

SPE 4700.001

Individualized General Curriculum and Materials

Fall 2016

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Appointments: Sign up in “**red**” book, 1212 Buzzard.
Sign up at least 24 hours in advance.

Location/Time: Buzzard Hall Room 2430
Thursdays 7:00pm-9:30pm

SPE 4700: *Individualized General Curriculum and Materials*

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

TEXTBOOK:

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

A packet of readings and other course material will be available at Copy X.

University student learning goals:

The mission of the general education program at Eastern Illinois University includes:

- To enhance student writing, critical reading, speaking, and listening
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible citizenship

In this content-specific course literacy, including speaking, listening, critical reading, and written communication is addressed through varied written and spoken activities and assignments. Your skills of critical and reflective thinking will be assessed through tests and quizzes and you will be expected to demonstrate these skills through participation in class and in your written work. Your knowledge central to responsible citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

PRIMARY LEARNING MODEL:

The primary learning model for this course is the Ecological Model (Evans, Evans, Gable, & Schmid, 1991).

COURSE REQUIREMENTS/ASSIGNMENTS

A. Class Participation:

As an active learning community, class participation is anticipated and expected. There will be in class group work, film quizzes, etc. which candidates will not be able to make up if they are missed. When attendance is not possible, candidates must make arrangements to obtain any hand-out materials. While most information is in the packet, there are times, when information is given to the class. It is your responsibility to make arrangements to information from a classmate and/or instructor.

B. Course Readings:

Candidates are required to write chapter outlines/notes pertaining to each textbook chapter assigned. Chapter outlines/notes (from the Choate textbook) will be checked during notebook checks. These can be typed or handwritten. (*CEC/IGC Standards 1.1, 1.2, 3.1, 3.3, 4.1,4.2, 5.1,5.2, 5.3, 5.5, 6.0, 6.2, 6.3, & 6.4; Illinois CC & LBS1 Standard 4; IPTS Standard 1, 2, 3, 4, 5, 6, 7, 8, and 9*).

C. Examinations and Quizzes

There are both mid-term and final examinations in SPE 4700.

These are in-class evaluations and attendance is mandatory. Instructors reserve the right to administer small quizzes throughout the semester. (*CEC/IGC Standards 1.1, 1.2, 3.1, 3.3, 4.1,4.2, 5.1,5.2, 5.3, 5.5, 6.0, 6.2, 6.3; Illinois CC & LBS1 Standard 4; IPTS Standard 1, 2, 3, 4, 5, 6, 7, 8, and 9*).

D. IEP

In teams, candidates will develop an Individualized Education Program (IEP) based on a case study provided by the instructor. The case study requires the team to develop an IEP based upon the academic areas including reading, language arts and arithmetic, social, and adaptive/functional needs of the learner. The IEP will be the focal document for the Unit Plan and Learning Center. (*CEC/IGC Standards 1.1, 1.2, 3.1, 3.3, 4.1,4.2, 5.1,5.2, 5.3, 5.5, 6.0, 6.2, 6.3; Illinois CC & LBS1 Standard 4; IPTS Standard 1, 2, 3, 4, 5, 6, 7, 8, and 9*).

E. Curriculum Unit Proposal, and Unit Plan.

Using your IEP, each s team will prepare a curriculum unit plan for use that spans a three-week period and addresses the academic, social, adaptive/functional needs of the learner to enhance access to the general curriculum. Prior to developing the unit plan, a proposal must be submitted to the instructor containing the following: topic, rationale, unit goals, objectives, and specific students for which the unit is intended to benefit. Once the proposal is approved, each team of candidates is responsible for designing lesson plans, activities, and data collection procedures. Regardless of the unit topic, the unit must provide learners with skills in literacy, math, and one general content area (social skills, social studies, science, health, etc.). The number of plans required for the unit will be based on the team size. Candidates should anticipate that each member of the team will write 5 lesson plans and design a minimum of 5 activities. (*CEC/IGC Standards 1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.0, 5.1, 5.3, 5.6, 6.0, & 7.1; Illinois CC & LBS1 Standard 4; IPTS Standard 1, 2, 3, 4, 5, 6, 7, and 9*).

