WILMINGTON UNIVERSITY  
COLLEGE OF EDUCATION  
BASIC COURSE INFORMATION

COURSE NUMBER: MSE 7401  
COURSE TITLE: Methods/Curriculum in Special Education  
COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

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<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
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<td>35</td>
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COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration;
6. Participate in an ongoing, developmental sequence of learning activities that support continuous improvement, experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

I. PROGRAM COMPETENCIES

Learning Outcomes: Candidates will:

1-1 Demonstrate knowledge of the evidence-based models, theories, and techniques used in the instruction of students with disabilities.

1-2 Demonstrate knowledge of the significance of using instructional planning, implementation, and modifications/accommodations when instructing students with disabilities.

1-3 Possess a repertoire of evidence-based instructional strategies to use when instructing students with disabilities.

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Activities/Assignments: Candidates will be able to:
1-1 Analyze and discuss three (03) research articles dealing with the areas of curriculum and methods for teaching students with disabilities. *This is a graded activity.*
1-2 Evaluate the effectiveness of using modifications/accommodations on a prepared lesson for instructing students with disabilities.
1-3 Prepare a list of evidence-based instructional strategies that promote learning. *This is a graded activity.*

Learning Outcomes: Candidates will:
2-1 Demonstrate how teachers can create learning environments that encourage student success.
2-2 Demonstrate knowledge of the Learning Pyramid and how diverse approaches facilitate the acquisition of knowledge.
2-3 Analyze relevant laws and policies that pertain to the implementation of a ethical and legal classroom management plans.

Activities/Assignments: Candidates will be able to:
2-1 Explain how teacher attitudes and behaviors can influence student success.
2-2 Read and discuss charts based upon the Learning Pyramid and the Three-Story Intellect.
2-3 Prepare a discussion paper on the legal issues and policies pertaining to the implementation of a classroom management plan.

Learning Outcomes: Candidates will:
3-1 Determine the issues, assurance, and due process rights related to assessment, eligibility, and placement of students with disabilities.
3-2 Describe ways to use informal and formal assessment results to create a supportive and appropriate learning environment.

Activities/Assignments: Candidates will be able to:
3-1 Discuss controversial issues surrounding eligibility and placement of students students with disabilities.
3-2 Outline the criteria necessary to provide optimal learning opportunities for students with disabilities.

Learning Outcomes: Candidates will:
4-1 Identify appropriate adaptations and assistive technology for students with disabilities.
4-2 Incorporate and implement instructional and assistive technology into an educational program.

Activities/Assignments: Candidates will be able to:
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IDEA Objectives: E = 4

4-1 Identify ways to use assistive technology in correlation with the curriculum.
4-2 Develop and present a lesson that uses an assistive technology device.

**Learning Outcomes: Candidates will:**
5-1 Understand how cultural, family, traditions, and environmental characteristics influence the learning of individuals with disabilities.
5-2 List strategies that facilitate effective instruction of students with disabilities.
5-3 Understand learning differences and how this impacts upon the need to differentiate instruction.
5-4 Demonstrate how special educators can individualize instruction to provide meaningful and challenging learning for students with disabilities.

**Activities/Assignments: Candidates will be able to:**
5-1 Prepare a report on the effects that an exceptional condition can have on an individual’s learning in school and throughout life.
5-2 Select, adapt, and use instructional strategies/materials according to the characteristics of the individual with special needs. **This is a graded activity.**
5-3 Submit a reading or math lesson in Taskstream Lesson Plan Builder appropriately designed for students with disabilities. **This is a graded activity.**
5-4 Plan a learning experience that is meaningful and challenging for individuals with disabilities. **This is a graded activity.**

**Learning Outcomes: Candidates will:**
6-1 Demonstrate knowledge of relevant laws and policies, and ethical principles for the planning and implementation of an I.E.P. meeting.
6-2 Identify the role(s), rights, and responsibilities of students, parents, teachers, and other professionals, and the LEA for the planning and implementation of an IEP meeting.

**Activities/Assignments: Candidates will be able to:**
6-1 Summarize the relevant laws and policies, and ethical principles for the planning and implementation of an effective IEP meeting.
6-2 Role-play an IEP meeting.

