

Minnesota State University Moorhead

SPED 456: Functional Curriculum and Assessment

A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: 4

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites:

This course requires the following prerequisite
SPED 225 - Individuals with Exceptionalities

Corequisites: None

MnTC Goals: None

The purpose of this course is to develop an understanding of individuals with developmental disabilities as well as a functional, life-skills orientation to assessment and curriculum that involves both academic and life skills instruction. Students will perform both informal and formal assessment, write an assessment report, and develop curriculum which allows for integration of students with identified cognitive impairments. Prerequisite substitutions require instructor consent.

B. COURSE EFFECTIVE DATES: 01/14/2013 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. History of cognitive disabilities
2. Review of criteria for qualification
3. Review of principles of curriculum design
4. Review of instructional programming methods
5. Instructional units
6. Math instruction specific to students with cognitive disabilities
7. Self determination
8. Functional academics including math and literacy
9. Social skills
10. Life skills curriculum including skills requiring math and literacy
11. Community participation
12. Assessment across domains
13. Writing assessment results

D. LEARNING OUTCOMES (General)

1. Describe curriculum needs for a student with developmental disabilities
2. Understand the role of assessment in curriculum planning
3. Understand student/child development and learning
4. Identify effective instructional strategies for various ages of learning
5. Demonstrate multicultural, gender-fair, and disability sensitive values
6. Describe assessment processes which are ethical and sensitive to the needs of a person of disability
7. Assess curriculum for sensitive values
8. Employ appropriate group and individual instructional strategies
9. Investigate assessment materials
10. Identify components of functional curriculum planning and teaching
11. Identify best practices and methods for math instruction for this population
12. Explore math manipulatives and math extensions for functional academics
13. Explore math curriculum which parallels general education math standards across grade levels
14. Explore math standards and adaptations/modification to meet developmental levels
15. Integrate curriculum across environments
16. Establish and maintain a productive learning environment
17. Describe functional needs of students with special needs
18. Effectively use communication and interpersonal skills
19. Design an organized, effective, and appropriate curriculum
20. Identify sources for curriculum development
21. Write long and short term goals and objectives which are clear and specific
22. Develop teaching objectives, activities, and lesson plans to address goals/objectives
23. Use appropriate group and individual assessment strategies
24. Develop process and strategies to monitor progress towards IEP outcomes
25. Demonstrate collaboration, ethical behavior, and leadership

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted