

Special Education 5520
Curriculum for Secondary-Level Students
Spring 2008

Kimberly H. Snow
Office Hours: Monday 9:30 - 11:00
Education Building 301
797-3236

Email through blackboard

Bob Morgan
Office Hours: Monday 1:00 – 4:00
Education Building 324
797-3251
bmorgan@cc.usu.edu

COURSE DESCRIPTION

This course has three functions. **First**, it will serve as a continuation of SPED 5510 and examine further curricular applications and issues for students with severe disabilities. **Second**, it is designed to acquaint students with strategies to provide appropriate secondary-level programs for students with severe disabilities. **Third**, the course will provide students with competency in assessing transition-related skills, identifying employment preference, determining degree of match between preferred jobs and skills, advocating for youth in employment, understanding postsecondary education options, and writing individual transition plans. Students will learn to design, develop, implement, and monitor data-based programs to teach independent work and community living skills. Students will be introduced to published curricula available for secondary-level students. Upon completion of this course, students will be able to develop their own curricular materials for teaching daily living skills, self-care skills, vocational skills, and community living. Through this course, students will complete applied assignments in their practicum settings, and a portion of each class period will be devoted to discussion of these assignments and other applications of course material to the classroom. This is a hybrid course where indicated class sessions will be completed through blackboard with a variety of activities, quizzes, comprehension checks, podcasts, videos, etc.

LEARNING ACTIVITIES

A. Reading and Discussion

Students will read all assigned readings and come to class prepared to discuss the instructional principles presented and how they relate to individuals with severe disabilities.

B. Application Assignments

Students will be required to complete several applied assignments within their practicum with individuals who have severe disabilities. The intention is to allow students to practice applying the skills learned in this course. More detail on assignment information will be given as the semester progresses.

C. On-line Sessions

Students will be required to complete some class sessions on-line. On the day of on-line sessions, students are not required to come to class, however, they will complete the required components for that session on-line and complete them by the due date indicated. Specific instructions will be given through blackboard on the “course content” page. Refer to the schedule for on-line sessions.

D. Participation and Class Demeanor. The instructor expects that each student will actively participate in class discussion.

Participation is defined as occasional verbal contributions to class discussion/activity that extend and enhance group process. Participation is NOT defined as merely attending class.

Courteous demeanor is defined as (1) arriving on time, (2) leaving at the scheduled time and not before (unless the instructor is notified and has approved the request), and (3) listening (not talking) during lecture or class discussion. Participation and class demeanor are worth a maximum of 50 points assigned at the end of the semester. Ringing cell phones, talking on cell phones, text messaging, surfing the Internet on laptops, and similar activities will result in forfeiture of 50 points. Other behaviors inconsistent to courteous demeanor, such as arriving late, leaving early, or talking to neighbors during lecture/discussion, will result in significant reduction or forfeiture of 50 points.

Absences: Contact the instructor – not the TA (bmorgan@cc.usu.edu, 797-3251 or Kimberly through blackboard, 797-3236) prior to scheduled class time.

Students are expected to attend class sessions and to remain for the entire scheduled period (4:30 p.m. to 7:00 p.m.) unless, previous arrangements are approved by the instructor. Unless approved by the instructor, students should not arrive late to class. Late arrival will result in forfeited Participation points.

Students will earn Participation and Class Demeanor points based on the criteria described above. Up to 25 points can be earned in the first half of class taught by Ms. Snow. Up to a total of 50 points can be earned in the second half of class taught by Mr. Morgan. Students will receive periodic feedback on points earned to date.

Student Responsibilities:

As members of the academic community at Utah State University, students share responsibility for its growth and continued well-being and for maintaining an environment which encourages free inquiry and expression. Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as announced by their instructors, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency and a concern for personal dignity. These responsibilities are the foundation of the University's Standards of conduct (the Honor System – see: section V-3. – Misconduct – see: section V – 3)

TEXTBOOKS

Westling, D. L. & Fox, L. Teaching students with severe disabilities (3rd ed.). Upper Saddle River, NJ: Pearson, Merrill, Prentice Hall. ISBN 0131105531.

*This is the same text used in Sped 5510.

COURSE FEES:

There is a course fee of \$20. The course fees are used to purchase educational materials, curriculum to be discussed and used by the university student, revised materials, etc.

EVALUATION

The grade for the class will be determined by the number of points the student has earned during the semester. Students will receive points for the following instructional activities.