**Learning Outcomes: Candidates will:**
7-1 Demonstrate knowledge as to the development and implementation of special education programs.
7-2 Understand the legal provisions, best practices, and ethical principles to the development, administration, supervision, and evaluation of programs for students with disabilities.

**Activities/Assignments: Candidates will be able to:**
7-1 Familiarize themselves with best practices and research as it applies to the development and implementation of special education programs.

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7-2 Through discussion, show how diverse aspects of program development assist in meeting the needs of students with disabilities.

**Learning Outcomes: Candidates will:**

8-1 Examine typical and atypical language development for students with disabilities.
8-2 Examine the impact of delayed language development on students with disabilities.

**Activities/Assignments: Candidates will be able to:**
8-1 Select and use reading strategies to increase language development.
8-2 Conduct an interview with a professional in the field to determine their impression of the impact of language development on students with disabilities.

**Learning Outcomes: Candidates will:**

9-1 Recognize methods and strategies to diagnose and remediate reading-related problems.
9-2 Demonstrate an understanding of the relationship among disabilities and reading-related problems.

**Activities/Assignments: Candidates will be able to:**
9-1 Choose, adapt, and use instructional strategies and materials appropriate to the characteristics of individuals with disabilities. *This is a graded activity*
9-2 Illustrate how to address reading-related problems and identify techniques to assist in meeting the needs of students with disabilities.

**Learning Outcomes: Candidates will:**

10-1 Demonstrate knowledge of ways to be positive, resourceful and to have positive interaction with students in the classroom.
10-2 Understand the importance of collaboration with colleagues, parents, and the community.
10-3 Demonstrate knowledge of various techniques for addressing the needs of students with disabilities.

**Activities/Assignments: Candidates will be able to:**
10-1 Identify criteria necessary for positive interaction with students.
10-2 Participate in a role-play collaboration activity.
10-3 Respond to articles, discussions, presentations, and videos using an evaluation tool as required as part of the portfolio. *This is a graded activity.*

**Learning Outcomes: Candidates will:**

11-1 Interact with students in the classroom while demonstrating confidence, caring, professionalism, and energy.
11-2 Demonstrate knowledge of methods to embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work.

**Activities/Assignments: Candidates will be able to:**
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11-1 Through discussion, demonstrate their knowledge of diverse cultures.
11-2 Illustrate how they will make inquiry, analysis and reflection, including critical reflection and taking action on one=s daily work.

II. TESTING PROCEDURES/STUDENT EVALUATION

Products and Exams: Student performance will be assessed utilizing scoring rubrics which are aligned with competencies, knowledge and performance skills. Products and exams included for consideration will include the following:

1. Article reviews
2. Class activity reviews
3. Video reviews
4. Final Examination

1-1 Analyze and discuss three (03) research articles dealing with the areas of curriculum and methods for teaching students with disabilities.
1-3 Prepare a list of evidence-based instructional strategies that promote learning.
5-2 Select, adapt, and use instructional strategies/materials according to the characteristics of the individual with special needs.
5-3 Submit a reading or math lesson in Taskstream Lesson Plan Builder appropriately designed for students with disabilities.
5-4 Plan a learning experience that is meaningful and challenging for Individuals with disabilities.
9-1 Choose, adapt, and use instructional strategies and materials appropriate to the characteristics of individuals with disabilities.
10-3 Respond to articles, discussions, presentations, and videos using an evaluation tool as required as part of the portfolio.

III. ATTENDANCE POLICY

In the College of Education, faculty must approve all requests for exceptions to the University/College policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.

Structured External Assignment:

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Teacher candidates will choose a disability and design one unit plan for students with exceptional learning needs in the general education classroom, and a second unit plan for students placed in any continuum of alternative placements, ranging from special programs within the neighborhood setting, to special school programs, to residential settings. Teacher candidates are to use the Delaware State Content Standards which adapt instruction to meet the needs of students in the chosen category. The Path wise format will be utilized in unit planning design.

Additional information will be provided in class.

