I. Prefix & Number:  
ESP 774 1001

1 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 Student Academic Misconduct Policy and are encouraged and when faced with choices to always take the ethical path. Students enrolling at 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. Plagiarism is 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: https://www.unlv.edu/studentconduct/student-conduct.

Classroom Conduct—Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as paper, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

Classroom Surveillance—Nevada Revised Statutes (State Law) 396.970 Surrupitious electronic surveillance on campus; exceptions. [Effective January 1, 2017.]
1. Except as otherwise provided in subsection 2, it is unlawful for a person to engage in any kind of surreptitious electronic surveillance on a campus of the System without the knowledge of the person being observed.
2. Subsection 1 does not apply to any electronic surveillance:
   (a) Authorized by a court order issued to a public officer, based upon a showing of probable cause to believe that criminal activity is occurring on the property under surveillance;
   (b) By a law enforcement agency pursuant to a criminal investigation;
   (c) By a peace officer pursuant to NRS 289.130;
   (d) By a uniformed peace officer of the Nevada Highway Patrol Division of the Department of Public Safety pursuant to NRS 480.365;
   (e) Which is necessary as part of a system of security used to protect and ensure the safety of persons on the campus; or
   (f) Of a class or laboratory when authorized by the teacher of the class or laboratory. (Added to NRS by 1993, 213B; A 2015, 575, 366, effective January 1, 2017)

Copyright—The University requires all members of the University Community to familiarize themselves with 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. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/; 702-895-8666) 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 the instructor during office hours so that you 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 the instructor in front of others to discuss your accommodation needs.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the indicated time, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-collegiate life. Access library resources and ask questions at https://www.library.unlv.edu/

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 @unb.nevada.edu. Emailing within WebCampus is acceptable.

Religious Holidays Policy—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 make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=64&navoid=531.

Transparency in Learning and Teaching—The University encourages students to use a transparency template to discuss with their instructors how assignments and course activities benefit student success: https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit: http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

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 702-895-3908. 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/.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. However we will meet for the final exam at the regularly scheduled class time unless otherwise notified.
II. Title: Curriculum Development in Early Childhood Special Education

III. Credit: 3 hours

IV. Semester: Spring 2018

V. Instructor: Dr. John Filler

VI. Office Location: CEB 154
   Class Location: CEB 133

VII. Office Hours: Wednesdays and Thursdays 3:00 – 4:00 pm by Appointment

VIII. Telephone: 895-1105 (Voice Mail); e-mail: jfiller@unlv.nevada.edu

IX. Prerequisite Course(s):
   Students must have completed ESP 470-Introduction to Early Childhood Special Education or ESP 771 or permission of the instructor.

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

DEC (CEC) Standards Addressed:

- Standard 3: Individual Learning Differences
- Standard 4: Instructional Strategies
- Standard 5: Learning Environments and Social Interactions
- Standard 6: Language
- Standard 7: Instructional Planning
- Standard 8: Assessment
- Standard 9: Professional and Ethical Practice
- Standard 10: 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: Teaching and Learning
- Standard 5: Growing as a Professional

XI. Course Objectives:

Knowledge:

1. Each student will demonstrate knowledge of the Nevada Early Learning Guidelines and Pre-K Standards and the CCSD Curriculum Essentials Framework for K-5 (emphasis upon K-2 sections). InTASC4(n), InTASC5(j), InTASC5(g), ICC7K2, ICC7K3, NAEYC1a, NAEYC5c
   Measurement/Evaluation: Exams & Critique

2. Demonstrate knowledge of theories and research that guide curriculum development and instructional practices. InTASC7(i), ICC2K1, ECSE2K1, ECSE2K2, NAEYC1b
   Measurement/Evaluation: Curriculum Critique

3. Demonstrate knowledge and understanding of the demands of general and special education learning environments including the scope and sequence required of instructional skills to meet individual student and environmental needs. InTASC1(d), InTASC1(e), InTASC1(g), InTASC2(g), InTASC3(p), InTASC3(i), InTASC3(j), InTASC3(k), InTASC3(l), InTASC3(m), InTASC4(k), InTASC4(n), InTASC5(j), InTASC7(j), InTASC9(h), InTASC10(n), InTASC10(o), ICC5K1, ICC5k8, NAEYC1c, NAEYC5a
   Measurement/Evaluation: Curriculum Critique & Exams

