I. Course Prefix & Number: ESP 774 1003
II. Title: Curriculum Development in ECSE

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 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. 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.

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, 702-895-0866) 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 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.

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: https://catalog.unlv.edu/content.php?catoid=19&navoid=3499.

Transparency in Learning and Teaching - The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: https://www.unlv.edu/provost/teachingandlearning https://www.unlv.edu/provost/transparency

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 the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB 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.

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. Emailing within WebCampus is acceptable.

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. See the schedule at: http://www.unlv.edu/registrar/calendars.

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.
III. Course Credit Hours: 3 credits
IV. Semester/Time/Location: Fall 2017
   Fridays (4:00pm to 8:00pm) - CEB 220
   Saturdays (8:00am to 4:00pm) - CEB 220
V. Instructor: Conrad Oh-Young
VI. Office Location: After class or By Appointment
VII. Office Hours: After class or By Appointment
VIII. Telephone: 702-895-1105 (Voice Mail)
            conrad.oh-young@unlv.edu (Email)
IX. Prerequisite Course(s): ESP 771
X. Course Description:
   Focuses on the identification of important components of early childhood education for young children
   with disabilities; critical evaluation for the suitability of various curriculum modes for various disabilities;
   critical evaluation of commercial materials; designing new curriculum models; and utilizing teacher-made
   materials.

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

CEC/DEC 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 Guidelines 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: (InTASC; ICC= Common Core CEC; ECSE= CEC Early Childhood
    Special Ed; NAEYC= NAEYC)

Knowledge:
(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content
knowledge, Professional 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, Curriculum Portfolio and Critique
2. Demonstrate knowledge of theories and research that guide curriculum development and instructional practices. InTASC7(i), ICC2K1, ECSE2K1, ECSE2K2, NAEYC1b
   Measurement/Evaluation: Research Paper, 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(i), InTASC9(h), InTASC10(n), InTASC10(o), ICC5K1, ICC5k8, NAEYC1c, NAEYC5a
   Measurement/Evaluation: Exams, Curriculum Critique and Curriculum Portfolio

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: Exams, Curriculum Critique and Curriculum Portfolio

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: Exams, Curriculum Critique and Curriculum Portfolio

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: Curriculum Portfolio

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. 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(c), 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, Curriculum Critique and Portfolio

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 Portfolio

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. 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
   Measurement/Evaluation: Exams, Curriculum Critique and Portfolio

Results:
(The ways students demonstrate what they know and how they are able to put skills into practice to make a difference in child learning).
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. Suggested Resources:

Required Text(s):


Optional Text(s):


Current and Classical References:


XIII. Course Requirements and Grading Policy:

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. Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; a paper or project; and WebCampus postings and/or discussions.

Course Requirements:
1. Two Examinations
Two tests are required. One will be given mid-session and the other, towards the end of the session. Both will be taken in class. Each test will consist of 10 to 15 short-answer questions which cover assigned readings (text, articles, position statements), class notes, lectures, and other media (Two at 100 points each).
2. Curriculum Critique
The purpose of this activity is for students to evaluate a packaged curriculum program. Each student will select two commercial curricula to evaluate and present (a) the theoretical basis, (b) describe the content, (c) identify the strengths and weaknesses, (d) make recommendations about the curriculum, (e) discuss how it relates to each and every child—culturally, linguistically, and ability diverse, and (f) present critiques and a lesson from each curriculum that embeds a child’s IFSP Outcomes/IEP Goals into the activity. You must cite at least five peer-reviewed references to support your critique. Read carefully the instructions in WebCampus as well as the grading rubric. Papers must be turned in at the start of class on the assigned due date (refer to the calendar in this syllabus/assignment submission area in WebCampus). You will be required to submit an electronic version in Microsoft Word format (.doc or .docx extension) of your paper in WebCampus. No other file types will be accepted. None will be accepted after that date and time and a 0 score for the missed assignment will be entered into the computation of the final grade (50 Points).

