

Syllabus¹
Department of Special Education
College of Education, University of Nevada, Las Vegas
Preparing professionals for changing educational contexts

I. Prefix & Number:	ESP 775 1001
II. Title:	Strategies in Early Childhood Special Education
III. Credit:	3 hours
IV. Semester:	
V. Instructor:	
VI. Office Location:	
Class Location:	
VII. Office Hours:	
VIII. Telephone & email:	
IX. Prerequisite Course(s):	none
X. Course Description:	

This course involves a survey of strategies for teaching children from diverse cultural and racial backgrounds with atypical patterns of development. Emphasis is placed upon methods that can be employed in the typical setting. Included is an introduction to the principle of behavioral analysis, positive approaches to behavior management, cooperative learning, strategies for adapting the general curriculum, formative measurement and setting accommodations for young children with developmental delays.

InTASC Standards Addressed:

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

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
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- Standard 10: Collaboration

NAEYC Standards Addressed:

- Standard 2: Building Family and Community Relationships
- Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
- Standard 4: Using Developmentally Appropriate Practices
- Standard 5: Using Content Knowledge to Build Meaningful Curriculum
- Standard 6: Becoming 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. Students will demonstrate knowledge of differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing those differences. InTASC2(g), InTASC2(i), InTASC3(j), InTASC4(k), InTASC7(j), ICC3K5, NAEYC2a.

Measurement/Evaluation: Exams and Lesson Plan Adaptations

2. Students will demonstrate knowledge of the demands of differing learning environments including the home and general educational settings. InTASC3(o), ICC5K1, NAEYC2c.

Measurement/Evaluation: Exams and Lesson Plan Adaptations

3. Candidates will demonstrate knowledge of instructional and remedial methods, techniques, and curriculum materials and methods for management and assessment of learning and instruction. InTASC3(i), InTASC4(n), InTASC7(k), InTASC8(k), InTASC8(l), ICC7K1, ICC5K3, NAEYC4b.

Measurement/Evaluation: Exams and Lesson Plan Adaptations

4. Each participant will demonstrate knowledge of roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program. InTASC8(n), ICC7K5, ICC10K1, ECSE10S4, NAEYC4c.

Measurement/Evaluation: Exams and Lesson Plan Adaptations

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. Students will demonstrate the use of knowledge of future educational settings to develop learning experiences and instructional strategies that prepare young children for future instructional settings. InTASC4(a), InTASC7(b), InTASC7(c), ECSE4S2.

Measurement/Evaluation: Exams and Lesson Plan Adaptations

2. Each student will demonstrate the use of strategies to facilitate inclusion. ICC4S1, ECSE5S1.
Measurement/Evaluation: Lesson Plan Adaptations
3. Each student will demonstrate the use of communication strategies and resources to facilitate understanding of subject matter by young students whose primary language is not English. .
InTASC2(e), ICC6S2
Measurement/Evaluation: Exams and Lesson Plan Adaptations
4. Students will evaluate supports needed for integration into various program placements.
ICC5S3.
Measurement/Evaluation: Exams and Lesson Plan Adaptations
5. Students will interpret and use assessment and performance data from all stakeholders for instruction. InTASC7(d), InTASC7(f), InTASC9(c), InTASC9(h), ICC5S6, NAEYC3b.
Measurement/Evaluation: Exams and Lesson Plan Adaptations
6. Students will develop and/or select instructional content, materials, resources, and strategies that respond to different characteristics of learners and standards. InTASC1(b), InTASC1(e), InTASC2(b), InTASC2(c), InTASC7(a), InTASC8(a), ICC4S3.
Measurement/Evaluation: Lesson Plan Adaptations
7. Students will identify and prioritize areas of the general curriculum and accommodations and adaptations for individuals with exceptional learning needs. ICC7S1
Measurement/Evaluation: Lesson Plan Adaptations
8. Students will develop plans for comprehensive, longitudinal individualized programs in collaboration with team members. ICC7S2, NAEYC4d.
Measurement/Evaluation: Lesson Plan Adaptations
9. Each student will demonstrate use of instructional practices based on knowledge of child, family, community and general curriculum. ECSE4S1.
Measurement/Evaluation: Lesson Plan Adaptations
10. Each student will demonstrate the ability to prepare appropriate lesson plans. ICC7S10.
Measurement/Evaluation: Lesson Plan Adaptations
11. Each student will demonstrate the ability to use task analysis. ICC7S5
Measurement/Evaluation: Exams and Lesson Plan Adaptations
12. Each participant will demonstrate the ability to select, adapt, and use instructional strategies and materials according to characteristics of the learner. InTASC8(a), ICC7S13.
Measurement/Evaluation: Exams and Lesson Plan Adaptations
13. Each student will demonstrate the ability to sequence, implement, and evaluate individual learning objectives. ICC7S6.
Measurement/Evaluation: Exams and Lesson Plan Adaptations
14. Each student will demonstrate ability to use strategies for facilitating maintenance and generalization of skills across learning environments. ICC4S4.
Measurement/Evaluation: Lesson Plan Adaptations

