

**University of Utah
Department of Special Education
Spring 2014**

Course Title: Sp Ed 5012/6012: Inclusive Secondary Classrooms
Day/Time: TH 4:35 -7:05 PM
Location: MBH 102
Credits: 3.0 Hours (7.5 hours out-of-class learning effort per week)
Instructor: Hollie Pettersson, PhD
Office: N/A
Mobile Phone: 801.971.1888
Email: pettersson.hollie@gmail.com or via Canvas
Assignments: submitted electronically via Canvas
Office Hours: Please contact me by email, telephone, or in-person to make an appointment to discuss concerns/questions/ideas



Course Description and Objectives:

This course is designed to help prospective general and special educators develop an understanding of the educational needs of children with disabilities. Class activities, discussions, and projects will concentrate on appropriately meeting the needs of children with disabilities within the context of the general education setting. Students will learn to develop successful partnerships and collaborative skills with children in general and special education settings, parents, educators, administrators, and the community. Students will also study and practice a variety of instructional and organizational techniques for adapting the general classroom environments in order to address the needs of children with disabilities in the general education classroom. Course objectives will be met through a combination of lecture, class discussions, small group discussions, activities, and assignments. Students successfully completing SPED 5012/6012 will be able to:

- 1) Discuss and define human diversity and categories of human exceptionality from different perspectives.
- 2) Describe various models and forms of consultation and collaboration as well as examples of ways to deliver services to students with disabilities.
- 3) Compare and contrast the roles as well as the legal, ethical, and educational responsibilities of professionals, family members, and others who serve as members of collaborative teams.
- 4) Discuss the management and impact of several factors in the delivery of special education services for children with disabilities and/or students from diverse backgrounds.
- 5) Demonstrate principles of effective communication and conflict management with professionals, parents, and others.
- 6) Describe, design, and/or demonstrate strategies for partnerships in the delivery of services for a variety of settings, including:
 - a. Appropriate use of classroom-based strategies including adapting instruction, evaluation, curriculum, student grouping, peer-mediated interventions, behavior management, etc.
 - b. Appropriate use of school-wide partnerships for service delivery including pre-referral teams, team teaching, Individualized Education Program teams, and consultation programs.

- c. Appropriate use of home and school partnerships for service delivery including parent education and support groups, family centers, home visits, parent volunteers, homework completion, etc.
 - d. Appropriate use of school and community partnerships for service delivery including vocational programs, transitional programs, health and social services, child and respite care, and other formal and informal community supports and interagency collaboration.
- 7) Students enrolled in Special Education 6012 will demonstrate skills in the synthesis, organization, and communication of educational research findings.
- 8) This course meets the PRAXIS Standards: A1, D2, D3, D4, and D5 as well as CEC standards 1, 2, 3, 4, 5, 7, and 10.



Course Reading Materials

Vaughn, S. R., Bos, C. S., & Schumm, J. S. (2011). *Teaching students who are exceptional, diverse, and at risk in the general education classroom* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Additional Course readings on Canvas class website

**Optional Text: American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th Ed). Washington, DC: American Psychological Association.

This course is designed for upper division undergraduates and graduate students who have been admitted to the Special Education or Teaching and Learning licensure programs. Quality of completed assignments should reflect university level writing, showing correct grammar and complete idea and thought development.



Course Requirements

Attendance and Participation (130 points): Participation and attendance are essential elements of this course. Attendance will be taken at the beginning of every class session. Each class session will begin with a warm up activity or quiz. Anyone who is not present within 10 minutes of the beginning of class (i.e. 4:45 pm) and who does not have a reasonable excuse for being late will not receive full participation points and will not be able to make up the warm up or quiz (if applicable). Participation points, warm up points, and quiz points cannot be made up. Participation in every class session is very important. Students are required to complete the assigned readings prior to class meetings and are expected to participate in class discussions, group activities, and any other class activities. In-class activities are assigned participation points that can only be earned during class. If you must miss a class, please notify the instructor (prior to class). It is your responsibility (not the instructor's) to obtain all notes, handouts, and assignments missed.

Team Project (100 points): Teams of students (to be assigned by instructor) will complete a group project. Detailed information on the project can be found in the assignment packet.

Behavior Assignment (50 points): More information on this activity will be provided in class.

Individual Project (100 points): Students will be expected to complete a curriculum adaptation project. Detailed information on this assignment can be found in the assignment packet.

Application Papers (20 points x 5 = 100): Students will be expected to complete five online Application Papers through Canvas. Detailed information about Application Papers and Canvas will be provided in class. Application papers are due prior to the class in which the selected reading is discussed.