3. Curriculum Portfolio
The portfolio will require students to visit a general education preschool or kindergarten classroom and develop plans to include children with disabilities (domain consideration) in the curriculum. Each section will build on previous sections and students will be asked to turn in the cumulative product and scoring guide with each section. Students completing a portfolio for the Master's degree will need to keep Sections #5 and #6.

- Section 1: Description of site
- Section 2: Description of child
- Section 3: Goals/objectives (cognitive, communication, physical, social-emotional, and adaptive development)
- Section 4: Activities Matrix
- Section 5: Intervention Guide
- Section 6: Activity Plan
- Section 7: Embedding Schedule
- Section 8: Data for decision making

Please refrain from referring to school staff, children, and family members by name (use pseudonyms when necessary). Do not copy information directly from documents in the child's confidential folder. Papers must be turned in at the start of class on the assigned due date (refer to the calendar in this syllabus/assignment submission area in WebCampus). You will be required to submit an electronic version in Microsoft Word format (.doc or .docx extension) of your paper in WebCampus. No other file types will be accepted. None will be accepted after that date and time and a 0 score for the missed assignment will be entered into the computation of the final grade (100 Points).

4. Research Paper
Read five peer reviewed articles (not websites) from professional (peer reviewed) journals (three must be research based) relevant to adapting early childhood curricula/instruction for young children with special needs and report your findings in a five page paper. Paper should include: cover page, introduction, findings, summary/conclusion, and reference page (cover and reference page do not count toward page limit). An abstract is not required. Also include discussion on if the articles selected:

- Promote positive outcomes for young children with disabilities based on your knowledge of the DEC and NAEYC position statements on early childhood curriculum.
- Promote Early Childhood Inclusion.

Read carefully the instructions in WebCampus as well as the grading rubric. Papers must be turned in before the start of class on the assigned due date (refer to the calendar in this syllabus/assignment submission area in WebCampus). You will be required to submit an electronic version in Microsoft Word format (.doc or .docx extension) of your paper in WebCampus. No other file types will be accepted. None will be accepted after that date and time and a 0 score for the missed assignment will be entered into the computation of the final grade (50 Points).

5. Research to Practice Presentation
The purpose of this activity is for students to describe an instructional practice/strategy from the literature and how it could be implemented in an integrated classroom setting with a young child with a disability in order to meet a curriculum standard. This will allow students to learn from each other and share research
based strategies. Students will review one of the assigned articles from a peer-reviewed source, and then construct a PowerPoint presentation that summarizes the article, task analyzes the intervention procedures (you will be asked to roleplay delivery of the intervention live in class using your task analysis), and describes the curriculum standards that it meets. Only one student per article. Read carefully the list of detailed instructions in WebCampus as well as the grading rubric. Presentation files must be uploaded to the appropriate WebCampus Discussion Board Thread before the start of class on the day that the students are scheduled to present. Submissions will not be accepted after that date and time and a 0 score for the missed assignment will be entered into the computation of the final grade (50 Points).

Administrative Requirements

1. All assignments are due on the day indicated in the course schedule. Due dates are listed on the course schedule. One letter grade will be deducted for each day an assignment is late. Missed assignments/exams cannot be made up and will result in a score of 0 (zero).
2. 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 time indicated, 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.
3. All assignments MUST be typed double-spaced (APA 6th Ed.). Work submitted should reflect graduate level expectations in terms of scope, depth, writing mechanics, and appearance.
4. 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.

Attendance Policy:
Regular attendance in class is expected, that is, your grade will not be positively affected by attendance; however, repeated absences that are not excused can result in up to 10 points being deducted from your final grade. Absences will result in one warning before point deduction. If there is a reason for you to be repeatedly absent have a discussion with the professor regarding how you intend to keep up with the material presented in class.