Assignment	Points Possible	Due
Activities (3 @ 20points each)	60	Refer to schedule
Comprehension Checks (3 @ 20 points each)	60	Refer to schedule
Discussion Questions (6 @ 10 points each)	60	Refer to schedule
Quizzes (6 @ 20 points each)	120	Refer to schedule
Peer Syllabus	20	Refer to schedule
Curriculum Notebook	50	Refer to schedule
Disability report	50	Throughout semester
YES Job Preference Summary	50	4/2
Job Matching Assessment Report	50	4/16
Participation	50	Throughout semester
Quizzes (3 @ 10 points each)	30	Refer to Schedule

Total points possible = 600. Students need to adhere to the student code.

Late work - If assignments cannot be submitted at the scheduled time, make arrangements with the instructor. Without prior arrangements with the instructor, assignments submitted after 1:30 p.m. on the due date will be scored according to a 30% penalty for up to 7 calendar days, and subsequently will be scored zero.

Grade	%	Points
A	= 94 - 100%	592 - 630
A-	= 91 - 93%	573 - 591
B+	= 88 - 90%	554 - 572
B	= 85 - 87%	535 - 553
B-	= 82 - 84%	516 - 534
C+	= 79 - 81%	497 - 515
C	= 76 - 78%	478 - 496
F	= 75% & below	379 & below

Academic Honesty

Please read through USU Honor System Guidelines on the Course Content page under Introduction & Policies. For more information, refer to <http://www.usu.edu/stuserv/SCode/article6.html#sec5>. Be aware that we use the following definitions:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

- 1) to steal and pass off (the ideas or words of another) as one's own
- 2) to use (another's production) without crediting the source
- 3) to commit literary theft
- 4) to present as new and original an idea or product derived from an existing source. In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

The legitimacy of group work has become an issue in on-line classes. In the past classes there have been situations in which group work could have been considered cheating or plagiarism. “Legitimate” group work is defined as teacher-authorized activity that takes advantage of consultation with your peers, providing you with ideas, suggestions, and corrections, which you take into consideration in the development of your unique and individual product.

Reading the text and writing answers to the study guide items, then working closely with other students, comparing study guide answers, and attempting to resolve different understandings is an excellent learning technique and is strongly encouraged. However, failing to do the reading and memorizing answers that another student has written for the study guide is not legitimate group work; it is cheating.

Drafting the assignments, then comparing specific aspects of your product to others’ and discussing teaching situations and SPED issues is legitimate and encouraged. Copying someone else’s quizzes or assignments is not legitimate; it is cheating. Completing the assignments as a group project is not legitimate; it is cheating. You must make your own decisions about every detail or your assignment.

Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructors, and (2) make full disclosure so that there is no question about your intentions. We are very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

CEC Standards: In Special Education, the standards we align to for beginning teachers are the Council for Exceptional Children (CEC) standards. Secondary and Elementary Education use the INTASC standards. Information provided in this course will be tied to the standards listed below. Each SPED course will list the standards and how they are measured in that course. They are listed in the syllabus for your reference, but you will never have to do anything with them.

2003 CEC Standard	Course Objectives	Learning Activities	Evaluation
IC3S1 IC5S12 IC7K1 IC7S6 IC10K3	Students will identify components of an effective transition program.	Lecture	Quiz
IC4S4	Identify and teach basic structures and relationships within and across curricula.	Lecture	Quiz
CC3K3	Student will be familiar with personal care skills, i.e., toileting, dressing, eating.	Lecture Podcast Video Text	Quiz Activity Comprehension Check Discussion
IC4S6	Use responses and errors to guide instructional decisions and provide feedback to learners.	Lecture	Quiz
IC5S9, IC2K2, IC2S1, IC5S7, IC5S8, IC5S5	Students will have the knowledge of positioning, feeding, and handling students with disabilities and other motor management skills.	Guest lecture Video Lecture Text	Quiz Activity Comprehension Check Discussion
IC2K3, IC3K1, IC5K1	Students will be familiar with special health care procedures.	Lecture Video Text	Quiz Discussion
IC2K2, IC4K1,	Student will be familiar with managing sensory systems and accommodations, which may be	Podcast Internet search	Quiz Activity

IC5K3, IC5S6, IC5S11, IC7S5	necessary.	and interaction Readings	Comprehension Check Discussion
IC4K1	Students will design educational plans that adhere to the philosophies of full inclusion, functionality, age-appropriateness, and partial participation.	Lecture Discussion	Program writing
CC2K2, CC3K1, IC2K3	Students will report on different disabilities, providing the class with characteristics, teaching strategies, and resources to obtain further information.	Research	Class Report