IV. F.O.R.M.A.L.

The special education faculty at Wilmington University believes that in order for an educator to be a reflective practitioner in the field of education of students with exceptional learning needs (ELN) the candidate must have knowledge of the following areas: The proper use of assessment tools and procedures, understanding of how to integrate developmental theory, implementation of appropriate “best” instructional practices, instructional planning that incorporates long and short term planning, creating learning environments that foster social interaction and active engagement, and understanding of language development, the need to practice the profession in an ethical and professional manner, an understanding of the historical foundations of special education, and their role as advocates and resources to families and other professionals. To this end, the special education faculty at Wilmington University wants our candidates in the Master of Education in Special Education to go F.O.R.M.A.L.

F Foundations – Candidates will be provided opportunities to develop in –depth foundational knowledge about the field of special education, understanding views of human diversity, delivery of special education services, while practicing within the profession’s ethical and professional standards. (CEC Standards One & Nine)

O Obtain – Candidates will obtain a repertoire of evidence-based instructional strategies necessary to individualize instruction for students with exceptional learning needs (ELN). When candidates provide instruction for individuals with exceptional learning needs it will be provided in a positive learning environment that fosters social interaction, active engagement, cultural diversity, and one that encourages self-direction, and self-motivation. (CEC Standards Four & Five).

R Respect – Candidates will gain a respect for students – as individuals first. Candidates will be provided an understanding of the similarities and differences, characteristics, varying abilities, and behaviors among individuals with exceptional learning needs. Candidates will understand the effects of these exceptional condition(s) can have on the
individual’s learning not only in school but throughout life. This knowledge will allow the candidates to respond to the various abilities and behaviors of individuals with ELN. (CEC Standards Two & Three)

**M Meaningful** – Candidates will learn that instructional planning is an on-going process and that modifications are made based on an ongoing analysis of the individual’s learning progress. When providing instruction to individuals with exceptional learning needs, the candidate will learn how to provide individualized instruction that is meaningful and challenging. When developing individualized instructional plans, the candidate will be able to take into consideration a student’s abilities and needs when developing long-range and shorter-range goals and objectives. (CEC Standard Seven)

**A Assessment** - Candidates will understand that assessment results are used to help identify exceptional learning needs and to develop and implement individualized instructional programs. Candidates will understand that assessment tools have limitations and demonstrate the proper use of a variety of assessment tools. Measurement theory will be explained and students will become familiar with concepts such as validity, reliability, norms, bias, and the proper interpretation of assessment results. Candidates will understand their role in collaborating with families, other educators, related service providers, and community agency personnel. Candidates will understand the various advocacy roles expected of an educator of individuals with exceptional learning needs. (CEC Standards Eight & Ten)

**L Language** – Candidates will understand typical and atypical language development and how these exceptional conditions impact an individual’s experience with and use of language. The candidate will use individualized strategies to enhance language development and teach communication skills. The candidate will be familiar with augmentative, alternative, and assistive technologies to support and enhance communication development. The candidate will possess strategies and resources that facilitate understanding for individuals with ELN whose primary language is not English. (CEC Standard Six).
STRUCUTRED EXTERNAL ASSIGNMENT AND CECRAM DATA COLLECTION

COURSE: MSE 7401
TITLE: Methods/Curriculum in Elementary Special Education

GRADUATION COMPETENCY
2: Utilize research methods and findings as they apply to one’s profession
5: Demonstrate a commitment to self-directedness, self-discipline, and lifelong learning

CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE
2: Programs view educators as learners;
4: Programs stress inquiry, analysis, and reflection;
7: Programs are standards driven

DELWARE PROFESSIONAL TEACHING STANDARD 1:
The Learner and Learning

NCATE STANDARD 1:
Knowledge, skills, and dispositions

CEC STANDARDS
Instructional Planning

STRUCTURED EXTERNAL ASSIGNMENT:
Teacher candidates will choose a disability and design one unit plan for students with exceptional learning needs in the general education classroom, and a second unit plan for students placed in any continuum of alternative placements, ranging from special programs within the neighborhood setting, to special school programs, to residential settings. Teacher candidates are to use the Delaware State Content Standards which adapt instruction to meet the needs of students in the chosen category. The Taskstream Lesson/Unit Plan Builder will be utilized in unit planning design.