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

Grading Policy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<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>
</tr>
<tr>
<td>C++</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>

Research Paper 50
Research Presentation 50
Curriculum Critique 50
Midterm Exam 100
Final Exam 100
Curriculum Portfolio 100
Total Points 450

* All exams, papers, and projects are to be taken (or handed in) no later than the date and the time indicated (failure to do so will result in a 0 score without exception); however, you are encouraged to turn in your papers/projects as soon as possible. REMEMBER you are responsible for all material, including announcements schedule changes to course outline, handouts, and material presented in class whether or not you are present.

Student Expectations

In-class Behaviors: 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). Other electronic devices (e.g. laptop, iPad) are to be used for note taking only. There will be no “texting” or inappropriate internet usage during lectures and in-class whole/small groups discussions.

WebCampus: The instructor will utilize WebCampus 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. Course Outline (Tentative):

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>September 29</td>
<td>Syllabus and WebCampus, and Introductions</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Topic:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Course Projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Library Website</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● APA Formatting</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Due:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Sign-Up for <em>Presentation and Conferences</em></td>
</tr>
<tr>
<td>2.</td>
<td>September 30</td>
<td><strong>Topic:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Review Part B &amp; C of 108-446</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Review ECSE Eligibility Requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Review Historical Perspectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● DEC &amp; NAEYC Recommended Practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Review Formative Assessment and Planning Strategy (Baseline,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intervention, and Data-Based Decision Making)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Review Goals and Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Review Antecedents and Consequences</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● DEC Recommended Practices (2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Cook et al. (2016), Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Odom and Wolery (2003)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Articles in WebCampus</td>
</tr>
<tr>
<td>3.</td>
<td>October 6</td>
<td><strong>Topic:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Linked System</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Developmental Theories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Appropriateness of Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Inclusion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Standards (See WebCampus for electronic versions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Cook et al. (2016), Chapters 3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Johnson et al. (2015), Chapters 3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Articles in WebCampus</td>
</tr>
<tr>
<td>4.</td>
<td>October 7</td>
<td><strong>Topic:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Universal Design for Learning (UDL), Accommodations, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Modifications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Description of Activity-Based Intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Activity Schedules, Activity Plans, and Activities Matrix</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Activity Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Intervention Guide</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Embedding Schedule</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Activities Matrix</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Issues with Activity-Based Intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Catch-Up and Review for Mid-Term Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reading:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Cook et al. (2016), Chapters 5-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Johnson et al. (2015), Chapter 5-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Filler and Xu (2006-2007)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Articles in WebCampus</td>
</tr>
<tr>
<td>5.</td>
<td>October 13</td>
<td><strong>Topic:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Mid-Term Exam</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>6.</td>
<td>October 14</td>
<td>Curriculum Topic Presentations, Learning Theory and ECSE Strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Task Analysis and Prompting Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Activity Schedules</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Story Based Lessons and Graphic Organizers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Selection of Materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Picture Exchange Communication System</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Video Modeling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Use of Technology in ECSE (Assistive Tech)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Catch-Up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Conferences and work on projects</td>
</tr>
<tr>
<td>7.</td>
<td>October 20</td>
<td>Final Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>October 21</td>
<td>Family Involvement (RBI and MAPS), Student Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Exams must be taken on the date indicated at the time of the regularly scheduled class. Failure to do so, without an acceptable excuse approved by the instructor, will result in 0 points without exception. Also, the term paper MUST be turned in NO LATER than the date and time indicated above. Late papers will be scored 0 without exception.
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization (50 Points Total)</th>
<th>Completeness of Information (50 Points Total)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TARGET</strong></td>
<td>√ Consistent and clear organization and thought</td>
<td>√ Answers at least 95% of questions correctly</td>
</tr>
<tr>
<td>48-50 Points</td>
<td>√ Consistent use of APA style</td>
<td>√ Uses a variety of resources</td>
</tr>
<tr>
<td></td>
<td>√ Correct spelling and grammar</td>
<td>√ Presents comprehensive perspective</td>
</tr>
<tr>
<td></td>
<td>√ References each answer to text, notes, or outside readings</td>
<td>√ Synthesizes information and reaches conclusions</td>
</tr>
<tr>
<td></td>
<td>√ Answers at least 95% of questions correctly</td>
<td>√ Answers all questions</td>
</tr>
<tr>
<td><strong>ACCEPTABLE</strong></td>
<td>√ Occasional lapses of clarity in organizations</td>
<td>√ Answers more than 80% of questions correctly</td>
</tr>
<tr>
<td>40-47 Points</td>
<td>√ One or two spelling or grammar errors</td>
<td>√ At least half of the answers contained references</td>
</tr>
<tr>
<td></td>
<td>√ Inconsistent use of references</td>
<td>√ Uses less than 3 references</td>
</tr>
<tr>
<td></td>
<td>√ Covered the required points in each answer</td>
<td>√ Answers are only partially responsive to questions</td>
</tr>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
<td>√ Disorganized &amp; difficult to follow</td>
<td>√ Answers fewer than 80% of questions correctly</td>
</tr>
<tr>
<td>Less than 40 Points</td>
<td>√ Minimal use of APA style</td>
<td>√ No references to text or outside readings</td>
</tr>
<tr>
<td></td>
<td>√ Many spelling or grammar errors</td>
<td>√ No synthesis of information from different sources</td>
</tr>
<tr>
<td></td>
<td>√ No references or incorrect references</td>
<td>√ Numerous incomplete answers</td>
</tr>
</tbody>
</table>
# RUBRIC FOR ESP 774 CURRICULUM CRITIQUE (Total Points 50)

