

SYLLABUS
Department of Education and Clinical Studies
Early Childhood Special Education
University of Nevada Las Vegas

Preparing professionals for changing educational contexts

- I. **Prefix & Number:** ESP 774
- II. **Title:** Curriculum Development in Early Childhood Special Education
- III. **Credit:** 3 hours
- IV. **Semester:**
- V. **Instructor:**
- VI. **Office Location:**
Class Location:
- VII. **Office Hours:**
- VIII. **Telephone:**
- IX. **Prerequisite Course(s):**
Students must have completed ESP 470-Introduction to Early Childhood Special Education 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: 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(j), InTASC9(h), InTASC10(n), InTASC10(o), ICC5K1, ICC5k8, NAEYC1c, NAEYC5a

Measurement/Evaluation: 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: 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: 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:

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: Curriculum 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):

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: Curriculum Critique and Portfolio

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:

Cook, R.E., Klein, M.D., & Chen, D. (2012). *Adapting the early childhood curricula for children with special needs* (8th Ed.). Upper Saddle Creek, NJ: Pearson Education.

Recommended Texts:

Pretti-Frontczak, K., & Bricker, D. (2004, 3rd Ed.). *An activity-based approach to early intervention*. Baltimore, Maryland: Paul Brookes.

Supplemental Text(s):

Bailey, D.B., & Wolery, M. (1992). *Teaching infants and preschoolers with disabilities* (2nd Ed.). New York: Merrill.

Bricker, D.D. (1989). *Early intervention for at-risk and handicapped infants, toddlers, and preschool children*. Palo Alto, CA: Vort Corporation. New York: Merrill.

Bricker, D.B., & Woods Cripe, J.J. (1992). *An activity-based approach to early intervention*. Baltimore, MD: Paul H. Brooks Publishing Co.

Cook, R.E., Tessier, A., & Klein, M.D. (2004). *Adapting the early childhood curricula for children in inclusive settings* (6th Ed.). Englewood Cliffs, NJ: Merrill.

Davis, M.D., Kilgo, J.L., & Gamel-McCormick, M. (1998). *Young children with special needs: A developmentally appropriate approach*. Needham Heights, MA: Allyn & Bacon.

Gould, P., & Sullivan, J. (1999). *The inclusive early childhood classroom: Easy ways to adapt learning centers for all children*. Beltsville, MD: Gryphon House.

Klein, M. D., Cook, R. E., & Richardson-Gibbs, A. M. (2001). *Strategies for including children with special needs in early childhood settings*. Albany, NY: Delmar.

Sandall, S., Hemmeter, M. L., Smith, B.J., & McLean, M. E. (2005). *DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education*. Missoula, MT: DEC.

Sullivan Coleman, M. J., & Krueger, L. (2002). *Play & Learn: A motor-based preschool curriculum for children of all abilities*. Minneapolis/St. Paul, MN: AbleNet, Inc.

Sutterby, J. A., & Frost, J. (2006). Creating play environments for each childhood: Indoors and out. In Spodek, B., & Saracho, O. N. (eds), *Handbook of research on the Education of Young Children* (2nd ed., p. 305-322). New Jersey: Lawrence Erlbaum Associates.

Swartz, S. (2004). *The new language of toys: Teaching communication skills to children with special needs* (3rd ed.) Bethesda, MD: Woodbine House.

Supplemental Readings(s):

- Buysse, V., & Hollingsworth, H. L. (2009). Research synthesis points on early childhood inclusion: What every practitioner and all families should know. *Young Exceptional Children, 11*, 18-30.
- Carlisle, A., (2001). Using the multiple intelligences theory to assess early childhood curricula. *Young Children, 56*(6), 77-83.
- Darragh, J. (2007). Universal design for early childhood education: Ensuring access and equity for all. *Early Childhood Education Journal, 35*(2), 167-171.
- Filler, J. F., & Xu, Y. Including children with disabilities in early childhood education programs: Individualizing developmentally appropriate practices. *Childhood Education, 83*(2), 91-98.
- Hemmeter, M. L., Smith, B. J., Sandall, S., Askew, L. *DEC recommended practices workbook: Improving practices for young children with special needs and their families*. Missoula, MT: DEC
- National Professional Development Center on Inclusion. (2011). *Research synthesis points on quality inclusive practices*. Chapel Hill: University of North Carolina, FPG Child Development Institute, Author. Retrieved from <http://community.fpg.unc.edu/npdci>
- Odom, S. L., Vitztum, J., Wolery, R., Lieber, J., Sandall, S., Hanson, M. J., Horn, E. (2004). Preschool inclusion in the United States: A review of research from an ecological systems perspective. *Journal of Research in Special Educational Needs, 4*, 17-49.
- Rettig, M. (2005). Using multiple intelligences to enhance instruction for young children and young children with disabilities. *Early Childhood Education Journal, 32*(4), 255-259.
- Soukakou E. P. (in press). Measuring quality in inclusive preschool classrooms: Development and validation of the Inclusive Classroom Profile (ICP). *Early Childhood Research Quarterly*.