CC5S12, CC7K5	Students will familiar with the use of peers at tutors and possible responsibilities they may have in a classroom	Guest Panel Lecture	Assignment
------------------	---	------------------------	------------

CC4S1	Students will observe and/or take part in motor activities, speech and language sessions, inclusion opportunities of students with disabilities.	Community & School observations	Report
CC4S4	Students will continue and generalize effective program writing with functional curriculum.	Lecture Discussion	Curriculum Notebook
CC1K3 IC4K4	Students will become familiar with services, organizations, and networks available to students with disabilities upon transition.	Lecture	Quiz
IC4S1	Use research-supported instructional strategies and practices.	Lecture	Quiz
IC4S4	Identify and teach basic structures and relationships within and across curricula.	Lecture	Quiz
IC4S6	Use responses and errors to guide instructional decisions and provide feedback to learners.	Lecture	Quiz
CC5S8	Teach self-advocacy.	SPED 5520	CC5S8
CC8S3 CC8S4 CC8S5 IC5S12	Student will conduct transition assessment, analyze results, and summarize an individual's transition needs.	Demonstration	Assignments
IC5S1	Provide instruction in community-based settings.	Community & School observations	Report
IC5S3	Structure the educational environment to provide optimal learning opportunities for individuals with disabilities ^{1/} .	Community & School observations	Report
IC5S4	Plan instruction in a variety of educational settings.	Community & School observations	Report
IC6S1	Teach individuals with disabilities ^{1/} to monitor for errors in oral and written language.	Lecture	Quiz
IC6S2	Teach methods and strategies for producing legible documents.	Lecture	Quiz
IC7S2	Plan and implement age- and ability-appropriate instruction for individuals with disabilities.	Community & School observations	Report
IC7S4	Select, design, and use medical materials, and resources required to educate individuals whose disabilities interfere with communications.	Lecture	Quiz
IC9K1	Sources of unique services, networks, and organizations for individuals with disabilities.	Lecture	Quiz
IC9K2	Organizations and publications relevant to individuals with disabilities.	Lecture	Quiz
IC9S2	Ethical responsibility to advocate for appropriate services for individuals with disabilities.	Lecture	Quiz

IC9S3	Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities as they participate in school and community-based activities.	Lecture	Quiz
IC10S2	Use local community, and state and provincial resources to assist in programming with individuals with disabilities.	Lecture	Quiz
IC10S3	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.	Lecture	Quiz
IC10S4	Collaborate with team members to plan transition to adulthood that encourages full community participation.	Lecture	Quiz
IC10S5	Collaborate with families of and service providers to individuals who are chronically or terminally ill.	Lecture	Quiz
IC7K1	Model career, vocational, and transition programs for individuals with disabilities.	Lecture	Quiz
IC2K3	Etiologies and medical aspects of conditions affecting individuals with disabilities.	Lecture	Assignment
IC5K1	Specialized health care interventions for individual with physical and health disabilities in educational settings.	Lecture	Assignment
IC5S7	Use techniques of physical positioning and management of individuals with disabilities to ensure participation in academic and social environments.	Lecture	Activity, comprehension check, quiz
IC5S8	Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating	Lecture	Activity, comprehension check, quiz
IC5S9	Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation	Lecture	Activity, comprehension check, quiz
IC5S11	Design and implement sensory stimulation programs	Lecture	Activity, comprehension check, quiz
IC5S12	Plan instruction for independent functional life skills relevant to the community, personal living, sexuality, and employments	Lecture	Activity, comprehension check, quiz
IC7S5	Interpret sensory and physical information to create or adapt appropriate learning plans	Lecture	Activity, comprehension check, quiz
IC7S6	Design and implement instructional programs that address independent living and career education.	Lecture	Activity, comprehension check, quiz
CC2K7	Effects of various medications on individuals with exceptional learning needs	Lecture, DVD	Activity, comprehension check
IC2K3	Etiologies and medical aspects of conditions affecting individuals with disabilities.	Report, class presentation	Assignment
IC5K1	Specialized health care interventions for individuals with physical and health disabilities in educational settings.	Report, class presentation	Assignment
CC5S9	Create an environment that encourages self-advocacy and increased independence.	Lecture, Readings	Quiz
IC7S4	Select, design, and use medical materials and resources required to educate individuals whose disabilities interfere with communications.	Lecture, Readings	Quiz
IC7S7	Design and implement curriculum strategies for medial self-management procedures.	Lecture, Readings	Quiz