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization (50 Points Total)</th>
<th>Completeness of Information (50 Points Total)</th>
</tr>
</thead>
</table>
| **TARGET** 45-50 Points | √ Consistent and clear organization and thought  
√ Consistent use of APA style  
√ Correct spelling and grammar  
√ Cited all references in text & in references correctly  
√ Discussed the required components completely | √ Contained at least 5 references  
√ Used a variety of references  
√ Presented original perspective about test or instrument and fully addressed each question  
√ Current Information  
√ Is consistent in position taken across questions |
| **ACCEPTABLE** 40-44 Points | √ Fair organization but with occasional lapses in clarity  
√ APA style with minor discrepancies  
√ One or two spelling or grammar errors  
√ Not all references cited in text & in references correctly  
√ Discussed the required components | √ Contains at least 3 references  
√ More than 1 reference came from a non-peer reviewed source  
√ Variety of references not well represented  
√ Information presented was only partially representative of new & current information  
√ Is consistent in opinions or views across questions/answers |
| **UNACCEPTABLE** Less than 40 Points | √ Disorganized & difficult to follow  
√ Minimal use of APA style with major discrepancies  
√ Many spelling or grammar errors  
√ References in text & reference list not cited correctly  
√ Did not discuss the required components completely | √ Did not contain at least 3 references  
√ No references were from a peer reviewed source  
√ Poor variety of references  
√ Information not current  
√ No indication of consistency in opinions or views across answers/questions |
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization (25 Points Total)</th>
<th>Completeness of Information (25 Points Total)</th>
</tr>
</thead>
</table>
| **TARGET**  | √ Consistent and clear organization and thought  
     √ Consistent use of APA style  
     √ Correct spelling and grammar  
     √ Cited references in text & in the references section correctly  
     √ Covered the required areas in order and with clarity  |
| 20-25 Points|  √ Planned activities are developmentally appropriate  
     √ Target disability clearly indicated and explained  
     √ Goals/Objectives clearly stated  
     √ Addressed each section completely  
     √ Used a variety of references  
     √ Referenced original plan with adaptations – accommodations  
     √ Presents an original perspective re adaptations/accommodations |
| **ACCEPTABLE** | √ Subheading were clear but occasional lapses in organization  
     √ APA style with minor discrepancies  
     √ One or two spelling or grammar errors  
     √ Not all references cited in text & in references correctly  
     √ Covered the required areas  |
| 15-20 Points|  √ Planned activities are developmentally appropriate  
     √ Target disability area identified but only partially described  
     √ Goals/Objectives stated but not clearly  
     √ Addressed each section but could have expanded discussion  
     √ Variety of references not well represented  
     √ Information presented was only partially representative of reflective thought |
| **UNACCEPTABLE** | √ Disorganized & difficult to follow  
     √ Minimal use of APA style with major discrepancies  
     √ Many spelling or grammar errors  
     √ References in text & reference list not cited correctly  
     √ Did not address the required areas  |
| Less than 15 Points|  √ Planned activities are not developmentally appropriate  
     √ Not all components addressed or addressed incompletely  
     √ Non original thoughts  
     √ Target disability area not identified or inappropriately included  
     √ Goals/Objectives not measureable  
     √ Poor variety of references  
     √ No reflective thought evident |
## RUBRIC FOR ESP 774 RESEARCH PAPER (Total Points 50)

