

SOUTHERN CONNECTICUT STATE UNIVERSITY

SED 325: Curriculum & Methods for Exceptional Individuals

Monday and Wednesday, 2:00-3:15 pm, Davis Hall room 122

Section 01, 3 credit hours

Spring 2019

Instructor	Office	Communications	Office Hours
Jessica Monahan	Davis Hall, room 210G	monahanj5@southernct.edu 203-392-5933 twitter: @jess_monahan912 skype: Jessica.monahan929	Monday & Wednesday 12:00-2:00 pm Thursday 1:00-2:00 pm

Required Course Materials:

Allen, Michael I. (2006). *The Two Faces of Education*.

Students with Disabilities

Southern Connecticut State University provides reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, for students with documented disabilities on an individualized basis. If you are a student with a documented disability, the University's [Disability Resource Center \(DRC\)](#) can work with you to determine appropriate accommodations. Before you receive accommodations in this class, you will need to make an appointment with the DRC, which is located at EN C-105A. To discuss your approved accommodations or other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please make an appointment to meet with the course instructor as soon as possible. You may also reach the DRC at (203) 392-6828 or drc@southernct.edu.

Course Description:

This course provides an overview of curriculum development, structure and options for serving school aged children with special needs. A brief overview of IDEA, FAPE and LRE will be discussed with an emphasis on LRE and inclusion of students with special needs in the regular education setting. Assessment and Response to Intervention (RtI) will be discussed. Students will learn components of Individual Education Plan and will develop goals/objectives relating to the Common Core State Standards. Students will gain knowledge regarding modifications of regular education curriculum and teaching strategies as well as life skill curriculum domains. Lesson plan components will be reviewed. In addition, differentiation, learning styles, technology use and instructional activities will also be reviewed and practiced.

Course Contribution:

All teachers working in public schools today will be teaching children with special needs. This course offers the students knowledge with which to make critical curricular decisions for these special education students in regard to special education law, curriculum modifications and strategies based on individual special education students' needs. In addition, students will also learn how to develop goals and objectives relating to the Common Core State Standards. This course provides a foundation for understanding curriculum and the LRE and prepares teachers to express recommendations at Planning and Placement Team Meetings based on knowledge regarding regular education placement and interventions.

Learner Outcomes

Upon completion of SED 325, the student will:

1. State the legal requirements and concepts that relate to LRE (INTASC: 1, 2,5,10; CEC: 1,8; CT Common Core: 1.2, 2.1, 4.5; CALL)
 2. Become familiar with national and state goals and standards for all children. (INTASC:1, 2, 9, 8; CEC:1, 4, 8; CT Common Core:1.2, 2.1)
 3. Become familiar with different types of curriculum organization and modifications (INTASC:1, 2, 3, 4,7; CEC: 4,5; CT Common Core: 2.1, 3.2, 3.5, 3.6, 3.7, 3.9, 4.2, 4.5)
 4. Become familiar with curriculum domains included in a life skill curriculum (INTASC: 1, 2, 3, 4,5,7; CEC: 2, 4, 5, 6; CT Common Core: 2.1, 2.3, 3.1, 3.6)
 5. Become familiar with curriculum modifications in communication and performance for children with special needs. (INTASC: 1, 2, 3, 4, 6; CEC: 5, 6, 7; CT Common Core: 2.1, 3.1, 3.2, 3.7)
 6. Become familiar with the relationship between assessment and curriculum (INTASC: 3, 8; CEC: 3, 4,5,6; CT Common Core: 1.2, 3.4, 4.6, 5.1, 5.2)
 7. Demonstrate proficiency in writing goals and objectives in IEP format (INTASC: 1, 3, 7, 8; CEC: 5, 6; CT Common Core: 1.1, 1.2, 3.2, 3.7, 3.9, 4.5; CALL)
 8. Become familiar with FBA leading to behavioral intervention (INTASC: 2, 4, 5, 8; CEC:5, 6; CT Common Core: 2.3, 2.5, 3.7, 5.8)
 9. Research evidence based practices in the following domains: mathematics, literacy development, study skills, behavior, and life skills (INTASC: 3, 4, 5, 7; CEC: 4, 5, CT Common Core: 1.2, 1.3, 2.3, 3.2, 3.5, 3.7, 3.9, 4.2)
 10. Give a written opinion regarding inclusive education based upon review of journal articles, additional readings, personal experience and class discussions and activities related to curriculum. (INTASC: 5, 9;; CEC: 1, 8; CT Common Core: 1.1, 6.1; CALL)
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11. Observe and summarize curriculum delivery in an inclusive classroom. (INTASC: 1, 2, 3, 4, 6; CEC: 5, 6, 7; CT Common Core: 2.1, 3.1, 3.2, 3.7)
 12. Work collaboratively in a team to develop a 4-week interdisciplinary unit. (INTASC: 3, 4, 5, 7; CEC: 4, 5, 7; CT Common Core: 3.2, 3.5, 3.7, 3.9, 4.1, 5.2; CALL)
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Course Expectations

1. Be responsible

- a. Maintain academic integrity and follow all codes of academic conduct outlined by the university.
- b. Reference the syllabus frequently, and be aware of assignment due dates, as there may not always be reminders in class.
- c. Submit assignments on time and communicate with the professor if the anticipated deadline may not be met.

