SPE 4700 - Individualized General Curriculum and Materials.
(3-0-3) F, S. A study of curricular content and materials which provide and enhance access to the general curriculum for individuals with exceptional learning needs. Development and the role of the Individualized Education Program in curriculum development, material selection and development, and evaluation and assessment are significant components of this course.   **Prerequisites & Notes:** SPE 2000, 3000, 3200 and 3201. Credits: 3

Grading Methods: ☒   Traditional (ABCDF)
                          ☐   ABC/NC
                          ☐   C/NC
                          ☐   AU

Repeat information: ☐   May be repeated
                                     How many times   ____
                                     For how many maximum total hours?   ____
                          ☒   May not be repeated

Restriction(s):   ☒   Open only to Special Education majors

                          ☐   Open to Non-Special Education majors

                          ☐   College affiliation (or exclusion)

                          ☒   Major affiliation (or exclusion):

                          ☒   Undergraduate level

                          ☐   Graduate level

                          ☐   Class level

Prerequisite(s)   SPE 2000, 3000, 3200 and 3201

Co-requisite(s)   None

Equivalent EIU Course(s):   None

Authority to waive
        prerequisite:Chairperson

Required Text:

Choate, J. S. (Ed.). (2004). *Successful Inclusive Teaching* (4th ed.). Boston: Pearson Education.

Support of Conceptual Framework:

See "Relationship of the Course to Unit Theme and Conceptual Framework"

Methods of Instruction:

1. The SPE 4700 candidate's performance with regard to curriculum theory and design is taught through peer-group activities, quizzes, a case-study approach and the development of a curriculum unit plan which connects a student's IEP to lesson plans. (CEC Common Core Standards: 3, 4, 5, 7, 8; IGC Standards: 4, 7, 7; CEC IIC Standards: 4, 7, 8; IPT Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9; Common Core Standards for All SPE Teachers Standard 4; LBS1 Standard 4.
2. Lesson plans are connected to learning center stations (i.e., both must incorporate some aspect of technology for either a one-week lesson or in one learning center station). (CEC Common Core Standards: 3, 4, 5, 7, 8; IGC Standards: 4, 7, 7; CEC IIC Standards: 4, 7, 8; IPT Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9; Common Core Standards for All SPE Teachers Standard 4; LBS1 Standard 4.
3. These activities/assignments assist the SPE 4700 candidate in being competent to develop a curriculum unit for a class or students with mild or moderate disabilities in either a resource room or in an inclusionary classroom setting. (CEC Common Core Standards: 3, 4, 5, 7, 8; IGC Standards: 4, 7, 7; CEC IIC Standards: 4, 7, 8; IPT Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9; Common Core Standards for All SPE Teachers Standard 4; LBS1 Standard 4.

Learning Outcomes/Objectives:

See Standards . . .

Grading Policy:

The grading scale is as follows:

A = 90-100% of total points
B = 80-89% of total points
C = 70%-79% of total points
D = 60-69% of total points
F = less than 60% of total points

Assignments:

See "Methods of Assessment" and "Major Evaluation Components"…

Chart of Assessments:

See Chart . . .

Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed									Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	1	2	3	4	5
Examinations and quizzes	Mid-term and final examinations, and quizzes (announced and unannounced) will be completed by students.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒
Curriculum Unit Plan	Using an IEP developed by teacher candidate cooperative groups based on a case study, each candidate team will prepare a curriculum unit plan for use that spans a three-week period and addresses the academic, social, and adaptive/functional needs of the learner to enhance access to the general curriculum. Prior to developing the unit plan, a proposal will be submitted containing a topic, rationale, unit goals, objectives, and specific students for which the unit is intended to benefit.	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☒	☒	☒

<u>List of Initial Unit Standards:</u>
Standard 1 – Diversity
Standard 2 – Content Knowledge; Human Development & Learning
Standard 3 – Planning for Instruction
Standard 4 – Learning Environment
Standard 5 – Instructional Delivery
Standard 6 – Communication
Standard 7 – Assessment
Standard 8 – Collaborative Relationships
Standard 9 – Reflection and Professional; Growth and Professional Conduct

