IECE 322
Planning Curriculum and Instruction for Diverse Learners
Fall 2008

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Office TPH 345

Class Schedule/Location: Tuesday, 3:00-5:45 P.M., TPH 130

Western Kentucky University Information Number: 745-4845
(School closing information due to inclement weather)

Course Description:
IECE 322 focuses on planning for curriculum including learning environments and instruction for children who are culturally and linguistically diverse or children with varied abilities (birth through five years) and their families.

Textbooks:


Readings:


Additional readings may be assigned and listed on the course schedule. Additional reading will be made available in the Educational Resources Center, Third floor, Tate Page Hall.

IECE Teacher Standards:
I. Create appropriate learning environments that are supportive of development needs.
II. Introduce, implement, facilitate, and manage development and learning.
III. Assess children’s cognitive, emotional, social, communication, adaptive and physical development;
organize assessment information and communicate the results.

IV. Reflect on and evaluate teaching and learning situation, environments, and programs.
V. Collaborate and consult with staff in a team effort, volunteers, families, and other providers.
VI. Engage in self-evaluation of teaching and management skills
VII. Support and promote the self-sufficiency of families
VIII. Demonstrate implementation of technology.

Course Objectives:

1. Identify the philosophical/theoretical orientations to early childhood education and early childhood special education.
2. Develop an IEP and inclusion matrix, integrating identified child and family outcomes with resources and service options.
3. Summarize and integrate assessment information into implications and recommendation for content and process of instruction including task analysis and inclusion matrix.
4. Identify and discuss Kentucky’s Early Childhood Standards as they apply to curriculum development.
5. Utilize methods for monitoring, summarizing, and evaluating the acquisition of child and family outcomes as outlined in the IEP/IFSP and/or lesson plans including adaptations for diverse learners.
6. Develop and write lesson plans utilizing the KTIP format.
7. Identify and discuss key components and published curricula.

Course Outline:

1. Philosophical bases for early intervention
   - Identify specific philosophies and theories of early childhood
   - Integrating special education with these philosophy
2. Curriculum
   a. Components
   b. Criteria for the development, selection, and evaluation of curricula
   c. Integrating early childhood special education components into these curricula.
   d. Applying the Kentucky Early Childhood Standards, DEC Practices, and DAP Practices to curriculum development.
3. Planning Child Services
   - Develop IEP and be a member of an ARC meeting
   - Develop lesson plans using the KTIP format
   - Develop and inclusion matrix using IEP objectives
   - Develop a task analyses for IEP objectives

Critical Performances: Rubrics for critical performances can be found at http://edtech.tph.wku.edu/~eps/

Course Policies:

1. Students are required to attend all class sessions. If an absence is unavoidable, (a) students are expected to contact one of the instructors, prior to the class sessions or as soon thereafter as possible, and (b) students are expected to take responsibility for all missed material.
2. Active class participation based on professional experiences and assigned reading is expected of all students.
3. It is expected that all written assignments will be typed and conform to standards of documentations, organization, mechanics, and legibility, (i.e., adhere to APA format). Assignments not adhering to these
standards will lose points on the grading scale. Students are expected to turn in assignments on the date indicated by the instructor or points will be deducted from the assignment. Plagiarism as defined in the university catalog is not acceptable.

4. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445 Potter Hall. The OFSDS telephone number is 270-745-5004V/TDD. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

5. Course materials, announcements, etc. will be made available via Blackboard and e-mail. The **WKU E-mail** address will be used for all students.

6. Students must have on file in the Teacher Assistance Center, Room 408 Tate Page Hall copies of a current TB test, physical examination, and criminal background check prior to beginning the field experience assignment during the fall 2007 semester. Students should contact Sheila Raines, 270-745-6571 or sheila.raines@wku.edu for additional or more specific information.

**Course Assignments:**

1. Quizzes: A total of 4 quizzes will be given. Quizzes will cover readings and class discussion. (25 pts each)
2. Group Project/IEP development: Each group will develop an IEP from a case study provided by the instructor. The IEP will include Present Levels of Performances (PLEP), goals and objectives, and services delivery.
3. IEP meeting presentation: Each group will participate in an ARC mock meeting. Group members will assume a role as a member of the committee. This IEP mock meeting will be held on the Bowling Green Campus.
4. KTIP lesson Plan: Each student will develop a lesson plan for a preschool setting according to the KTIP format.
5. Inclusion Matrix: Each student will develop an inclusion matrix for a student with a disability.
6. Task Analysis: Each student will develop a task analysis for a student with a disability.
7. Curricula Reviews: Each student will review and evaluate two early childhood curricula based on a format provided by the instructor. One curriculum must be appropriate for infants/toddlers with or without disabilities and one for preschoolers with or without disabilities. The format will be assigned by the instructor.
8. Curricula presentation: Present each curriculum reviewed and evaluated in assignment #7 above. Each presentation will be approximately 15-20 minutes long. These presentations will be presented on the Bowling Green Campus.

7. Each student is expected to upload all critical performances for this class through the college of education’s portfolio system. A final grade will not be assigned if critical performances are not uploaded by the deadline indicated in the course calendar.

### Grading System

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>4 @ 25 points each</td>
</tr>
<tr>
<td>Group Project/IEP Development</td>
<td>50 points</td>
</tr>
<tr>
<td>IEP meeting presentation</td>
<td>25 points</td>
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<tr>
<td>KTIP Lesson Plan</td>
<td>75 points</td>
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<tr>
<td>Inclusion matrix</td>
<td>25 points</td>
</tr>
<tr>
<td>Task Analysis</td>
<td>25 points</td>
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<tr>
<td>Task</td>
<td>Points</td>
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<tr>
<td>Curriculum Reviews (50pts each)</td>
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<tr>
<td>Curriculum Presentation</td>
<td>25</td>
</tr>
<tr>
<td>Class Participation</td>
<td>50</td>
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</tbody>
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**Course Grading Scale**

A = 428-475  
B = 380-427  
C = 333-379  
D = 285-332  
F = 284 and below

*The instructor reserves the right to change these requirements or course outline as deemed necessary.*