EDU 349: Curriculum Development in Special Education/Special Education Methods  
Fall 2017    Thursdays 4:00

Syllabus

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COURSE DESCRIPTION

This course is designed to provide a background in, as well as practical opportunities with, general methods and materials appropriate for working with students with disabilities at the pre-school and primary levels. Emphasis will be placed on the methods, materials, resources, requirements and responsibilities of teachers working with students who have disabilities including. Students will explore the development, implementation and monitoring of Individualized Family Service Plans (IFSPs) and Individualized Education Plans (IEPs) related to instructional planning for students with disabilities within the general curriculum. The course also focuses on the roles and responsibilities of the special educator in the school community.

Prerequisites: EDU 261, EDU 341 and Admission to the Teacher Education Program

LEARNER OUTCOMES

Students will be able to:

Analyze Individualized Family Service Plan (IFSP) and an Individualized Education Plan (IEP) to discern specific goals, objectives and related services for students with disabilities.

Use Universal Design for Learning (UDL) to identify modifications and accommodations to provide students with disabilities access to the general education classroom and curriculum.

Describe the effects of cultural and/or linguistic diversity on over-identification and intervention process related to disabilities.

Identify the guiding principles of culturally relevant and sustaining practices specifically related to students with disabilities and their families.

Identify strategies that can be used by a special education case manager to coordinate services between and among classroom teachers, administrators, support specialists, families and community agencies.
Interactive Notebook (40%): This is a semester long project. You will use an interactive notebook where you will keep track of your thinking, observations and experiences as you notice and apply what you’re learning in class. Some entries will be required through course assignments while others will include your observations in the field.

Based on the course learner outcomes you will document and capture the progression of your learning throughout the semester. Conceptually, the Interactive Notebook is a living document that will allow you to make informed observations and decisions about your learning and professional development. It is also intended to support your practicum/work experience through development and application of key concepts and skills. The Interactive Notebook will include: Evidence of your learning through assignments/course activities, observations, and/or examples of your work that reflect mastery of the learning outcomes. You will also provide a rationale connecting the learning activities to the learner outcomes.

A description and examples for using the Interactive Notebook will be provided in class. You will begin the Interactive Notebook by revising the course learning outcomes in your own words.

You will need to have your Interactive Notebook with you at EVERY class meeting.

There will be individual or small group face-to-face conferences throughout the semester for you to demonstrate your progress and receive peer/instructor feedback.

The Interactive Notebook will also serve as a cumulative final culminating with a pecha kucha. Details for this portion of the assignment will be provided. (L.O. #1-6)

Book Study (20%) - Students will participate in a book study of a nonfiction book on a special needs topic with 3-4 other students and present their learning to the class. Present your book review and creative project to the class from a book you select dealing with children with special needs. These presentations can be role-play presentations, art or creative expressions or another type of presentation in which the major concepts of the research are portrayed to the class. For this project, you must provide the class with a handout of the major points and at least 3 discussion questions and your reference sources (journal article, book, magazine essay, internet source). Book suggestions will be provided. (L.O. #2)

Trauma-Sensitive Schools Learning Modules (20%) - The Wisconsin Department of Public Instruction hosts online modules for educators to be aware of and informed about students who experience trauma and the implications on academic and social-emotional learning. You will complete 7 of the 14 modules of your choice. You are asked to make your learning visible in your Interactive Notebook, as well as, forwarding the verification at the end of the module to your instructor.

Participation (20%): This course is designed to offer many opportunities for growth and learning. Opportunities include considerable discussion, in-class activities, assignments, and group work. Please note, in the event you miss a class, it is not possible to recreate in-class discussions or activities, including the Interactive Notebook.  

Students with unexcused absences are subject to grade reduction.
You are encouraged to be intentional about and engaged in the learning process. In addition, as a member of a community, understanding and growth are influenced by the social nature of this course. Therefore, it is your responsibility to your own growth and understanding as well as to your fellow community members that you attend class and interact significantly. (L.O. # 1-6)

EVALUATION

Grades will be determined using the following scale:

95% - 100% A
94% - 90% AB
89% - 85% B
84% - 80% BC
79% - 75% C
74% - 70% D
69 or below F

READINGS and WEBSITES


Reading Rockets: http://www.readingrockets.org


Wisconsin Department of Public Instruction - Sample IEP forms http://dpi.wi.gov/sped/forms06.html

Please Note:

I wish to fully include all students in this course. Reasonable accommodation for students with disabilities will be provided according to the needs and documentation of the disability. Accommodation requests should be made through the Walter Young Center. Carroll University’s ADA and 504 procedures will be followed.