<u>List of Unit Dispositions:</u>
Disposition 1 – Interaction with Students
Disposition 2 – Professional and Ethical Practice
Disposition 3 – Effective Communication
Disposition 4 – Planning for Teaching and Student Learning
Disposition 5 – Sensitivity to Diversity and Equity

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Objectives of the Course

This course is:

☒　　Writing – Active

☐　　Writing – Intensive

☐　　Writing – Centered

This course is:

☒　　Technology-aware: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.

☐　　Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.

☐　　Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

☐　　ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.

Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

SPE 4700 focuses on student learning styles that can be facilitated through the modification of the classroom environment and adaptations of curriculum materials for the student with special needs.

The Five Domains: Subjects, Strategies, Students, Societies and Communities, and Technology:

The term "subject" pertains specifically to content areas (i.e., math, reading, language art, written expression, etc) that are discussed in terms of age-appropriate and meaningful adaptations that would be used for students with mild to moderate disabilities.

"Strategies" pertain to curriculum adaptations. Societies/communities refer to preparing students with mild to moderate special needs to be productive members of the workforce and

productive members in society. Technology is another important component of the curriculum that is embedded into lessons and into learning center stations.

The Learning Model for this course is:

Ecological

Methods used in teaching this course which reflect this learning model:

Ecological theory advocates that individuals are products of their environment. Consequently, for a family in which an individual is experiencing learning/behavioral problems, the problem does not lie within the individual but within the environment itself. SPE 4700 is taught using various methods (lecture, readings, power point, group activities).

Methods of assessment of student performance relative to the theme and/or the domains):

The SPE 4700 student's performance with regard to curriculum theory and design is assessed through peer-group activities such as the development of learning centers, exams and quizzes, and a case-study approach and the development of a curriculum unit plan, which connects a student's IEP developed by teacher candidate cooperative groups based on the case study to lessons plans (i.e., academic and life skill learning). Lesson plans are connected to learning center stations (i.e., both must incorporate some aspect of technology for either a one-week lesson or in one learning center station). These activities/assignments assist the SPE 4700 student in being competent to develop a curriculum unit for a class or students with mild or moderate disabilities in either a resource room or in an inclusionary classroom setting.

The IGC Unit Plan is assessed specific to the department and unit assessment plan via Live Text.

CEC Content Standards Addressed In This Course

CEC Common Core Standards, including Knowledge and Skills:

Standard 3 - Individual Learning Differences

Knowledge:

- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

Standard 4 - Instructional Strategies

Skills:

- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Social skills needed for educational and other environments.

Standard 7 - Instructional Planning

Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.
- National, state or provincial, and local curricula standards.

Skills:

- Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
- Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
- Use task analysis.
- Sequence, implement, and evaluate individualized learning objectives.
- Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
- Incorporate and implement instructional and assistive technology into the educational program.
- Prepare lesson plans.
- Prepare and organize materials to implement daily lesson plans.

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Standard 8 - Assessment

Skills:

Interpret information from formal and informal assessments.

CEC Individualized General Curriculum Standards, including Knowledge and Skills:

Standard 4 - Instructional Strategies

Knowledge:

- Sources of specialized materials, curricula, and resources for individuals with disabilities.

Skill:

- Use appropriate adaptations and technology for all individuals with disabilities.

Standard 7 - Instructional Planning

Skill:

- Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.

Standard 8 - Assessment

Knowledge:

- Laws and policies regarding referral and placement procedures for individuals with disabilities.
- Types and importance of information concerning individuals with disabilities available from families and public agencies.

CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

Standard 4 -   Instructional Strategies

Knowledge:

- Specialized materials for individuals with disabilities.