Policy on Written Assignments:

All assignments are to be written in APA style and in a non-labeling language format. The use of labeling language in any written assignment will result in a 25% deduction of the student's total points. Furthermore, the instructor expects all written assignments to contain correct punctuation, language use, and sentence structure. If you know that you have some difficulties in writing, please seek help from the "Writing Center" at your earliest convenience.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Plagiarism

Plagiarism is copying someone else's work as if it is your own without providing proper acknowledgement. Eastern Illinois University considers plagiarism a serious offense under its student conduct code, and the penalty can be as serious as expulsion from school. Turnitin, a Web-based plagiarism detection service, is available to EIU faculty, staff and students.

Writing/Oral Language Policy

The Department of Special Education strongly supports the use of "non-labeling" language. It is expected that all written work submitted and oral communication will contain non-labeling language as delineated in the TASH guidelines. Students who are experiencing writing difficulties will be referred to the Writing Center.

Special Note:

"LiveText" must be purchased and used in this course. Students who do not successfully complete the required curriculum unit plan and submit via "LiveText" as directed by the course instructor will earn less than a "C" for the course.

Grading:

A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

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

The final grade and its determination is the purview of the instructor.

Policy on Late Assignments:

Assignments are due the class period of the day listed as the due date for the assignment. Any assignment turned in after this is considered late and is subject to point penalties of 5 points per day and will not be accepted after 1 week.

If you are sick or unable to attend class on a scheduled due date, you must email the text of your assignment to the instructor prior to the start of class with dates for when you will turn in any accompanying materials (student data, etc.). Otherwise, late points will begin to accrue

If you have a prolonged illness or family emergency and you know you will not be able to complete an assignment by the due date, you must contact and speak with the instructor by phone or in person at a scheduled appointment in the special education office to arrange an alternative due date. Once a due date is established any variation from the due date will result in late points.

Assistance:

Each student is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you.

Students with a letter of accommodation from the office of disability services are encouraged to make an appointment with the instructor as soon as possible to discuss the students' needs.

Cell Phone Policy

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given by instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero". At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication

Students are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

Class Attendance:

Candidates are expected to attend all classes. If prevented by an acute illness or an emergency, the candidate is responsible for contacting the instructor in as timely a manner as is possible. When the candidate can anticipate the absence, the instructor

should be contacted before the absence occurs. The instructor, after due consideration to the reason for the absence, may deny the candidate's request to make-up missed assignments or exams. Candidates who are absent from class, for whatever reasons, are held responsible for the material covered during their absence. Activity points from any day cannot be made up if an absence occurs.

The Department of Special Education endorses the notion that attendance in classes is essential. The candidate is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams.

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Students with disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

- 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 & Algozzine, 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; 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)

Major Evaluation Components:

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

1. IEP Assignment (*CEC/IGC/IIC Standards 1.1, 1.2, 3.1, 3.3, 4.1,4.2, 5.1,5.2, 5.3, 5.5, 6.0, 6.2, 6.3; Illinois CC & LBSI Standard 4; IPTS Standard 1,2,3,4,5,6,7, 8,and 9).*
2. Individualized General Curriculum Unit Plan Assignment *CEC/IGC Standards 1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.0, 5.1, 5.3, 5.6, 6.0, & 7.1; Illinois CC & LBSI Standard 4; IPTS Standard 1, 2, 3, 4, 5, 6, 7, and 9).*
3. Exams and Quizzes *CEC/IGC Standards 1.1, 1.2, 3.1, 3.3, 4.1,4.2, 5.1,5.2, 5.3, 5.5, 6.0, 6.2, 6.3; Illinois CC & LBSI Standard 4; IPTS Standard 1, 2, 3, 4, 5, 6, 7, 8, and 9).*

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SAFETY INFORMATION DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

Evacuation Procedures:

Clear the building as rapidly and orderly as possible.

Move to the designated areas as directed by the Police Departments or Fire Departments.

Do not return to the building until you are given the all clear signal.

Fire Alarms:

When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9th Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

Tornadoes:

The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will not be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at <http://www.eiu.edu/~environ/welcome.htm> that you can access for more information about tornadoes and what to do.

Bombs:

The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

Earthquakes:

Earthquakes occur without warning. At best, a person may move under his/her desk.

Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the Building Coordinator (Doug Bower (7972)). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page, <http://www.eiu.edu/~environ/safmanl/accdform.htm>.

Emergency Notification System

Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011