

Minnesota State University Moorhead

SPED 556: Functional Curriculum and Assessment

A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: 4

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

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

D. LEARNING OUTCOMES (General)

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

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted