

IRPR
SPED 534-Curriculum and Instruction in Special Education: 3 Credit Hours
Department of Educational Studies-Special Education Program
Western Michigan University

INSTRUCTOR

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Office Hours: Monday and Wednesday 12-12:45 or by appointment

REQUIRED TEXTBOOK/MATERIALS

Vaughn, S., Bos, C., & Schumm, J. (2003). *Teaching exceptional, diverse, and at-risk students in the general education classroom* (3rd Ed.). Boston, MA: Allyn & Bacon.

Other Assigned Readings

COURSE DESCRIPTION

This course focuses on application of the Clinical Teaching Model to the education of students with mild and moderate disabilities. Emphasis is placed on implementation and evaluation activities. Additional topics include: service delivery systems, roles of teachers and ancillary personnel, legal requirements, and major issues confronting the field of special education.

Prerequisite: Acceptance in IRPR Program.

SPECIAL EDUCATION PROGRAM OUTCOMES

The Special Education Programs will prepare graduate students to:

1. Work effectively with parents.
2. Use interdisciplinary communication skills associated with a teacher consultant role.
3. Provide quality educational services to students with disabilities in the state, region, and nation.
4. Implement the Clinical Teaching Model in their educational programs serving students with disabilities.
5. Function as a resource for regular educators serving students with disabilities.
6. Serve as a resource for parents/guardians of students with disabilities.
7. Serve as advocates for students with disabilities in our society.
8. Function as professionals in the field of education.
9. Be critical consumers of current and emerging educational techniques and technologies.
10. To demonstrate knowledge regarding the issues and needs of traditionally underrepresented populations.

COMPETENCIES

The competencies for the course are taken from the CEC Common Core of **Knowledge** and **Skills**.

I. PHILOSOPHICAL, HISTORICAL, AND LEGAL FOUNDATIONS OF SPECIAL EDUCATION.

Knowledge:

- K1 Models, theories, and philosophies that provide the basis for special education practice.
- K2 Variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling.
- K3 Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds.
- K4 Assurances and due process rights related to assessment, eligibility, and placement.
- K5 Rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individuals with learning needs.

Skills:

- S1 Articulate personal philosophy of special education including its relationship to/with regular education

II. CHARACTERISTICS OF LEARNERS

Knowledge:

- K1 Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs.
- K2 Characteristics of normal, delayed, and disordered communication patterns of individuals with exceptional leaning needs.
- K7 Educational implications of characteristics of various exceptionalities.

III. ASSESSMENT, DIAGNOSIS, AND EVALUATION

Knowledge:

- K7 Incorporation of strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of individuals with exceptional learning needs.
- K9 Methods for monitoring progress of individuals with exceptional learning needs

Skills:

- S5 Interpret information from formal and informal assessment instruments and procedures.

IV. INSTRUCTIONAL CONTENT AND PRACTICE

Knowledge:

- K1 Differing learning styles of individuals with exceptional learning needs and how to adapt teaching to these styles.
- K2 Demands of various learning environments such as individualized instruction in general education classes.
- K3 Curricula for the development of motor, cognitive, academic, social, language, affective, and functional life skills for individuals with exceptional learning needs.
- K4 Instructional and remedial methods, techniques, and curriculum materials.

- K5 Techniques for modifying instructional methods and materials.
- K6 Life skills instruction relevant to independent, community, and personal living and employment.
- K7 Cultural perspective influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.

Skills:

- S1 Interpret and use assessment data for instructional planning.
- S2 Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences.
- S4 Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.
- S5 Prepare appropriate lesson plans.
- S7 Conduct and use task analysis.
- S8 Select, adapt, and use instructional strategies and materials according to characteristics of the learner.

V. PLANNING AND MANAGING THE TEACHING AND LEARNING ENVIRONMENT:

Knowledge:

- K2 Research-based best practices for effective management of teaching and learning.
- K3 Ways in which technology can assist with planning and managing the teaching and learning environment.

VI. MANAGING STUDENT BEHAVIOR AND SOCIAL INTERACTION SKILLS

Knowledge:

- K4 Social skills needed for educational and functional living environments and effective instruction in the development of social skills.
- K6 Strategies for preparing individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world.