15. Each student will demonstrate the ability to choose and implement instructional techniques and strategies that promote successful transitions for individuals with exceptional learning needs. ECSE4S6, ECSE10S1.
Measurement/Evaluation: Exams and Lesson Plan Adaptations
16. Each student will demonstrate ability to prepare and organize materials to implement daily lesson plans. ICC7S11.
Measurement/Evaluation: Lesson Plan Adaptations
17. Each student will demonstrate ability to design a learning environment that encourages active participation by learners in a variety of individual and group learning activities. ICC5S4, ECSE7S4.
Measurement/Evaluation: Lesson Plan Adaptations
18. Each student will demonstrate ability to use objective data to evaluate instruction and monitor progress of young children with disabilities. ICC8S8, NAEYC3b.
Measurement/Evaluation: Exams and Lesson Plan Adaptations
19. Each student will demonstrate ability to create an environment that encourages self-advocacy, self-esteem and self-management. ICC4S5.
Measurement/Evaluation: Exams and Lesson Plan Adaptations
20. Each student will demonstrate ability to collaborate with regular classroom teachers and other school and community personnel in integrating individuals with exceptional learning needs into various learning environments. InTASC8(c), ECSE7S3, NAEYC5c.
Measurement/Evaluation: Lesson Plan Adaptations
21. Each student will demonstrate the ability to sequence, implement, and evaluate individual learning objectives. InTASC8(d), ICC7S6.
Measurement/Evaluation: Exams and Lesson Plan Adaptations
22. Each student will demonstrate ability to use instructional time properly. ICC7S12.
Measurement/Evaluation: Lesson Plan Adaptations

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 participant will demonstrate a commitment to practice within the CEC Code of Ethics and other standards and policies of the profession. InTASC8(p), InTASC8(s), InTASC9(l), ICC9S1, NAEYC6b, NAEYC6c.
Measurement/Evaluation: Exams and Lesson Plan Adaptations

- Each participant will demonstrate knowledge of ethical considerations inherent in behavior management. ICC7S13, ECSE4S6.

Measurement/Evaluation: Exams and Lesson Plan Adaptations

- Each student will demonstrate a commitment to data based decision models that include family participation. InTASC1(j), InTASC7(n), InTASC7(q), ICC7S4, CC7S13, ICC8S8, ECSE9S2, ECSE9SS3.

Measurement/Evaluation: Exams and Lesson Plan Adaptations

Results:

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

- Each student will demonstrate the ability to adapt lesson plans for typically developing children served in regular educational settings to incorporate the learning and performance objectives and outcomes from the IEPs and/or IFSPs of children with disabilities including but not limited to an analysis and evaluation of needed accommodations.

XII. Texts, readings, and instructional resources:

Required Texts:

Pretti-Frintczak, K. & Bricker, D.D. (2004). *An activity based approach to early intervention* (3rd. ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Recommended Texts:

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

Bricker, D.D., Pretti-Frontczak, K., & McComas, N. (1998). *An activity-based approach to early intervention* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Cook, R.E., Tessier, A., & Klein, M.D. (2000). *Adapting the early childhood curricula for children in inclusive settings* (5th 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.

Mallory, B. L., & New, R. S. (1994). *Diversity & Developmentally Appropriate Practices: Challenges for Early Childhood Education*.

The K-5 Curriculum Essentials Framework (1998). Las Vegas, NV: The Clark County School District, Author.

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.)