2. Be respectful

- a. Phones must remain on silent and out of view unless discussed with professor prior to class. Repeated abuse of this policy will result in removal from the course
- b. Activity on electronic devices (laptops, tablets, etc.) should be strictly related to class content.
- c. Engage in group discussion and debate tactfully, without degrading classmates' opinions and philosophies.
- d. Actively participate in class discussions and give classmates and instructor your attention when they are speaking or presenting.
- e. Maintain professionalism while at sites for field work. Remember, you are representing Southern Connecticut State University.
- f. If you are feeling ill, please let the instructor know and do not come to class if you are contagious or will need to be sleeping.

3. Be prepared

- a. Read all assignments prior to coming to class.
- b. Check BlackBoard and your SCUS email for announcements regarding course assignments, class times, etc.
- c. Complete all assignments in and out of class by their due dates and discuss any potential issues on assignments with professor prior to their due dates.

Course Requirements

1. Attendance and Class Participation: Consistent attendance and participation for entire course is required. Students are expected to arrive on time. Please contact me if you will be missing a
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class or if you have a problem that interferes with your class work. *More than one unexcused absence will impact a student's participation grade.*

2. Required Readings: Required readings are listed in the course outline. Students are expected to complete the required readings prior to class.
3. Assignments and Due Dates: *Please proofread your written assignment prior to submission.* Written assignments are expected to be scholarly and submitted on time. Points may be deducted if assignment contains numerous writing errors and/or is submitted after posted due date.
4. Field Assignment: Observe a specific lesson in a general education classroom which includes some children with disabilities, attending to the following:
 - a. The curriculum area being addressed
 - b. The structure of the lesson
 - c. Modifications and accommodations made in the curriculum to allow access by students in the class with disabilities.
 - d. What suggestions would you give to the teacher regarding additional modifications and teaching strategies?

A 2-3 page typed paper following APA format will be submitted. Rubric will be provided.

5. Journal Assignment: Students will read, summarize and comment on one professional journal article related to **inclusion, LRE and/or differentiated instruction**. A 1 ½ to 2 page paper, following APA format will be submitted, along with a copy of the journal article reviewed. Rubric will be provided.
6. Reflection Paper: Students will read Michael Allen's, *The Two Faces of Education* and write a 3 to 4 page written reflection paper in which course concepts, and *The Two Faces of Education* are reflected upon. Rubric will be provided.
7. Group Project #1: Group will gather minimum of 10 instructional/learning strategies in an assigned subject area. Each student in the group will present one instructional/learning strategies that they gathered. This assignment will be further discussed in class. Rubric will be provided.
8. Group Project #2: To be completed through group work in class involving the creation of an interdisciplinary, four-week unit. Specifics of this assignment will be given in class. Rubric will be provided.
9. Mid Term Exam
10. Final Exam

Grade Breakdown:

Grade Determination	Points	Due Date
Participation	10 points	--
Journal Article Summary and Reaction	10 points	February 25, 2019
IRIS Module	5 points	March 3, 2019
Book Reflection Assignment	15 points	March 18, 2019
Field Assignment	15 points	April 10, 2019
Group Project 1	10 points	April 22, 2019
Group Project 2	20 points	May 6, 2019

Midterm Exam	15 points	March 25, 2019
Final Exam	20 points	TBD
Total possible points	120 points possible	
A+ = 98 – 100 %	A = 93 – 97 %	A- = 90 – 92 %
B+ = 88 – 89 %	B = 83 – 87 %	B- = 80 – 82 %
C+ = 78 – 79 %	C = 73 – 77 %	C- = 70 – 72 %
D+ = 68 – 69 %	D = 63 – 67 %	D- = 60 – 62 %

Grades & Grading Policy: Final grades will be calculated by obtaining a percentage of points earned in relation to the total points possible. **Late assignments will lose 1 point each day.** If the assignment has not been handed in two weeks after the due date, the assignment will receive a grade of zero. **All extension requests must be submitted via email AT LEAST TWO DAYS before the assignment is due to be considered.**