VII. COMMUNICATION AND COLLABORATION

Knowledge:

- K1 Factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in culturally responsive programs.
- K3 Development of individual student programs working in collaboration with team members.
- K4 Roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program
- K5 Ethical practices for confidential communication to others about individuals with exceptional learning needs.

VIII. PROFESSIONAL AND ETHICAL PRACTICES

Knowledge:

- K2 Importance of the teacher serving as a model for individuals with exceptional learning needs.

Skills:

- S1 Demonstrate proficiency in oral and written communication.
- S8 Use copyrighted educational materials in an ethical manner.
- S9 Practice within the CEC Code of Ethics and other standards and policies of the profession.

COURSE REQUIREMENTS/EVALUATION

Assignment: SPED 534	Total Points
Class Participation	125 pts
5 Lesson Plans @ 50 points each	250 pts
Unit Plan & Presentation	100 pts
4 Strategy Summaries @ 25 points each	100 pts
<u>Case Study</u>	<u>125 pts</u>
Total Points	700 pts.

Assignments and papers submitted later than class time on the scheduled due date will be counted as late. Two points will be deducted for each late day. Assignments must be accompanied by the appropriate criterion checklist or there will be an automatic ten point deduction.

No incomplete grades will be given without contracting with Dr. Whitten and it is subject to her discretion. Students are advised to retain all graded assignments returned to them.

Grades will be assigned based on the following scale:

COURSE GRADING CRITERIA

95%-100%	of total possible points = A
90%-94%	of total possible points = BA
85%-89%	of total possible points = B
80%-84%	of total possible points = CB
75%-79%	of total possible points = C
Below 75%	of total possible points = E

Class Participation and Attendance: Consistent attendance is required to obtain the information required to master the content of this course. The largest portion of the information needed for successful completion of assignments will be covered in class lectures and activities. Many in-class activities will be implemented for course assignments. If you must be absent, Dr. Whitten (387-5940) should be notified prior to class.

Lesson Plan: Students will develop lesson plans in the following subject areas: reading, written expression, math, study skills, and one content area. Each lesson plan will identify the goal and objectives of the lesson and script for teaching. Adequate use of strategy instruction and technology will be required.

Unit Plan: Students will select one of the lessons plans they developed and prepare a week unit in that subject area. Student will present this unit to his/her group.

Strategy Summary: Students will select four strategies from current literature and summarize each according to the guidelines provided.

Case Study: Students will be given two case studies in which they will develop appropriate lesson plans for their final examination.

MODES OF INSTRUCTION

1. Didactic/lecture
2. Small and large group discussion and activities
3. Role Playing and Problem Based Learning
4. Technology Enhanced Instruction (e.g., video viewing, powerpoint, video taping)

NEED FOR ACCOMMODATIONS

Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and the appropriate Disability Services office at the beginning of the semester. The two disability service offices on campus are: Disabled Student Resources and Services 387.2116 or Office of Services for Students with Learning Disabilities 387.4411

DIVERSITY STATEMENT

The Department of Educational Studies, Special Education Program maintains a strong and sustained commitment to the diverse and unique nature of all learners and to maintain high expectations for each student.

STUDENT ACADEMIC CONDUCT

Western Michigan University's academic honesty and conduct in research policies have been created and defined by members of its academic community, recommended by its faculty senate, and adopted by its board of trustees. The Department of Educational Studies will adhere to all Student Academic Conduct policies and procedures as printed in the catalog. The processes necessary to support these policies are managed and facilitated by the Office of Student Judicial Affairs. All questions related to academic honesty will be referred to this office (387-2160).

ACADEMIC INTEGRITY STATEMENT

Students are responsible for making themselves aware of and understanding the policies and procedures in the [Undergraduate Catalog (pp.268-269)/Graduate Catalog (pp. 26-27)] that pertain to academic integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

APA STYLE

The Department of Educational Studies, Special Education Program has officially endorsed the style of the American Psychological Association (APA) for the completion of all written assignments unless otherwise stated. APA writing procedures are found in:

American Psychological Association, (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: Author.