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<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY</th>
<th>EMERGING</th>
<th>BASIC</th>
<th>PROFICIENT</th>
<th>DISTINGUISHED</th>
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<tr>
<td>Understanding of major elements of instructional planning.</td>
<td>The candidate was able to accurately describe and give examples of how to incorporate fewer than two of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4) assessment, and (5) student</td>
<td>The candidate was able to accurately describe and give examples of how to incorporate two of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4)</td>
<td>The candidate was able to accurately describe and give examples of how to incorporate three of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4)</td>
<td>The candidate was able to accurately describe and give examples of how to incorporate four of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4)</td>
<td>The candidate was able to accurately describe and give examples of how to incorporate five of the following five elements of instructional planning into the planning process: (1) learning theory, (2) content, (3) curriculum development, (4)</td>
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<table>
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<tr>
<th>Score:____</th>
<th>levels of development.</th>
<th>assessment, and (5) student levels of development.</th>
<th>development, (4) assessment, and (5) student levels of development.</th>
<th>assessment, and (5) student levels of development.</th>
<th>(4) assessment, and (5) student levels of development.</th>
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<td>Understanding that effective instructional planning requires alignment of instruction prior to lesson delivery.</td>
<td>The candidate was unable to describe the alignment between assessment and instruction because he/she clearly addressed <strong>fewer than two</strong> of the following elements: (1) statement of objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.</td>
<td>The candidate was able to describe the alignment between assessment and instruction by clearly addressing <strong>two</strong> of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.</td>
<td>The candidate was able to describe the alignment between assessment and instruction by clearly addressing <strong>three</strong> of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.</td>
<td>The candidate was able to describe the alignment between assessment and instruction by clearly addressing <strong>four</strong> of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.</td>
<td>The candidate was able to describe the alignment between assessment and instruction by clearly addressing <strong>all five</strong> of the following elements: (1) statement of learning objectives, (2) description of instructional strategies used in the lesson, (3) description of assessment strategies used in the lesson, (4) rationale for how the assessments described align with the stated learning objectives and instructional strategies, and (5) examples of that alignment.</td>
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<td>CEC Standard - Seven</td>
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<td>Understanding of how to develop long (unit) and short range (lesson) plans.</td>
<td>The candidate demonstrated an <strong>unsatisfactory</strong> level of understanding how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</td>
<td>The candidate demonstrated an <strong>emerging</strong> level of understanding how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</td>
<td>The candidate demonstrated a <strong>basic</strong> level of understanding how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</td>
<td>The candidate demonstrated a <strong>proficient</strong> level of understanding how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</td>
<td>The candidate demonstrated a <strong>distinguished</strong> level of understanding how to develop long and short range plans consistent with curriculum standards/goals, learner diversity, and learning theory.</td>
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<td>CEC Standard - Four</td>
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AVERAGE SCORE =  
WEIGHT FACTOR=  
TOTAL POINTS=

*Definitions of Ratings for the above:

Distinguished: The candidate demonstrated an understanding or a working knowledge of this element of the standard which far exceeds that normally expected of the teacher preparation candidate at the conclusion of
student teaching. The understanding demonstrated by the candidate was at a level commonly expected of the effective, veteran classroom teacher.

Proficient: The candidate demonstrated an understanding or a working knowledge of this element of the standard which exceeds that normally expected of the teacher preparation candidate at the conclusion of student teaching. The candidate demonstrated the knowledge to be an effective classroom teacher.

Basic: The candidate demonstrated an understanding or a working knowledge of this element of the standard which is normally expected of the teacher preparation candidate at the conclusion of student teaching. The candidate demonstrated the knowledge to potentially become an effective classroom teacher.

Emerging: The candidate demonstrated an understanding or a working knowledge of this element of the standard which falls below that normally expected of the teacher preparation candidate at the conclusion of student teaching. The candidate needs continued knowledge development in this area to have the potential to become an effective classroom teacher.

Unsatisfactory: The candidate did not demonstrate an understanding or a working knowledge of this element of the standard to a level acceptable for the teacher preparation candidate at the conclusion of student teaching. The candidate needs a great deal of knowledge development in this area to become a teacher.
B. Schedule

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<tr>
<th>WEEK</th>
<th>IN-CLASS LEARNING ACTIVITIES</th>
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