Standard 7 -   Instructional Planning

Skill:

- Select, design, and use media, materials, and resources required to educate individuals whose disabilities interfere with communications
- Design and implement curriculum strategies for medical self-management procedures.

Standard 8 -   Assessment

Knowledge:

- Laws and policies regarding referral and placement procedures for individuals with disabilities.

- Types and importance of information concerning individuals with disabilities available from families and public agencies.

State of Illinois Standards Addressed in this Course

ILLINOIS PROFESSIONAL TEACHING STANDARDS

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Knowledge Indicators – The competent teacher:

1A)   understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum; (D)

1B)   understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities; (D)

1C)   understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community; (D)

1D)   understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education); (D)

1E)   understands the impact of linguistic and cultural diversity on learning and communication; (D)

1G)   understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs. (D)

Performance Indicators – The competent teacher:

1H)   analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement; (D)

1I)   stimulates prior knowledge and links new ideas to already familiar ideas and experiences; (D)

1J)   differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs; (I)

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1K)   facilitates a learning community in which individual differences are respected; and (D)

1L)   uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students. (D)

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Knowledge Indicators – The competent teacher:

2A)   understands theories and philosophies of learning and human development as they relate to the range of students in the classroom; (D)

2B)   understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines; (D)

2C)   understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards; (D)

2D)   understands the relationship of knowledge within the disciplines to other content areas and to life applications; (I)

2E)   understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning; (D)

2F)   knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines; (D)

2G)   understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and (D)

2H)   understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. (D)

Performance Indicators – The competent teacher:

2I)   evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs; (D)

2L)   demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines; (D)

2M)   uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings; (I)

2N)   facilitates learning experiences that make connections to other content areas and to life experiences; (D)

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2O)   designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities; (D)

2P)   adjusts practice to meet the needs of each student in the content areas; and (D)

2Q)   applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student. (I)

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators – The competent teacher:

3A)   understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction; (I)

3B)   understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory; (I)

3C)   understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction; (I)

3D)   understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses; (I)

3E)   understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning;(D)

3F)   understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; and (D)

3G)   understands how research and data guide instructional planning, delivery, and adaptation. (D)

Performance Indicators – The competent teacher:

3H)   establishes high expectations for each student's learning and behavior; (I)

3I)   creates short-term and long-term plans to achieve the expectations for student learning; (D)

3J)   uses data to plan for differentiated instruction to allow for variations in individual learning needs; (I)

3K)   incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences; (I)

3L)   creates approaches to learning that are interdisciplinary and that integrate multiple content areas; (I)

3N)   accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement;(D)

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3O)   when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006); (I)

3P)   works with others to adapt and modify instruction to meet individual student needs; and (D)

3Q)   develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction. (D)

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Knowledge Indicators – The competent teacher:

4C)   understands how to help students work cooperatively and productively in groups; (D)

4D)   understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement; (I)

Performance Indicators – The competent teacher:

4M)   organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities; (D)

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Knowledge Indicators – The competent teacher:

5A)   understands the cognitive processes associated with various kinds of learning; (D)

5B)   understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices; (D)

5C)   knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources; (D)

5D)   understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences; (I)

5E)   knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics; (D)

5F)   knows strategies to maximize student attentiveness and engagement; (D)

5H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses. (D)

Performance Indicators – The competent teacher:

5O) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning; (P)

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Knowledge Indicators – The competent teacher:

6A) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas; (D)

6B) understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation; (D)

6C) understands communication theory, language development, and the role of language in learning; (D)

6D) understands writing processes and their importance to content learning; (D)

6E) knows and models standard conventions of written and oral communications; (P)

6F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning; (D)

6G) understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student; (D)

6H) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and (D)

6I) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas. (D)

Performance Indicators – The competent teacher:

6Q) integrates reading, writing, and oral communication to engage students in content learning; (D)

