**University of Management and Technology**

**Course Outline**

Course code: **SNE-421**

Course title **Adaptation in Curriculum and Instruction**

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| Program | **BS(Hons) Special education** |
| Credit Hours | **3+0** |
| Duration | One Semester |
| Prerequisites | **SNE-401 Human Exceptionalities and Foundations of special education.** |
| Resource Person | Dr. Asmaa Nouman |
| Counseling Timing  (Room# ) | Monday to Thursday 11:30am-1:30pm |
| Contact | Mobile No: 03234476714  Email: [asmaa.nouman@umt.edu.pk](mailto:asmaa.nouman@umt.edu.pk) |

**Resource Person’s Signature …………………….**

**Chairman/Director signature………………………………….**

**Dean’s signature…………………………… Date………………………………………….**

**Learning Objective:**

This course will also address the issues involved in process of adaptations in instructions, material, context, contents and assessment procedures as well

Objectives:

The objective of this course are

* To enable students to develop a comprehend approach towards the process of curriculum adaptations with reference to the context of child and his/her learning.
* This course will also address the issues involved in process of adaptations in instructions, material, context, contents and assessment procedures as well.
* Besides curriculum, important instructional adaptations will also be discussed. Necessary Material adaptations for students with disabilities will be presented.
* Models for curriculum evaluation and adaptations for evaluation of classroom performance of students with disabilities will be discussed in detail.

Syllabus description:

The course “Adaptation in Curriculum and Instruction” will include a comprehensive introduction of curriculum. It will develop a comprehend approach towards the process of curriculum adaptations with reference to the context of child and his/her learning. This course will also address the issues involved in process of adaptations in instructions, material, context, contents and assessment procedures as well. Besides curriculum, important instructional adaptations will also be discussed. Necessary Material adaptations for students with disabilities will be presented. Models for curriculum evaluation and adaptations for evaluation of classroom performance of students with disabilities will be discussed in detail. The reflection of the students’ learning will be taken through different kinds of formative assessments and finally through summative assessment.

**Learning Methodology:**

* Lectures as provided in the Weekly Semester Activities
* Assignments related to the studied topics
* Discussion tutorials
* Presentation on allocated topics
* Observations and learning experiences of the participants

**Grade Evaluation Criteria**

Following is the criteria for the distribution of marks to evaluate final grade in a semester.

**Marks Evaluation Marks in percentage**

Quizzes 5%

Assignments 10%

Mid Term 20%

Term Paper 15%

Final exam 50%

Total 100%

**Recommended Text Books:**

* Andrews, J & Lupart, J. (2000). *The inclusive classroom: Educating exceptional children*. Canada: Nelson Thomson Learning
* Cole, S., Horvath, B., Chapman, C., Deschenes, C., Ebeling, D.G., & Sprague, J. (2000). *Adapting curriculum & instruction in inclusive classrooms: A teacher's desk reference* (2nd ed.). Bloomington, IN: Center on Education and Lifelong Learning, Indiana Institute on Disability and Community.
* Dover, W. (2001). *The paraeducator's guide to instructional and curricular modifications*. Manhattan, KS: Master Teacher.
* Smith, D.D. (2001). *Introduction to special education: Teaching in an age of challenge* (4th ed.). Boston, MA: Allyn & Bacon.

**Reference Books:**

* **Apple, M.W. (1996). Ideology and curriculum. New York: 11 New Father lane.**
* **Barnes, Douglas (1985). Practical curriculum studies. London: Routledge & Kegan Paul.**

**Calendar of Course contents to be covered during Spring Semester 2021**

**Course Code: SNE-421**

**Course Title: Adaptation in Curriculum and Instruction**

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| **Week** | **Course Contents** | **Reference Chapter(s)** |
| 1 | Introduction & Definitions of curriculum**.** | Introduction/Over view of curriculum adaptation |
| 2 | Introductions to Curricular and instructional adaptations | Introduction/Over view of curriculum adaptation |
| 3 | Types of curriculum Components of curriculum (Objectives, content, organization of learning experiences, evaluation) | Types and components of curriculum |
| 4 | Components of curriculum (Objectives, content, organization of learning experiences, evaluation) | Components of curriculum development and evaluation |
| 5 | **Approaches to curriculum adaptation, Types of adaptations**  Adaptations in lesson planning for diversified learners  **(Oral questions answers quiz)** | Approaches and types of curriculum adaptation |
| 6 | CIPP model for evaluation(Context,Input,Process,Product). | Models for curriculum evaluation |
| 7 | Curriculum & instructional innovations (Article review) | Innovative practices in curriculum and instructions |
| 8 | Mid Term Examination (One slot)  **Models of Curriculum development (2nd slot)** | Class Notes  Classical models for curriculum development |
| 9 | Models of Curriculum development (Remaining) | Classical models for curriculum development |

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| 10 | Curriculum adaptations. The context of a child with special needs. Issues in curriculum adaptation  Basic Considerations & Strategies in curriculum adaptations | *The inclusive classroom: Educating exceptional children*. |
| 11 | Adaptations for instructional and pre-learning activities. Adapting basic skill instructions. Improving clarity in communication. Adaptations for independent work. Identifying and planning pre-learning tasks. Adapting outdoor activities. Adapting instructions for subject area content | *The inclusive classroom: Educating exceptional children* |
| 12 | Adaptations for students with disabilities, (Oral quiz. Take home assignment and presentation) | *The inclusive classroom: Educating exceptional children* |
| 13 | Curriculum Considerations for IEP to meeting diverse learning needs of students | *The inclusive classroom: Educating exceptional children* |
| 14 | IEP implementations  IEP final reporting procedures | *The inclusive classroom: Educating exceptional children* |
| 15 | ***Final Submission of the Term Project and course review*** | Class Notes |