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
<http://www.naeyc.org/store/files/store/TOC/254.pdf>

TAM Technology Fans

Available at: <http://www.tamcec.org/publications/technology-fans/>

Supports for Young Children
Universal Design for Learning

The K-5 Curriculum Essentials Framework (1998). Las Vegas, NV: The Clark County School District. Hard copies available for review in CML or through CML website: www.library.unlv.edu/cml (Collections) (Curriculum) (URL in first paragraph); Nevada Common Core Standards Available at: <http://www.doe.nv.gov/standards.html>

Nevada Pre-Kindergarten Standards Revised and Approved (2010). Carson City, NV: Nevada State Board of Education. Available at: <http://www.nevadaregistry.org/office-of-early-care-and-education/pre-k-standards.html>

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)
Available at: <http://www.nevadaregistry.org/office-of-early-care-and-education/pre-k-standards.html>

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, grading policy, and student expectations

Below is an explanation of assignments, activities, and examinations due throughout the term. Due dates for each item are listed in the course schedule. Late assignments will result in the assignment being graded down one letter grade. Scoring guides will be provided for presentations and homework assignments.

Research Paper (25 points)

Read five most recent articles (last 5 years and not websites) from professional (peer reviewed) journals (three must be research based) relevant to adapting early childhood curricula for young children with special needs and report your findings in a five page. Paper should include: cover page, introduction, findings (Do 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? Early Childhood Inclusion?), summary/conclusion, and reference page (cover and reference page do not count toward page limit).

Curriculum Critique (35 points)

Students will work as part of a 3-5 person team to evaluate and present a packaged curriculum program. Groups will select two commercial curriculum to evaluate and present (a) the theoretical basis, (b) describe the content, (c) identify the strengths and weaknesses, (d) make recommendations about the curriculum, and (e) relevance to each and every child-culturally, linguistically, and ability diverse (f) present critiques and a lesson from each curriculum that embeds a child's IFSP Outcomes/IEP Goals into the activity.

Curriculum Portfolio (35 points)

The portfolio will be divided into six smaller assignments that will be due throughout the term. The portfolio will require students to visit a general education preschool or kindergarten classroom and develop plans to include children with special needs (domain consideration) in the curriculum. Each assignment will build on previous assignments and students will be asked to turn in the cumulative product and scoring guide with each assignment. *Assignments #5 & 6 make up the rubric assignment for this course. Students completing a portfolio for the Master's degree will need to keep assignments #5 & 6.*

1. Description of site (5 points)

2. Description of child
3. Goals/objectives (communication, physical, social-emotional, cognitive, adaptive development & Activity Matrix (10 points)
4. Intervention Guide (5 points)
5. Group Activity Schedule (5 points)
6. Activity plan (5 points)
7. Data for decision making (5 points)

Class Activities (5 points)

The purpose of class activities is to allow students an opportunity to apply the content from this course. These activities will require students to synthesize what they have learned from the course content, readings, and class discussion to applied examples. Students **MUST BE PRESENT** in order to obtain points for class activities. Students can earn a maximum of 5 points toward their final grade. There will be no make-ups for activities.

Evaluation Procedures (see below and course rubrics):

1. All assignments are due on the day indicated in 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. A grade of "Incomplete" will be granted only if the student has:
 - completed 75% of the course,
 - earned a grade of "B" or better at the time the "Incomplete" grade is requested, and
 - requested an "Incomplete" grade for personal or academic reasons deemed **extraordinary** by the instructor.
 - The student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is no grading penalty for completing the course by the agreed upon date.
3. All assignments **MUST** be typed double-spaced APA style (6th Ed.). Work submitted should reflect graduate level expectations in terms of scope, depth, writing mechanics, and appearance.
4. If a student wishes reconsideration of the scoring of an exam or an assignment, the student must submit a written request to the instructor that identifies: 1) the assignment to be reconsidered, and 2) the rationale.

Grading Policy:

Final grades for the course will be determined based on the total number of points earned. Grades with associated point totals are:

Grade	Point Range	Grade	Point Range
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A	95-100	C	73-76
A-	90-94	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	59 or below

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:

This is a tentative schedule. The syllabus deadlines may change at the discretion of the instructor.