- 34 CFR Parts 300 and 303: Early Intervention Program for Infants and Toddlers With Disabilities; Assistance to States for the Education of Children With Disabilities; Final Rule and Proposed Rule, RIN 1820-AB59 C.F.R. (2011).
- 34 CFR Parts 300 and 301: Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities; Final Rule, 1820-AB57 C.F.R. (2006)
- Aguiar, C., Moiteiro, A. R., & Pimentel, J. S. (2010). Classroom Quality and Social Acceptance of Preschoolers with Disabilities. *Infants and Young Children, 23*(1), 34-41.
- Alberto, P.A., & Troutman, A.C. (1986). *Applied behavior analysis for teachers*. (2nd. Ed.). Columbus, OH: Merrill Publishing Company.
- Alwell, M., & Cobb, B. (2009). Functional Life Skills Curricular Interventions for Youth with Disabilities: A Systematic Review. *Career Development for Exceptional Individuals, 32*(2), 82-93.
- Ayres, K. M., Douglas, K. H., Lowrey, K. A., & Sievers, C. (2011). I Can Identify Saturn but I Can't Brush My Teeth: What Happens when the Curricular Focus for Students with Severe Disabilities Shifts. *Education and Training in Autism and Developmental Disabilities, 46*(1), 11-21.
- Banda, D. R., Hart, S. L., & Liu-Gitz, L. (2010). Impact of Training Peers and Children with Autism on Social Skills during Center Time Activities in Inclusive Classrooms. *Research in Autism Spectrum Disorders, 4*(4), 619-625.
- Barton, E. E. (2010). Development of a Taxonomy of Pretend Play for Children with Disabilities. *Infants and Young Children, 23*(4), 247-261.
- Bayat, M. (2011). Clarifying Issues Regarding the Use of Praise with Young Children. *Topics in Early Childhood Special Education, 31*(2), 121-128.
- Bennett, K., Reichow, B., & Wolery, M. (2011). Effects of Structured Teaching on the Behavior of Young Children with Disabilities. *Focus on Autism and Other Developmental Disabilities, 26*(3), 143-152.
- Boat, M. B., Dinnebeil, L. A., & Bae, Y. (2010). Individualizing Instruction in Preschool Classrooms. *Dimensions of Early Childhood, 38*(1), 3-11.
- Boavida, T., Aguiar, C., McWilliam, R. A., & Pimentel, J. S. (2010). Quality of Individualized Education Program Goals of Preschoolers with Disabilities. *Infants and Young Children, 23*(3), 233-243.
- Branson, D. M., & Bingham, A. (2009). Using Interagency Collaboration to Support Family-Centered Transition Practices. *Young Exceptional Children, 12*(3), 15-31.
- Bredenkamp, S. (Ed.). (1987). *Developmentally appropriate practice in early childhood programs serving children from birth through age eight*. Washington, DC: National Association for the Education of young Children.
- Brown, L., Branston, M. B., Hamre-Nietupski, S., Pumpian, I., Certo, N., & Gruenewald, L. (1979). A strategy for developing chronological-age-appropriate and functional curricular content for severely handicapped adolescents and young adults. *The Journal of Special Education, 13*(1), 81-90.

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- Cole, K. N., Harris, S. R., Eland, S. F., & Mills, P. E. (1989). Comparison of two service delivery model: In-class and out-of-class therapy approaches. *Pediatric Physical Therapy*, 1(2), 49-54.
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- Cooper, J. O., Heron, T. E., & Howard, W. L. (1987). *Applied behavior analysis*. Columbus, OH: Merrill Publishing Company.
- Coplan, R. J., Schneider, B. H., Matheson, A., & Graham, A. (2010). "Play Skills" for Shy Children: Development of a "Social Skills Facilitated Play" Early Intervention Program for Extremely Inhibited Preschoolers. *Infant and Child Development*, 19(3), 223-237.
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- Driscoll, C., & Carter, M. (2010). The Effects of Spatial Density on the Social Interaction of Preschool Children with Disabilities *International Journal of Disability, Development, and Education* v. 57 no. 2 (June 2010) p. 191-206.
- Ellmer, M. (2010). Socially and Culturally Sensitive Communication: Using Person First Language: Online Submission.
- Erwin, E. J., Brotherson, M. J., Palmer, S. B., Cook, C. C., Weigel, C. J., & Summers, J. A. (2009). How to Promote Self-Determination for Young Children with Disabilities : Evidenced-Based Strategies for Early Childhood Practitioners and Families. *Young Exceptional Children*, 12(2), 27-37.
- Evans, I. M., & Meyer, L. H. (1985). *An educative approach to behavior problems: A practical decision model for interventions with severely handicapped learners*. Baltimore: Paul H. Brookes Publishing Co.

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- Harte, H. A. (2010). The Project Approach: A Strategy for Inclusive Classrooms. *Young Exceptional Children, 13*(3), 15-27.
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- Hyatt, K. J., Stephenson, J., & Carter, M. (2009). A Review of Three Controversial Educational Practices: Perceptual Motor Programs, Sensory Integration, and Tinted Lenses. *Education and Treatment of Children, 32*(2), 313-342.
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Internet Resources

The Division for Early Childhood (CEC):

<http://www.dec-sped.org/>

UNLV Library:

<http://www.library.unlv.edu/>

National Association for the Education of Young Children

<http://www.naeyc.org/about/>

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 and panel discussions; and student presentations.