Two of the most important qualities any professional must possess are honesty and integrity. This is especially true of educators. With this in mind, I require all outside resources you use be cited appropriately. If it is found that you have plagiarized any portion of any assignment, you will fail not only the assignment but the course as well. If you have questions regarding how to cite sources, please ask!

The instructor and the University reserve the right to modify, amend or change the syllabus as the curriculum and/or program require(s).
Intellectually Mature Practices and Habits of Mind

Understanding does not imply agreement. You do not have to agree with material in order to work to understand it.

Civil discourse requires that disagreements be politely and respectfully expressed.

Confusion is not bad. Don’t push away material simply because you find it confusing. There’s no reason to expect that you should immediately “get” everything. Things that you can immediately get don’t stretch you. Come to see confusion as a signal that now some REAL learning can occur. Build up confidence that with perseverance, confusion will yield to understanding.

If material in a book is difficult, re-read it. Ideas, arguments or writings that are sophisticated and worth grappling with are often hard to grasp on the first pass.

“I don’t know” is a starting point, not an ending point to inquiry.

If taking notes is preventing you from really listening to and reflecting on a lecture, stop. Notes are meant to serve you; if you are a slave to your note taking, then change or abandon that practice.

Life is Fluid. ANSWERS have limited value. Shift your focus to the process, not the product of education.

Take ownership of your education. Look for the connections between the material and your other interests. Work to formulate questions to ask that will help resolve your difficulties.

Be open-minded, yet skeptical. Be skeptical, but not cynical.

Aspire for constructive resolution of confusion or controversy, rather than simply negating or dismissing ideas.

Ask questions.

Have fun.
The five Guiding Principles of the Carroll University Education Program include Constructivism, Cultural Sensitivity, Multiculturalism, Curricular Integration, and Reflection. As candidates acquire knowledge, skills, and dispositions throughout their preparation at Carroll University, they will integrate these understandings into their professional identities.

Through the Guiding Principles, the Department of Education at Carroll University strives to model and facilitate the development of reflective dispositions that will help candidates transform from their previous role as students in yesterday’s classrooms to tomorrow’s educational leaders. Four dispositions that are integral to preparing candidates to be excellent educators and collaborative colleagues include:

❖ Constructivist Perspective
❖ Critical Consciousness
❖ Educational Advocacy
❖ Professional Integrity

Throughout the education program, candidates will reflect on the development of their professional dispositions and consider how they are progressing in their motivation and ability to:

Facilitate students’ understanding of themselves as learners through planning, teaching, and assessment (constructivist perspective)

Create learning environments that are connected to the diverse strengths, experiences, and skills of all students (critical consciousness)

Demonstrate initiative to teach and lead in ways that enhance engagement and equity (educational advocacy)

Interact with students, families, and colleagues in ways that demonstrate passion and respect for the education profession (professional integrity)

The reflective dispositions framework has two purposes:

1. Facilitate professional growth
2. Serve as a coaching tool

Professional Growth: Candidates will reflect on the development of their professional dispositions throughout their education program at Carroll University. When used as a framework for professional growth, students will consider their current perspectives, developing understandings, and future goals as they progress through the Education Program.
All candidates will complete the reflective dispositions framework in EDU 102, EDU 210, EDU 311, and during the student teaching or capstone semester. Candidates will complete the reflection section in the four dispositional areas: constructivist perspective, cultural consciousness, educational advocacy, and professional integrity. The instructor of the course will then complete the response section. Course instructors will provide students with one copy and a second copy is submitted to the Department of Education to be distributed to the candidate’s education advisor.

Developmental coaching: Faculty and instructors may use the reflective dispositions framework as an opportunity to provide specific feedback to education candidates. This feedback may highlight areas of strength or note areas of concern. When used for developmental coaching, the initiating faculty or instructor will complete the reflection section of the relevant dispositional area(s). The faculty/instructor will review the framework with the education candidate, providing feedback on areas of strength and/or concern. The education candidate will have the opportunity to include his or her perspective in the response section. The initiating faculty/instructor will provide the candidate with one copy and one copy is submitted to the Department of Education to be distributed to the candidate’s education advisor.

The reflective dispositions frameworks are submitted to a candidate’s education advisor as a professional coaching tool. Ongoing or significant concerns will be brought to the attention of the Chair of the Department of Education. The Chair will then schedule a conference with the student, the Director of Clinical Experience, and the candidate’s education advisor to discuss the candidate’s professional growth and plan for development.

Note: The Teacher Education Program requires students to demonstrate professional knowledge, skills, and dispositions necessary for licensure in the state of Wisconsin. If students are not demonstrating dispositional growth, the Education Department reserves the right to dismiss students from the program.