the following;

   - How student/group was identified.
   - Research to support the intervention or educational plan
   - How the original skill level was tested for a baseline.
How/When was the implementation facilitated in the classroom (educational plan/intervention plan)
What was the data collection process and what do the results suggest?
How was generalization facilitated to the home environment?
Was the project successful? Why or why not?
What would you do differently next time?

3. Write up of final project/summary of findings (100 points)

Each student will complete 5-7 page paper of the project (not including reference page). The paper should include the following;

- How student/group was identified.
- Research
- How the original skill level was tested for a baseline.
- How/When was the implementation facilitated in the classroom (intervention/educational plan)?
- What was the data collection process and what do the results suggest?
- How was generalization facilitated to the home environment?
- Was the project successful? Why or why not?
- What would you do differently next time?

4. Question and answer portion (25 points)

Each Student will be required to contact the course instructor via email to report progress on the final project two times before project completion. The first email report is due the week of March 7th, this report must be received by Tuesday, March 7th. The second report is due the week of April 18th, this report must be received by Tuesday April 18th. The email should state the following;

- Progress thus far on the project (specific data)
- Intervention Plan, Baseline data and anecdotal data of students progress
- Plan of action to finish project by due date
*** It is the sole responsibility of the student to contact the instructor via email in addition to
the assigned dates when necessary for completion of any part of the project***

**GRADING POLICY**

Final grade for this class will be determined by the total number of points earned out of 200. The
following scale will be used to determine the course grade:

Grading Range:
Course Grades:

1. Presentation of project idea-----------------------------------------------------------25
2. Presentation of completed project--------------------------------------------------50
3. Write up of final project/summary of findings---------------------------------100
4. Question and answer portion---------------------------------------------------------25

Total Points ----------------------------------------------------------------------------------200

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>1/16/18</td>
<td>Intro to Strategy Implementation (7 pm- 9:30 pm)</td>
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<tr>
<td>2</td>
<td>1/30/18</td>
<td>Project idea due (7pm- 9:30 pm)</td>
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<tr>
<td>3</td>
<td>5/4, &amp; 5/11, 2018</td>
<td>Finial Presentations (4:30 pm – 8 pm)</td>
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<tr>
<td>4</td>
<td>5/5, 2018</td>
<td>Final Presentations (8 am – 1 pm)</td>
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<tr>
<td>5</td>
<td>3/18/18</td>
<td>Question and Answer update</td>
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<tr>
<td>6</td>
<td>4/18/18</td>
<td>Question and Answer update</td>
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SPECIAL NOTES

Academic Misconduct – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with
choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution."

An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the internet or any source, without proper citation of the sources.” See the “Student Academic Misconduct Policy” (approved December 9, 2005, located at <http://studentlife.unlv.edu/judicial/misconductPolicy.html>).

**Copyright** – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: <http://www.unlv.edu/committees/copyright/>.

**Disability Resource Center (DRC)** – 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/>.

**Missed Class(es) / Student** – As a general rule, no late work will be accepted but 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, January 16, 2009, to be assured of this opportunity. 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).

**Rebelmail** – By policy, faculty and staff should only e-mail students’ Rebelmail accounts. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication. All UNLV students receive a Rebelmail account after admission to the university. Non-admitted students should contact the Student Help Desk at (702)
UNLV Writing Center –

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. 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. More information can be found at: http://writingcenter.unlv.edu/

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.

RUBRIC FOR ORAL PRESENTATION OF FINAL PROJECT

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Information scope and</td>
</tr>
</tbody>
</table>
| EXCEEDS EXPECTATIONS | • Clear and logical sequence and order  
| | • Stays on topic  
| | • Complies with prescribed time limit (10 minutes)  
| | • Visual is used appropriately  
| | • Understandable to audience (tone of voice, flow)  
| | 20-25 points  
| MEETS EXPECTATIONS | • Semi-logical sequence and order  
| | • Interjects miscellaneous information into topic  
| | • Complies with time limit, but has not completed presentation  
| | • Information is too high/low for audience comprehension (i.e., tone of voice too loud/soft, flow too fast/slow)  
| | 15-20 points  
| BELOW EXPECTATIONS | • Illogical sequence and order  
| | • Information is too high/low for audience comprehension  
| | • Off-topic most of the time  
| | • Exceeds time limit  
| | < 15 points  

RUBRIC FOR FINAL WRITE UP PROJECT

- Checks for thorough scope and member
- Minimally checked

15-20 points

15-20 points

<15 points
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
</tr>
</thead>
</table>
| **EXCEEDS EXPECTATIONS** | • Consistent organization  
• Consistent use of APA style  
• Correct spelling & grammar  
• Covered the required topic  

97-100 points |
| **MEETS EXPECTATIONS** | • Infrequently organized  
• APA style with minor discrepancies  
• One or two spelling or grammar errors  
• Covered the required topic  

88-96 points |
| **BELOW EXPECTATIONS** | • Disorganized & difficult to follow  
• Minimal use of APA with major errors  
• Many spelling or grammar errors  

< 88 points |