Date	Format	Topics	Reading and Assignments Due on Class Date
1/23	Meet	<ul style="list-style-type: none"> ➤ Class Introduction & Syllabus Review ➤ Definition of curriculum ➤ Discussion of Field Observation 	Reading: Course Syllabus
1/28	Meet	<ul style="list-style-type: none"> ➤ Review IDEA, disability categories, related service providers, IEP, IFSP, FAPE, PJ Settlement, and inclusion 	Reading: IDEA overview posted on BB Begin Reading: Allen's <i>Two Faces of Education</i> for assignment due March 18
1/30	Online	<ul style="list-style-type: none"> ➤ Discussion of Group Project #1 	
2/4	Library BU242	<ul style="list-style-type: none"> ➤ Research discussion ➤ Discussion of Journal Article Assignment 	Reading: Allen's <i>Two Faces of Education</i> for assignment due March 18
2/6	Meet	<ul style="list-style-type: none"> ➤ Discussion of Reflection Paper on <i>The Two Faces of Education</i> ➤ Acronyms 	Reading: Allen's <i>Two Faces of Education</i> for assignment due March 18
2/11	Meet	<ul style="list-style-type: none"> ➤ IEP document 	Reading: Pgs 1-33 of IEP Manual
2/13	Meet	<ul style="list-style-type: none"> ➤ Common Core Standards 	View 14 minute Common Core State Standards for ELA and Mathematics VIDEO on either Elementary, Middle, or High School READING: Common Core State Standards: View ELA and Math standards for one grade level http://www.corestandards.org
2/18	Meet	<ul style="list-style-type: none"> ➤ Writing goals and objectives 	Reading: SMART or Not? Writing Specific, Measurable IEP Goals
2/20	Meet	<ul style="list-style-type: none"> ➤ Writing goals and objectives 	
2/25	Meet	<ul style="list-style-type: none"> ➤ Evidence Based instructional practices ➤ Scientifically Research 	DUE: Research Article Assignment Reading: "Using Scientifically Research Based Interventions: Improving Education for All

		Based Intervention	Students' Executive Summary from CT State Department of Education
2/27	Online	➤ Response to Intervention	Online activity: IRIS Module, <u>upload assessment questions to BB by 3/3</u>
3/4	Meet	<ul style="list-style-type: none"> ➤ Purpose of assessment ➤ Assessment methods and using the results ➤ Data collection 	Reading: High-leverage practices in special education: Assessment (available on BB)
3/6	Meet	<ul style="list-style-type: none"> ➤ Progress monitoring ➤ Work on Group Project #1 	Website review: https://intensiveintervention.org/intensive-intervention/progress-monitor
Spring recess			
3/18	Meet	<ul style="list-style-type: none"> ➤ Midterm Review ➤ Discuss Interdisciplinary Unit Project ➤ Curriculum Formats 	DUE: Reflection Paper: The Two Faces of Education
3/20	Meet	➤ Determining modifications and accommodations	Reading: Pages 1 and 2 of the IRIS activity sheet you've been assigned
3/25	Meet	Midterm Exam	Study for Midterm
3/27	Online		Activity: Start, stop, keep survey on BB
4/1	Meet	➤ Life Skills Curriculum	Reading: Essential Life Skills for All Students (graphic posted in BB) Reading: Least to Most Prompting Lesson Plan Starter (on BB)
4/3	Meet	➤ Social Skills Curriculum	Reading: Using Video to Teach Social Skills to Secondary Students with Autism (on BB) Reading: Peer-directed Novel Question Training Lesson Plan Starter (on BB)

4/10	Meet	<ul style="list-style-type: none"> ➤ Work on Group projects 	Due: Field Assignment
4/12	Online	<ul style="list-style-type: none"> ➤ Curriculum in modified means of communication and performance ➤ Determining a Course of Study ➤ Lesson Plan Formats 	Reading: Bigge & Stump: CHAPTER 5 Activity: Discussion board posting <u>due by 4/14</u>
4/15	Meet	<ul style="list-style-type: none"> ➤ Differentiated Instruction ➤ Instructional strategies 	Reading: Standards-Based Differentiation: Identifying the Concept of Multiple Intelligence for use with Students with Disabilities
4/17	Meet	<ul style="list-style-type: none"> ➤ Writing lesson plans with differentiated instructional strategies ➤ Work on group projects 	
4/22	Meet	<ul style="list-style-type: none"> ➤ Presentation of Strategies Assignment by groups 	DUE: Group Project #1
4/24	Meet	<ul style="list-style-type: none"> ➤ Classroom climate ➤ Behavior Strategies ➤ Task Analysis 	Reading: Culturally responsive Classroom Management Strategies (on BB)
4/29	Online	<ul style="list-style-type: none"> ➤ Using Technology in curriculum development 	Reading: Bigge & Stump: CHAPTER 18
5/1	Meet	<ul style="list-style-type: none"> ➤ Work on group projects 	
5/6	Meet	<ul style="list-style-type: none"> ➤ Final exam review ➤ Presentation of Interdisciplinary Unit by groups 	DUE: Group Project #2
5/8	Meet	<ul style="list-style-type: none"> ➤ Presentation of Interdisciplinary Unit by 	

		groups	
TBD		Final Exam	

Expected Student Learning Activity	Average Weekly Hours Spent Toward Course x Number of Weeks	Total Hours Spent Toward Course (across full 15-week semester)	Credits
Class time	2.5 x 15	37.5	---
Readings	2.5 x 15	37.5	---
Assignments (oral presentation, written projects, observation/report)	1.5 x 15	22.5	---
General Study and Preparation for exams	1 x 15	15	---
		112.5	3