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(i), InTASC9(h), ICC8K2, ICC8K4, ICC8K5, ECSE8K3, NAEYC3a, NAEYC3b
   Measurement/Evaluation: Curriculum Critique & Exams

5. Each student will demonstrate knowledge of the appropriate components of communication, motor, social skill and life skill curricula for young children with disabilities. InTASC1(e), InTASC1(g), ICC4S3, ECSE6K1
   Measurement/Evaluation: Curriculum Critique & Exams

6. Provide consultation and training in content areas specific to services for children and families and organization/development programs. InTASC10(n), ECSE9S2, ECSE9S5
   Measurement/Evaluation: Critique & Exams

Performance:

1. Each student will demonstrate the use of the Activities Matrix and Activity Plans (lesson plans) to adjust curricular focus for students with disabilities. InTASC1(b), InTASC2(e), InTASC2(e), InTASC3(e), InTASC7(a), InTASC7(b), InTASC7(c), InTASC7(d), InTASC7(f), InTASC9(c), ICC7S1, ICC7S4, ICC7S5, ICC7S8, ICC7S10, ECSE3S2, ECSE7S5, ECSE7S6, ECSE7S7, ECSE7S8, NAEYC1a, NAEYC1c
   Measurement/Evaluation: Exams
2. Each student will demonstrate the ability to employ pedagogically sound and legally defensible instructional practices. InTASC1(b), InTASC2(c), ICC1S1, ECSE1S1, NAEYC4a, NAEYC4b

Measurement/Evaluation: Curriculum Critique and Exams

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), InTASC5(s), InTASC7(n), InTASC7(q), InTASC8(p), InTASC8(r), InTASC8(s), InTASC9(l), ECSE4S1, NAEYC1c

Results:

1. Demonstrate through written explanation and developed curriculum plans 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):

Required Texts:


Current and Classical Reference:

(Each reference below is accessible through UNLV Libraries databases. ERIC, Scopus, and PsycINFO are primary sources for the articles listed. Lists change from semester to semester and are available ONLY to those actually enrolled in the class. For example, the syllabus distributed to students enrolled in Spring of 2017 contains approximately 110 references to published articles on topics addressed in this class)


National Association for the Education of Young Children. (1986). Position statement on developmentally appropriate practice in early childhood programs serving young children from birth through age 8. Young Children, 41(6), 4-19.


**UNLV Library Information and Resources:** Access library resources and ask questions at www.library.unlv.edu

**Position Statements/Standards:**

DEC Position Statements
Available at: http://www.dec-sped.org/About_DEC/PositionStatements_and_Concept_Papers

- Code of Ethics
- Family Cultures, Values & Language
- Promoting Positive Outcomes for Children with Disabilities: Recommendations for
Curriculum, Assessment, and Program Evaluation

NAEYC Position Statements
Available at: http://www.naeyc.org/positionstatements

- Code of Ethical Conduct and Statement of Commitment
- Curriculum, Assessment, and Program Evaluation
- DEC/NAEYC Position on Early Childhood Inclusion
- Developmentally Appropriate Practices
- Early Learning Standards
- Learning to Read and Write
- Respecting and Responding to Diversity
- Technology and Young Children

Anti-Bias Education for Young Children and Ourselves

TAM Technology Fans
Available at: http://www.tamcec.org/publications/technology-fans/

- Supports for Young Children
- Universal Design for Learning


Nevada Pre-Kindergarten Content Standards Teacher Guidebooks
Creative Arts
Language and Literacy
Mathematics
Social Studies/Social Emotional
Music and Movement
Science
Nevada Infant and Toddler Early Learning Guidelines (Draft, August 2011)

Internet Resources:

Council for Exceptional Children (CEC)
http://www.cec.sped.org/

Division of Early Childhood (DEC)
http://www.dec-sped.org/

National Association for the Education of Young Children
http://www.naeyc.org
Nevada’s Quality Rating Improvement System
http://www.nevadaregistry.org/resources/QRIS.html

UNLV Library
http://www.library.unlv.edu

Zero to Three
http://www.zerotothree.org

Additional required readings will be made available through WebCampus.