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

XIII. Assignments, evaluation procedures, and grading policy:

Academic Requirements

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. **Lesson plan adaptations (100 Points):** Each student is expected to **adapt 2 typical preschool/primary grade lesson/activity plans** for students with disabilities in the general classroom and present them with pages stapled neatly. Each is worth a total of 50 points. One must be completed by the midterm (see syllabus for date due) and the remaining one is due the last week of regularly scheduled classes. Included for each adapted lesson/activity, must be a specification of the materials, instructional format, adaptations and/or modifications, a instructional setting and references. Each Lesson Plan Adaptation should include a copy of the original lesson plan in addition to the adaptation requirements. Each lesson must be unique and should vary across age/grade levels (pre K-2). See handout for further description.

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.
Note: regular attendance, completion of assigned reading(s), and participation in class is expected -- after 2 absences (each half day equals one absence), 10 points will be deducted from the final grade for each absence that is unexcused.
2. 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.

3. Exams are to be taken on the date and at the time indicated. The final will be held at the scheduled time (4:15 PM) unless otherwise noted in class. ***Failure to take the exams at the scheduled times or to turn in the Adaptation Plans on the date and at the time indicated (without an acceptable excuse consistent with UNLV policies) 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.
4. A grade of "Incomplete" will be granted only for reasons beyond the student's control and consistent with UNLV policies. When such cases as illness and/or family tragedy occur the student and instructor will negotiate a due date for completion of the course assignments.
5. 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.

Grading Policy:

Final grades will be based on the total number of points earned:

- A = (285 – 300 points)
- A- = (270 – 284 points)
- B+ = (261- 269 points)
- B = (249- 260 points)
- B- = (240 – 248 points)
- C+ = (231- 239 points)
- C = (219- 230 points)
- C- = (210- 218 points)
- D+ = (201- 209 points)
- D = (189- 200 points)
- D- = (180 – 188 points)
- F = (< 180 points)

XIV. Course Outline:

<u>Session</u>	<u>Topic</u>	<u>Readings / Assignments</u>
1 (1/18)	I. Introduction II. Review 108-446	Pretti-Fronzcak & Bricker, Chapter 1
2 (1/25)	III. Review Differences Between IFSP and IEP	Pretti-Fronzcak & Bricker, Chapter 2

	IV. ECSE Goals and Objectives *Collaborative Goal Planning	
3 (2/1)	*Writing Annual Goals and Short-Term Objectives *In-Class Objective Practice	Pretti-Fronzcak & Bricker, Chapter 3 with <u>Appendix</u>
4 (2/8)	V. Task Analysis and Developmental Milestones *Task Analysis In-Class Practice	Wolery & Bredekamp (1994) in “Handouts” folder
5 (2/15)	VI. Learning Theory and ECSE Strategy *Developmentally Appropriate and Individually Appropriate Practice (DIAP)	Pretti-Fronzcak & Bricker, Chapter 8
6 (2/22)	VII. Formative Assessment and Planning Strategy *Introduction to Arrangement of Antecedents and Consequences	
7 (2/29)	VIII. Arranging proximal and distal <u>antecedents</u> (instructional cues) IX. Arranging proximal and distal <u>consequences</u> (e.g. program and placement)	Pretti-Fronzcak & Bricker, Chapter 4
*8 (3/7)	Midterm Exam	First Lesson Plan Adaptation Due @ Beginning of Class
9 (3/14)	X. Arrangement of "Special case" consequences. Dealing with aggressive and/or disruptive behavior	Pretti-Fronzcak & Bricker, Chapter 5
10 (3/21)	XI. Teaching self-help & toileting skills- An example of how to "put it all together"	
11 (3/28)	XII. Developing Individual Daily Activity Plans XIII. Environmental Inventories (REVIEW FROM PREVIOUS CLASSES)	Pretti-Fronzcak & Bricker, Chapter 6
12 (4/4)	NO CLASS SPRING BREAK	
13 (4/11)	XIV. Elements of Activity-Based	

	Intervention (cont.)	
	* Planning activities	
	* Center-based programming and generalization	
14 (4/18)	XV. Environmental engineering (overview) XVI. Selection of materials (novelty, complexity, and responsivity)	Pretti-Fronzcak & Bricker, Chapter 7
15 (4/25)	XVII. Strategies for Integration & Inclusion XVIII. Activities Matrix	Pretti-Fronzcak & Bricker, Chapter 9 Filler & Xu, (2006)
*16 (5/2)	Program evaluation * Strategies for implementing program modification * Review for exam	Lesson Plan Adaptations due Beginning of Class Pretti-Fronzcak & Bricker, Chapter 10
*17 (5/9)	Final Exam**	<u>(All assigned readings, Handouts, Handouts, and notes since midterm)</u>

Exams are to be taken on the date and at the time indicated. The final will be held at the scheduled time (4:15 PM) unless otherwise noted in class. Failure to take the exams at the scheduled times or to turn in the Adaptation Plans on the date and at the time indicated (without an acceptable excuse consistent with UNLV policies) 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.

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](tel: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>.