



SYLLABUS TEMPLATE

Course Number Course Name	SPED 475 Curriculum Methods and Materials for Special Education
Credit Value (Breakdown of theory and lab credits)	3 Theory
Catalog Description	You will focus on teacher knowledge and application skills in teaching curricula aligned with state content standards and benchmarks. You will explore areas of individualized modifications and/or accommodations when the general education curriculum is not appropriate. You will address instructional strategies in meeting the needs of the special learner with transition as a major component, with emphasis on the application of technology to support teaching and learning. You will address and integrate the Individual Education Plan (IEP) throughout the learning process. You will participate in seminars and observe 10 hours of classroom instruction in the field. Prerequisite: SPED 401 and passing NES, Essential Academic Skills (I, II, III). (Cross-listed with ED 475). (3, 3T+0L)
Student Learning Outcomes of the course	The candidate for licensure in special education: CEC Content Standard 1: Foundations <ol style="list-style-type: none"> 1. Can explore the models, theories, and philosophies that form the basis for special education practice. (CC1K1). 2. Knows the laws, policies and ethical principles regarding behavior management, planning and implementation. (CC1K2). 3. Understands the relationship of special education to the organization and function of educational agencies. (CC1K3). 4. Understands the rights and responsibilities of students, parents, teachers and other professionals, and schools related to exceptional learning needs. CEC Content Standard 2: Development and Characteristics of Learners <ol style="list-style-type: none"> 1. Understands the educational implications of characteristics of various exceptionalities. 2. Understands the characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. 3. Knows the similarities and differences of individuals with and without exceptional learning needs. 4. Understand the similarities and differences among individuals with exceptional learning needs. CEC Content Standard 3: Individual Learning Differences <ol style="list-style-type: none"> 1. Understands the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. 2. Appreciates the differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences. CEC Content Standard 4: Instructional Strategies <ol style="list-style-type: none"> 1. Is able to use strategies to facilitate integration into various settings.



2. Is able to teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
3. Is able to select, adapt and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
4. Is able to use strategies to facilitate maintenance and generalization of skills across learning environments.
5. Is able to use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.

CEC Content Standard 5: Learning Environments and Social interactions

1. Understands the demands of learning environments.
2. Knows basic classroom management theories and strategies.
3. Knows effective management of teaching and learning.
4. Knows the teacher attitudes and behaviors that influence behavior.
5. Is able to create safe, equitable, positive and supportive learning environments in which diversities are valued.
6. Is able to identify realistic expectations for personal and social behavior in various settings.
7. Is able to identify needed supports for inclusion.
8. Is able to design environments that encourage active participation in individual and group activities.
9. Is able to modify learning environments to modify behavior.

CEC Content Standard 6: Communication

1. Knows about augmentative and assistive communication strategies.
2. Is able to use strategies to support and enhance communication skills of individuals with exceptional learning needs.
3. Is able to use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

CEC Content Standard 7: Instructional Planning

1. Knows the scope and sequences of general and special curricula.
2. Knows the State standards of New Mexico.
3. Knows about technology for planning and managing the teaching and learning environment.
4. Is able to identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
5. Is able to involve the individual and family in setting instructional goals and monitoring progress.
6. Is able to use functional assessment to develop intervention plans.
7. Is able to use task analysis.
8. Is able to sequence, implement, and evaluate individualized learning objectives.
9. Is able to use instructional time effectively.



10. Is able to make responsive adjustments to instruction based on continual observations.

CEC Content Standard 8: Assessment

1. Knows basic terminology used in assessment.
2. Understands screening, pre-referral, referral, and classification procedures.
3. Is able to gather relevant background information.
4. Can interpret information from formal and informal assessments.
5. Can evaluate instruction and monitor progress of individuals with exceptional learning needs.

CEC Content Standard 9: Professional Ethical Practice

1. Understands personal cultural biases and differences that affect one's teaching.
2. Knows that the teacher serves as a model for individuals with exceptional needs.
3. Knows current methods regarding research-validated practice.
4. Can practice within the CEC Code of Ethics and other standards of the profession.
5. Can uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
6. Can demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
7. Can practice within one's skill limit and obtain assistance as needed.
8. Can use verbal, nonverbal, and written language effectively.
9. Can reflect on one's practice to improve instruction and guide professional growth.

CEC Content Standard 10: Collaboration

1. Knows models and strategies of consultation and collaboration.
2. Knows the roles of individuals with exceptional learning needs, families, and school and community personal in planning of individualized program.
3. Can maintain confidential communication about individuals with exceptional learning needs.
4. Can collaborate with families and others in assessment of individuals with exceptional learning needs.
5. Can foster respectful and beneficial relationships between families and professionals.
6. Can assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
7. Can plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
8. Can model techniques and coach others in the use of instructional methods and accommodations.
9. Can observe, evaluate, and provide feedback to Para educators.



College-Wide Student Learning Outcomes	<p>SPED 475 learning objectives align with the following NNMC College Wide Goal:</p> <p>Communication Use the verbal, written, listening, and visual skills necessary to analyze, synthesize and cite information, construct arguments, identify and solve problems, and engage across academic fields and civic discourse.</p> <p>Critical Thought Infer specific contexts and situations for learning by asking essential questions and applying both quantitative or qualitative methodologies and processes to solve problems.</p> <p>Cultural Competence Ability to perceive situations from various cultural and ethical contexts; to realize the role of the individual in influencing societal consequences; understand the importance of character values such as but not limited to: truthfulness and personal integrity, sense of responsibility, sense of fairness and justice, to test conventional wisdom for the pursuit of truth empathy, compassion, and general good citizenship.</p> <p>Information Literacy Ability to use current technology including (where applicable) but not limited to: computer software such as word processors, statistics/analytical programs, simulation programs, musical/artistic programs, and other software that increases overall ability and understanding; machinery and industrial processes that contributes towards increased productivity and efficiency; Innovation or the application of creativity or original thought.</p>
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