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Knowledge Indicators – The competent teacher:

7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools; (D)

7B) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards; (D)

7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student; (D)

7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and (D)

7I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student. (D)

Performance Indicators – The competent teacher:

7J) uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes; (D)

Standard 8) - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Knowledge Indicators – The competent teacher:

8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students; (D)

8H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and (D)

8I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities. (D)

Performance Indicators – The competent teacher:

8M) uses digital tools and resources to promote collaborative interactions; (D)

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Knowledge Indicators – The competent teacher:

9A) evaluates best practices and research-based materials against benchmarks within the disciplines; (D)

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9H) understands the importance of modeling appropriate dispositions in the classroom. (P)

Performance Indicators – The competent teacher:

9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect; (P)

9O) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development; (D)

9S) models digital etiquette and responsible social actions in the use of digital technology; and (P)

Common Core Standards for All Special Education Teachers:

STANDARD 4 - Planning for Instruction:

The competent special education teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.100(d)]

Knowledge:

The competent special education teacher understands

CC4A. the scope and sequence of the general curriculum.

CC4B. the concepts of language arts.

CC4C. the concepts of math including numeration, geometry, measurement, statistics/probability and algebra

CC4D. general curriculum practices and materials.

CC4E the components of an effective social skills curriculum.

CC4H sources of specialized materials, equipment, and assistive technology for individuals with disabilities.

CC4L short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.

Performance:

The competent special education teacher

CC4Q. develops and/or selects relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences.

CC4R. selects and uses appropriate technologies to accomplish instructional objectives.

CC4S. develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks.

CC4V evaluates general curricula and determines the scope and sequence of the academic content areas of language arts and math.

CC4Y evaluates teaching resources and curricular materials for comprehensiveness, accuracy, and usefulness.

CC4Z utilizes resources and materials that are developmentally and functionally valid.

Learning Behavior Specialist 1 Standards:

STANDARD 4 - Planning for Instruction:

The competent learning behavior specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The learning behavior specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals. [28.200(d)]

Knowledge:

The competent learning behavior specialist understands

LBS4A. the Illinois Learning Standards and effective instructional strategies and resources for teaching the scope and sequence in the academic, social, and vocational curricular domains.

Performance:

The competent learning behavior specialist

LBS4N integrates knowledge of the characteristics of the learner, Illinois Learning Standards, general curriculum and adaptation strategies appropriately into an effective individualized education program.

LBS4P evaluates, selects, develops, and adapts curricular materials and technology appropriate or individuals with disabilities.

LBS4T prioritizes skills and chooses chronologically age-appropriate materials, emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities.

Major Evaluation Components:

Primary/assessment process, specific ways students' performance are evaluated in this course relative to standards.

1. IEP Assignment
    - CEC/CC: 7, 10 LBS I: 4 LBS I: 1

2. Individualized General Curriculum Unit Plan Assignment
    - CEC/CC: 1, 7 CEC/IGC: 4 CEC/IIC: 4 LBS I: 4 IPTS: 1, 2, 3, 4, 6

3. Learning Center Assignment
    - CEC/CC: 3, 4, 5, 6 LBS I: 4, 5, 7 CEC/CC: 4 IPTS: 3, 5

4. Exams and Quizzes
    - IPTS: 1,2,3,4,5,6,7,8

Outline of the Course   DCC Approved
SPE 4700

I.   The Special Education Curriculum (3 weeks)
       A. Curriculum Development for Learners with Exceptional Learning Needs (Saylor,
          1982; Ysseldyke & Algozzine, 1982; Bigge, 1988)
          1. Types of Curriculum
          2. Scope and Sequence
          3. Functions of Curriculum Development: IEPs, Units, and Lesson Plans
       B. National, State, Local mandates (Saylor, 1982; Hehman & McLaughlin, 1981;
          Underwood & Mead, 1995; Ysseldyke & Alogzzine, 1982; The IDEA Amendments
          of 1997; NICHY, 1998)
          1. IEP
          2. Common Core: Illinois State Standards
             a. English
             b. Language Arts
             c. Mathematics
             d. Social Science
             e. Science
       C. School Structures and Agencies (Saylor, 1982; Ysseldyke, Algozzine, 1982;
          Ysseldyke, Algozzine, & Thurlow, 1992)