XIII. Assignments, evaluation procedures, and grading policy:

1. **Examinations (200 Points):** Each student is expected to complete two in-class examinations (midterm and final) that cover readings, in class discussion and notes. Exam questions will be graded on accuracy, integration of content, organization and clarity of ideas and concepts, writing mechanics and fluency.

2. **Curriculum Critique (100 Points):** Each student is expected to critique one commercially available curriculum. The purpose of this activity is for students to evaluate a published curriculum program describing:
   - (a) the theoretical basis,
   - (b) the content (where do the domains and items come from)
   - (c) the strengths and weaknesses,
   - (d) relevance to each and every child-culturally, linguistically, and ability
   - (e) briefly, an example lesson from each curriculum that embeds a child’s IFSP Outcomes/IEP Goals into the activity.
   And finally
   - (d) make recommendations about the curriculum (how should it be changed and/or be limited in it’s use)

3. **Grading Policy:**

   Final grade for the course will be determined by the simple arithmetic average of the two tests plus the points earned for the curriculum critique. Each test is worth a max of 100 points and the critique is worth 100 points (total possible equal 300; 300/3 or 100 max average for course). Grades with associated average point ranges are:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<td>D</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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</table>
Administrative Requirements

1. Attendance and participation in learning activities (in class and outside of class) that may include discussion role-play and simulations, individual and collaborative learning/problem solving processes is expected. After 2 class absences (each half period equals one absence), 10 points may be deducted from the final grade for each absence that is unexcused.

2. This class is supported by Web Campus. Each student enrolled in the class is expected to log on to Web Campus and to monitor closely the class site for messages and additional assignments on a daily basis.

3. Exams are to be taken on the date and at the time indicated. The final will be held at the scheduled time indicated in this syllabus unless otherwise noted in class. Failure to take the exams at the scheduled times or to turn in the Curriculum Critique on the date and at the time indicated (without an excuse acceptable to the instructor) will result in a 0 score for the missed work WITHOUT EXCEPTION. REMEMBER you are responsible for all material, including announcements re schedule changes, handouts, and material presented in class whether or not you are present. You are also responsible for messages/announcements and all material posted on your UNLV Webcampus class site. MONITOR YOUR CLASS WEBSITE DAILY.

4. All assignments MUST be typed and double-spaced. Work submitted should reflect graduate level expectations in terms of scope, depth, writing mechanics, appearance, and APA, Publication Manual, 6th Edition style (where appropriate).

NOTE: STUDENTS TAKING THIS CLASS AS PART OF A DOCTORAL PROGRAM OF STUDIES MAY HAVE DIFFERENT REQUIREMENTS IMPOSED. IF THIS APPLIES TO YOU MAKE AN APPOINTMENT WITH THE INSTRUCTOR, AS SOON AS POSSIBLE, TO DISCUSS WHAT THOSE REQUIREMENTS WILL INVOLVE

Student Expectations:

In-class Behavior: Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional in-class behaviors that are considered by the instructor to be unprofessional include: (a) carrying on side conversations during class instruction and/or while another individual is speaking, (b) arriving late to class and disrupting others already engaged in the session’s activities, and (c) not coming to class prepared causing a lack of meaningful participation and/or effort on the part of the student.

Cellular Phones and Beepers: All cellular phones and beepers should be turned off or placed in vibration (in case of family emergency situation). WebCampus: The instructor will utilize WebCampus (https://webcampus.nevada.edu) to display course notes and materials. Students are expected to bring a copy of the course notes and materials from WebCampus for each scheduled class session.