In-class team final (100 points): Due to the fact that effective teamwork and collaboration skills are an intended learning outcome for this class, students will be expected to complete an in-class final as a team.

SPED 6012 Students: Research Paper (100 points): Students enrolled in SPED 6012 must write a research-based paper on any instructional strategy or model covered in class. A written proposal outlining the topic (25 points) to be discussed must be turned in by the due date (see course schedule). The final paper must be in APA style, 8 pages in length (not including references), with a minimum of six references *not including class materials*. Additional information about the research paper can be found in the assignment packet.



Evaluation Procedures

SPED 5012: Undergraduate Student Requirements

Participation: Warm ups, Quizzes, & Activities	130points
Team Project	100 points
Layered Behavior Assignments	50 points
Individual Project	100 points
Application Papers	100 points
In-class Team Final	<u>100 points</u>
	580 points

SPED 6012: Graduate Student Requirements

Participation: Warm ups, Quizzes, & Activities	130points
Team Project	100 points
Behavior Assignment	50 points
Individual Project	100 points
Application Papers	100points
In-class Team Final	100 points
Research Proposal	25 points
Research Paper	<u>100 points</u>
	705 points



Grades

The following percentages will be used to determine grades (degree seeking students earning 73% or below must retake the class):

A= 93-100%	B+=87-89%	<u>C+=77-79%</u>	D+=67-69%	E= <i>under 59%</i>
A-=90-92%	B=83-86%	C=73-76%	D=63-66%	
	B-=80-82%	C-=70-72%	D-=60-62%	



Additional Course Expectations

Policy on Late Work

All assignments are to be turned in at the start of class on the date they are due (Canvas postings will not be accepted if posted after 12:00 midnight on the due date). Late assignments will result in a loss of **10% per day** except for *extreme emergencies*. The instructor reserves the right to deem what is an emergency. No assignment will be accepted 7 days past the original due date. All assignments must be submitted by midnight the evening of the final exam. There are no extra credit options for this course.

Policy on Attendance

Students are expected to attend all of the class sessions. If a class session is to be missed due to a legitimate reason beyond the student's control, students are responsible for notifying the instructor in advance by phone or by email.

Classroom Etiquette

If you come in late or must leave early, please do not interrupt the class. Turn off cell phones and pagers (or place on vibrate). Out of respect for those attending, please do not engage in conversations and engage in distracting behaviors such as reading the paper, finishing last minute assignments or assignments for other classes, surfing the web, texting, sleeping, etc. when the instructor, guest speakers, or other students are talking. Students exhibiting any of the aforementioned behaviors will be subject to a loss of participation points for that class session.

Policy on Misrepresenting Written Work

Misrepresenting someone else's work as your own is a violation of University policy. As per the University of Utah Student Code, plagiarism means "the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." Sanctions for student plagiarism are at the discretion of the course instructor, but may result in a failing grade for the course.

Technology-Enhanced Learning

The lecture notes for this class will be posted on Canvas, a university web-based course organization system. Students are responsible for printing notes before lecture begins. Also, much information (e.g., course announcements, reminders of assignment due dates, etc) will be communicated via e-mail. Students' names and e-mail addresses will be viewed by other students in this class. This will not increase the risk of identity theft or spam e-mail. If you have concerns, please contact the instructor. **Students enrolled in this course must have access to the world-wide web, an e-mail account (both supplied free by the university), and access e-mail on a consistent basis.** The instructor is not responsible for students missing information due to "not checking email or Canvas."

Appropriate Language

Students are expected to use appropriate language in class discussion and in written work. **People with disabilities** are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like "the handicapped," "ED kids," "severely retarded," "autistic student" or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts "people first," for example, "the student with a severe disability." "the program for students with behavior disorders." This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

Confidentiality

In this class it is expected that you will protect the rights to confidentiality afforded to students with disabilities and their families. Often in class we will discuss individual students, assessment situations, and outcomes. Your experience with students with disabilities and their families is helpful in adding to content and understanding of issues in applied settings. However, **when discussing an individual student you are working with or have worked with in the past, please do not reveal any information that would allow other people in class to identify the student** (e.g. name, school, age, parents name, etc).

Accommodations

The Department of Special Education is committed to policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, gender, sexual orientation, age, veteran status, or disability. The department seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services located at 162 Olpin Union Bldg., <http://disability.utah.edu>, 581-5020 (V/TDD) to make arrangements for accommodations. Evidence of practice not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action at 581-8365