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization (25 Points Total)</th>
<th>Completeness of Information (25 Points Total)</th>
</tr>
</thead>
</table>
| **TARGET** 20-25 Points | √ Consistent and clear organization and thought  
√ Consistent use of APA style  
√ Correct spelling and grammar  
√ Cited all references in text & in references correctly  
√ Discussed the required components completely | √ Summarized five articles  
√ Minimum of three articles were research based.  
√ Directly ties in articles with how they relate to standards, recommended practices, and early childhood inclusion.  
√ Is consistent in opinions or views across content presented |
| **ACCEPTABLE** 15-20 Points | √ Fair organization but with occasional lapses in clarity  
√ APA style with minor discrepancies  
√ One or two spelling or grammar errors  
√ Not all references cited in text & in references correctly  
√ Discussed the required components | √ Summarized five articles  
√ Minimum of three articles were research based.  
√ Relates back to standards/recommended practices  
√ Discusses how it relates to early childhood inclusion.  
√ Is consistent in opinions or views across content presented |
| **UNACCEPTABLE** Less than 15 Points | √ Disorganized & difficult to follow  
√ Minimal use of APA style with major discrepancies  
√ Many spelling or grammar errors  
√ References in text & reference list not cited correctly  
√ Did not discuss the required components completely | √ Summarized less than five articles or less than three articles were research based.  
√ Information presented was only partially representative of early childhood inclusion, standards, and recommended practices.  
√ No reflective thought evident |
# RUBRIC FOR ESP 774 RESEARCH TO PRACTICE PRESENTATION (Total Points 50)

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization (25 Points Total)</th>
<th>Completeness of Information (25 Points Total)</th>
</tr>
</thead>
</table>
| **TARGET** 20-25 Points | √ Consistent and clear organization and thought  
√ Consistent use of APA style  
√ Correct spelling and grammar  
√ Cited all references in text & in references correctly  
√ Discussed the required components completely | √ Presented original perspective about how would implement the instructional strategy  
√ Target disability clearly indicated and explained  
√ Referenced original plan with adaptations – accommodations  
√ Presents an original perspective re adaptations/accommodations  
√ Is consistent in opinions or views across content presented |
| **ACCEPTABLE** 15-20 Points | √ Fair organization but with occasional lapses in clarity  
√ APA style with minor discrepancies  
√ One or two spelling or grammar errors  
√ Not all references cited in text & in references correctly  
√ Discussed the required components | √ Perspective only partially addressed  
√ Target disability area identified but only partially described  
√ Variety of references not well represented  
√ Information presented was only partially representative of reflective thought  
√ Is consistent in opinions or views across content presented |
| **UNACCEPTABLE** Less than 15 Points | √ Disorganized & difficult to follow  
√ Minimal use of APA style with major discrepancies  
√ Many spelling or grammar errors  
√ References in text & reference list not cited correctly  
√ Did not discuss the required components completely | √ Not all components addressed or addressed incompletely  
√ Non original thoughts and/or lesson plan not referenced  
√ Target disability area not identified or inappropriately included  
√ No reflective thought evident |