II.   General and Specialized Curriculum Domain and Subdomain (7 weeks)
       A. Academic Curriculum
          1. Literacy (4)
             a. Listening
             b. Reading
             c. Speaking
             d. Written Language
                1. Written Expression
                2. Spelling
          2. Math
          3. Content Areas (1 week)
             a. Science
             b. Social Studies
       B. Functional Curriculum (2)
          1. Functional Academics
          2. Social Skills
          3. Life Skills
       C. Mapping Curriculum to Standards

III.   Developing and Writing Instructional Plans (5 weeks)
       A. IEP
          1. Sources of Assessment Data (Carbo, Dunn & Dunn, 1986; Howell & Morehead,
             1987; Saylor, 1982; Hehman & McLaughlin, 1981; Fiscus & Mandell, 1983;

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Choate, Bennett, Enright, Miller, Poteet & Rakes, 1987; McLoughlin & Lewis, 1994)
   a. Task Analysis
   b. Parent Conferences
   c. Staffing
   d. Psychological Reports
   e. School Records
   f. Test Results
      (Stephens, Hartment, & Lucas, 1982; Howell & Morehead, 1987; Hehman & McLaughlin, 1981; Choate, et al., 1987; Bigge, 1988; McLoughlin & Lewis, 1994)
      1. Standardized
      2. Curriculum-based assessment
      3. Performance assessment (Elliott, 1998)
   g. School Personnel (General Educators, Administrators, Related Service Personnel)
   h. Legal System
   i. Community Agencies
2. Utilization of Other Types of Information in the Decision-Making Process (Carbo, Dunn & Dunn, 1986; Howell & Morehead, 1987; Hehman & McLaughlin, 1981; McLoughlin & Lewis, 1994; Smith, Polloway, Patton, & Dowdy, 1995).
   a. Health and personality
   b. Intelligence and academic aptitude
   c. Peer and family behavioral patterns
   d. Family history and present circumstances
   e. Performance in school subjects
   f. Non-academic skills and abilities
   g. Aesthetic and artistic abilities
   h. Interests
   i. Cultural Factors
   j. Modalities and Individual Learning Styles
3. Developing and Writing the Present Levels of Academic and Functional Performance
4. Determining and Writing Annual Goals as an Information Based Process (Howell & Morehead, 1987; Hehman & McLaughlin, 1981; Fiscus & Mandell, 1983; McLoughlin & Lewis, 1994; Tymitz-Wolf, 1982; Polloway, Payne, Patton & Payne, 1989; Smith, 1990).
   a. Academic
   b. Social
5. Determining and Writing Short Term Benchmarks as an Information Based Process (Howell & Morehead, 1987; Hehman & McLaughlin, 1981; Fiscus & Mandell, 1983; McLaughlin & Lewis, 1994).
   a. Academic
   b. Social
B. Instructional Planning: Developing Unit and Lesson Plans
   1. Relationship between materials and the IEP (Carbo, Dunn & Dunn, 1986; Howell

& Morehead, 1987; Saylor, 1982)

2. Material Evaluation and Selection (Carbo, Dunn & Dunn, 1986; Howell & Morehead, 1987; Saylor 1982)

3. Adaptation of materials to meet needs and utilize skills of the learner (Carbo, Dunn & Dunn, 1986; Choate, Bennett, Enright, Miller, Poteet & Rakes, 1987; Saylor, 1982)

4. Use of technology: assistive, augmentative, and alternative (Bender & Bender, 1996)

REFERENCES

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