Day	Topic	Readings	Assignments Due
Class 1 Aug 29	<ul style="list-style-type: none"> • Introductions • Syllabus • Curriculum Intro • ABI Introduction 	P-F & B Ch 1 & 2	
Class 2 Sept 5	<ul style="list-style-type: none"> • DAP & DEC Recommended practices • Quality Indicators • Curricular approaches • Evaluating curriculum approaches 	C, K & T Ch. 1 P-F & B Ch 3 Position Statements/Quality Indicators	
Class 3 Sept 12	<ul style="list-style-type: none"> • Variables that influence learning • Environmental arrangement • Routines & expectations 	C, K & T Ch. 6 & 7	Critique Decisions Due
Class 4 Sept 19	<ul style="list-style-type: none"> • Families • Assessment • Present level of functioning 	C, K & T Ch. 2 & 3	<i>Description of Site</i>
Class 5 Sept 26	<ul style="list-style-type: none"> • Goals/objectives • IEP/IFSP 	C, K & T Ch. 4	<i>Description of Child</i>
Class 6 Oct 3	<ul style="list-style-type: none"> • Matrix • Adaptations/Accommodations 	C, K & T Ch. 5	<i>Peer review goals/objectives</i>
Class 7 Oct 10	<ul style="list-style-type: none"> • Activity-Based Intervention 	P-F & B Ch. 4 & 5	Complete Connect Module 1: Embedded Instruction Link to module: http://community.fpg.unc.edu/connect-modules/learners/module-1
Class 8 Oct 17	<ul style="list-style-type: none"> • Group Activity Schedule • Embedding Goals 	P-F & B Ch. 7 C, K & T Ch. 8	<i>Goals/Objectives</i>

Classes 9 Oct 24	<ul style="list-style-type: none"> Facilitating Interactions Activity Plans 	Review P-F & B Ch. 4 & 5	Complete Connect Module 7: Tiered Instruction Link to http://community.fpg.unc.edu/connect-modules/learners/module-7
Classes 10 Oct 31	Curriculum Critique	P-F & B Ch. 8 Filler & Xu	<i>Activity Matrix</i>
Classes 11 Nov 7	<ul style="list-style-type: none"> Activity Plans COGNITIVE & LITERACY 	C, K & T CH. 9	Complete Connect Module 5: Assistive Technology Link to http://community.fpg.unc.edu/connect-modules/learners/module-5
Classes 12 Nov 14	<ul style="list-style-type: none"> Accommodations & Adaptations 	TBA	<i>Activity Plans & Group Embedding Schedule</i>
Classes 13 Nov 21	<ul style="list-style-type: none"> Using data for decision making Teaming: Collaboration 	C, K & T Ch. 10 P-F & B Ch. 6	Complete Connect Module 6: Dialogic Reading Instruction http://community.fpg.unc.edu/connect-modules/learners/module-6
Classes 14 Nov 28	<ul style="list-style-type: none"> Course evaluations 	P-F & B Ch. 10	<i>Intervention Guide & Data for Decision Making</i>
Classes 15 Dec 5	<ul style="list-style-type: none"> Curriculum Critique 		<i>Curriculum Presentations</i>
Classes 16 Dec 12	<ul style="list-style-type: none"> Curriculum Critique 		<i>Curriculum Presentations</i>

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: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.**

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>

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 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.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (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-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

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/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (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-college 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 @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>.

<p>Proficiency</p>	<p>Format & Organization</p>	<p>Completeness of Information</p>
<p>Exceeds Expectations</p> <p>95 – 100%</p>	<ul style="list-style-type: none"> - Consistent organization - Correct spelling and grammar - Group activity schedule includes daily program activities and target goals/objectives - Activity plan follows format presented in class and is easy to follow and implement 	<ul style="list-style-type: none"> - Group activity schedule reflects effort to include as many opportunities as possible for children to practice goals/objectives - Includes sufficient detail that another interventionist could use the activity plan to embed children’s goals/objectives - Activity plan includes specific multiple opportunities to embed goals/objectives within the activity - Activity plan includes considerations for curriculum adaptations
<p>Meets Expectations</p> <p>80 – 94%</p>	<ul style="list-style-type: none"> - Occasional lapses of clarity in organization - One or two spelling or grammar errors - Inconsistent use of formats presented 	<ul style="list-style-type: none"> - Group activity schedule is lacking some opportunities for children to practice goals/objectives - Activity plan may need further explanation for another interventionist to use it to embed children’s goals/objectives
<p>Below Expectations</p> <p>< 80%</p>	<ul style="list-style-type: none"> - Disorganized and difficult to follow - Many spelling errors - Did not follow format - Missing information 	<ul style="list-style-type: none"> - Group activity schedule does not provide sufficient opportunities for children to practice goals/objectives throughout their daily routine - Activity plans are missing components and/or would require extensive information for another interventionist to implement