XIV. Instructional Methods:

Material will be presented using a variety of formats, primary among them being lecture, activities and class discussion. Other methods, including discussion groups and video presentations may also be employed to a lesser degree.
XV: Class Schedule:

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Readings / Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (1/19)</td>
<td>I. Introduction</td>
<td>Cook et al.</td>
</tr>
<tr>
<td></td>
<td>II. Curric in EI/ECSE</td>
<td>Chapters 1 &amp; 5</td>
</tr>
<tr>
<td></td>
<td>III. Curric in Law 108-446</td>
<td></td>
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<tr>
<td>2 (1/20)</td>
<td>IV. MAPS</td>
<td></td>
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<td></td>
<td>V. Activities Matrix</td>
<td>Filler &amp; Xu, (2006)</td>
</tr>
</tbody>
</table>

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3 (1/26)   VI. Modifications and Accommodations  | Cook et al.,  
|           VII. Strategies & Content             | Chapt. 3 & 4       |

4 (1/27)  VIII. Curricular Collaboration  
|         IX. Curriculum Variables (Content & Context) |
|         MIDTERM EXAM                             |

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5 (2/2)   X. Developmental Domains  | Cook et al.  
|         XI. KS CEF                         | Chapt. 5          |

6 (2/3)  XII. Content from Environs:  | Cook et al.  
|         Functional Content                | Chapt. 6 & 8      |
|         XIII. AEPS 3 & Carolina           |                     |
|         XIV. Teaching Language/ Communication |                   |
|         XV. Teaching Social Skills        |                     |

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7 (2/9)**| XVI. Teaching Motor Skills  | Cook et al.  
|         XVII. Culture Sensitive Content    | Chapt. 7          |

**Curriculum Critique  
Due Beginning of Class**

8 (2/10) XVIII. Family/Caregiver Involvement  | Cook et al.  
| Final Exam**                                | Chapt. 2          |

(All assigned readings, Handouts, and notes since midterm)

Exams must be taken at the date and time indicated. Failure to do so, without acceptable excuse, will result in assignment of a zero score without exception. Additionally the Curriculum Critique must be turned in by the date and time indicated above. Failure to do so will result in a zero score without exception.
## RUBRIC FOR ESP 774 CURRICULUM CRITIQUE

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness Of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TARGET</strong></td>
<td>- Consistent and clear organization &amp; thought</td>
<td>- Contained at least 5 references</td>
</tr>
<tr>
<td></td>
<td>- Consistent use of correct APA style</td>
<td>- Used a variety of references</td>
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<tr>
<td></td>
<td>- Correct spelling &amp; grammar</td>
<td>- Presented original perspective about curriculum or instrument</td>
</tr>
<tr>
<td></td>
<td>- Cited all references in text &amp; in reference list correctly</td>
<td>- and fully addressed each of the 6 sections</td>
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<td>- Answered the required 6 sections completely</td>
<td>- Current references (last 10 years)</td>
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<td>- Is consistent in position taken across sections</td>
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<td><strong>45-50 POINTS</strong></td>
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<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>- Fair organization but with occasional lapses in clarity</td>
<td>- Contains at least 3 references</td>
</tr>
<tr>
<td></td>
<td>- APA style with minor discrepancies</td>
<td>- No more than 1 reference came from the Internet</td>
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<tr>
<td></td>
<td>- One or two spelling or grammar errors</td>
<td>- Variety of references not well represented</td>
</tr>
<tr>
<td></td>
<td>- Not all references cited in text &amp; in reference section correctly</td>
<td>- Information presented was only partially representative of new &amp; current information</td>
</tr>
<tr>
<td></td>
<td>- Addressed the required sections</td>
<td>- Is consistent in opinions or views across sections</td>
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<td><strong>40-44 POINTS</strong></td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>- Disorganized &amp; difficult to follow</td>
<td>- Did not contain at least 3 references</td>
</tr>
<tr>
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<td>- Minimal use of APA style with major discrepancies</td>
<td>- All references were from the Internet and/or…</td>
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<tr>
<td></td>
<td>- Many spelling or grammar errors</td>
<td>- poor variety of references</td>
</tr>
<tr>
<td></td>
<td>- References in text &amp; reference list not cited correctly</td>
<td>- Information not current</td>
</tr>
<tr>
<td></td>
<td>- Did not answer the required sections completely</td>
<td>- No indication of consistency in opinions or views across sections</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>&lt; 40 POINTS</strong></td>
</tr>
</tbody>
</table>