

WEBSTER UNIVERSITY
COURSE SYLLABUS

EDUC 5090
COURSE NUMBER AND SECTION

Dr. M. W. Bevel
INSTRUCTOR

CURRICULAR AND INSTRUCTIONAL ADAPTATIONS
COURSE TITLE

Class Schedule: Office Hours : 247 Webster Hall – T/R 3:30pm –4:45 pm
(other times by specific appointment)

Phone : 961-2660 Ext. 7504

Webster Email bevelma@webster.edu

Home Email drmary1@mindspring.com

1. COURSE DESCRIPTION: (Student Focus, rationale, scope, prerequisites)

This course offers a framework for adapting the regular classroom environment to meet the diverse needs of students, including those with disabilities. Curriculum adaptations, instructional modifications, and environmental accommodations are explored as strategies to support students with special needs in the regular classroom.

2. LEARNING OUTCOMES: (Goals, objectives, course outcomes, etc.)

A. Examine the issue of human rights in relation to the notion of autonomy for individuals with disabilities.

B. Explore and discuss the philosophical grounding of the least restrictive environment (LRE).

C. Review the legal issues surrounding inclusion, and the mandates adaptations, modifications, accommodations or supply assistive devices for students with disabilities in order to educate each child in the least restrictive environment (LRE).

D. Critique current research / literature related to : (1) inclusion v mainstreaming, and (2) best practices in modification and adapting curriculum.

E. Review and discuss a variety of social / academic strategies, and methods that might facilitate effective inclusive education.

F. Demonstrate the ability to adapt current curriculum practices to facilitate learning for various children with special needs in their classrooms and communities.

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G. Examine learning styles and the role different learning might play in successful adaptation and modification of curriculum.

H. Review successful teaching strategies employed in inclusive educational and community settings.

I. Discuss strategies and practices to build partnerships between schools, families, and communities with diverse backgrounds: and develop/ strengthen collegial relationships within educational systems to benefit children.

3. COURSE SCHEDULE: Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, and exams:

Week 1

1. General Information, Course Overview and Calendar Considerations

2. Legal Issues, Legislation and Litigation; Basis of Special Education

3. Special Education Procedures / Services

4. LRE Issues; IDEA; NCLB

5. Video: *On the Road to Brown*

Assignments for next class

1. Prior to next week's class read Chapters 1 and 2 (Meltzer et al) and Chapter 4 (Polloway) and handouts

Week 2

1. Decision Making,

3. Instructional Environments, Models of Service Delivery/ Responsibility,

4. 8pm --- Emmerson Library

Assignments for next class

1. Find one peer reviewed journal article on multiple intelligences and adaptation of curriculum. (Be prepared to share in class. And turn in a summary and copy of the article)

2. Prior to next week read: Chapter 6 (Meltzer) and Chapter 13: Study Skills and Chapter 11: Mathematics (Polloway) and article handouts

Week 3

1. **Instructional Environments, Models of Service Delivery/ Responsibility,**
2. **Share articles**
3. **Multiple Intelligences, Learning Styles,**
5. **Meta cognitive Skills, Learning Strategies**
6. **Video: *The Giftedness in Us All***
7. **Case Study**

Assignments for next class

1. Prior to next weeks class read: **Chapter 3:Decoding and Spelling; Chapter 4: Strategies for Improving Reading Comprehension; and Chapter 5: Strategies for Enhancing Written Language** (Meltezer)
2. Find one referred journal article on direct instruction.(Be prepared to share in class. And turn in a summary and copy of the article)

Week 4

1. **Assessment / Mild / Moderate Disabilities Curriculum**
2. **Decoding and Spelling Modifications / Adaptations,**
3. **Case Study**
4. **Discussion of direct instruction**
5. **Strategies for Improving Reading Comprehension**

Assignments for next class:

1. Prior to next week's class read: (Polloway) Chapter 8, Chapter 9, Chapter 10 and Chapter 15
2. Find one referred journal article on differentiated instruction and adaptation of curriculum .(Be prepared to share in class. And turn in a summary and copy of the article)

Week 5

- Strategies for Enhancing Written Language**
- Case Study**
- Simulation**
- Cooperative learning**
- Discussion of articles**
- Music, Art, Gym**

Assignments for next class

1. Prior to next week's class read:(Polloway) Chapter 13 and Chapter 14
2. Find one referred journal article on cooperative learning and adaptation of curriculum. (Be prepared to share in class. And turn in a summary and copy of the article)

Week 6

Case Study

Discussion of articles

Assessment of Needs: Severe Disabilities

Teaching Strategies for Independent Learning,

Assistive Technology

Adaptation/ Modification of MAPS

Assignments for next class

1. Prior to next week's class read:

Chapter 7 Strategy Use Across Content Areas (Meltezer) and Chapter 5 and Chapter 12 (Polloway)

2. Find one referred journal article on building collegial relationships within school systems. (Be prepared to share in class. And turn in a summary and copy of the article)

Week 7

3. Strategy Use Across Content Areas

4. Case Study:

5. Philosophical Issues of Differentiated Instruction/ Inclusion

6. Discussion collegial relationships within school systems

Assignments

Prior to next week's class read Chapter 16 (Polloway)

Final project Due next week

Week 8

Presentation of differentiated instruction units

Course Evaluation

4. TEXT:

1. Strategies for Teaching Learners with Special Needs

Polloway and Patton_ published by Merrill, Prectice Hall

2. Strategies for Success: Classroom Teaching Techniques for Students with Learning Problems by Meltezer, Rodoto, Hayes, Biddle, Paster, and Taber. published by: pro.ed

SUPPLEMENTAL READINGS: To be Announced

5. EVALUATION:

Cell phone must be off.

Assignments must be turned in on time on the required date.

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Attendance and participation are required. Students who miss more than one class will not pass the course. Should there be an emergency you must contact the instructor prior to your absence.

Students are expected to participate actively and must be prepared for class discussions by reading all the assignments prior to class. In class projects will include: developing graphic organizers, writing meaningful paragraphs, jigsaw, discussion of articles and group assignments.

Unannounced quizzes may occur at the discretion of the instructor

Rubrics for observations and final project will be provided.

APA guidelines will be reviewed and a handout will be provided.

Students who have difficulty writing must use the services provided by the Writing Center

All papers must use correct APA style. All papers must be submitted electronically to bevelma@webster.edu and in hard copy. The electronic copy will be forwarded to turnitin.com through Emmerson library to check for any undocumented citations or copying of another work. Plagiarism is a serious offence. If a student plagiarizes the paper will receive an F and be documented in the student's file. The student may be subjected to SOE and or university discipline.

Attendance and preparation for class 10 points each class (total of 80 points)

Attitude and Participation in class activities2.5 points each class (total 20 points)

Five Journal Articles (each worth 20 points)..... 100

(Multiple intelligences, direct instruction, differentiated instruction, cooperative learning, and collegial relationships)

Five Case Studies (each worth 20 points)..... 100

Final project

Differentiated Instruction Project: Adaptations Across the Curriculum

Outline due week five

Project due week seven

200

Total of 500 points

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A=500 to 450

B=449 to 399

C=398 to 348

D=347 to 297

NOTE:

Papers will not be available for pick up from the M.A.T. OFFICE

Papers will either be mailed, if you provide a self addressed stamped envelope, or papers will be kept in Dr. Bevel's office for one semester until the end of December 2002, after that time papers will be discarded

This syllabus is subject to change at the discretion of the instructor.

Therefore, regular attendance is required. Two absences will result in no credit.