



**Professional Education Unit  
Department of Early Childhood, Elementary, & Special Education**

**COURSE SYLLABUS  
EDSP 373 Curriculum for Students with Moderate and Severe Disabilities**

**Delivery Method: Face to Face, Fall, 2009**

Instructor: Dr. Sarah R. Hawkins

Office: Ginger Hall 401 F

Phone: (606) 783-2830

Fax: (606) 783-9102

E-mail: [s.hawkins@moreheadstate.edu](mailto:s.hawkins@moreheadstate.edu)

Office Hours: MW 10:00am-12:30pm; W: 3:00pm-4:00pm & by appointment

**Course Description:**

This course will examine the components of appropriate curriculum for students with moderate and severe disabilities. Strategies to manage a program of community-referenced instruction, to support the inclusion of students with moderate and severe disabilities in a variety of school and community settings, and to conduct authentic assessment of student learning will be examined

The last 30 years has seen an explosion in our knowledge base on the education of students with moderate and severe disabilities who in the years preceding 1975 were often excluded from school. The specialized learning needs of these students have required a transformation from low expectation and out-of-sight programs to meaningful outcomes and participation in the life of the school and the community. The specialized learning needs of these students require that their teachers be prepared to plan and manage complex individualized programs that provide appropriate learning experience at sites throughout the school and community. This course will focus on developing the skills needed to manage a functional community-based approach to meeting the educational needs of students with moderate and severe disabilities across their educational careers.

**Required Field Experience Hours: N/A**

**Conceptual Framework: “Community Engagement: A Light to and from the Mountains”**

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This*

*statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

**Conceptual Framework Outcomes (CFO’s):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLO’s):** By the end of this course, the candidate will be able to:

1. Students will articulate an organizing framework to guide them in making instructional decisions related to the education of students with severe disabilities. This framework will reflect the meaning of Kentucky's Learner goals as they apply to students with severe disabilities.
2. Students will develop basic skills related to the organization and management of instruction of students with severe disabilities within the public schools. These skills will include effective use of all resources available within the school including teaching assistants, ancillary service personnel, volunteers, and peer tutors as well as collaboration with other teachers.
3. The students will outline the basic components of an effective functional, community-based, chronological age-appropriate, student-centered curriculum for students with severe disabilities.
4. The students will develop skills needed to effectively evaluate the effectiveness of educational programs for students with severe disabilities. These skills will include continuous and systematic collection of pupil performance data.

**NCATE/ EPSB Accreditation Alignment of CFO’s and SLO’s:**

<b>Program: P-5 MSD Course: EDSP 373 Curriculum for Students with Moderate and Severe Disabilities</b>				
<b>Aligned with▶</b>	<b>Kentucky Teacher Standards (KYS)</b>	<b>Kentucky Education Reform Act (KERA)</b>	<b>Education Professional Standards Board (EPSB)</b>	<b>Council for Exceptional Children [CEC] Initial Content Standards</b>
<b>Assessment▼ (point values)</b>				

<b>Student Assessment</b> <b>20 Points</b> CFO: 1, 2, 4, 5 SLO: 1	<b>I</b> <b>V</b> <b>VII</b>	<b>1.1-1.12</b>	<b>1. Diversity</b> <b>2. Assessment</b> <b>3. Closing the Achievement Gap</b> <b>4. Technology</b> NCATE: I, II, III, IV	1: Foundations  3: Individual Learning Differences  8: Assessment
<b>Lesson plans</b> <b>4 @ 50 points each</b> CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4	<b>I</b> <b>II</b> <b>VI</b> <b>VII</b> <b>VIII</b>	<b>1.1-1.12</b>	<b>1. Diversity</b> <b>2. Assessment</b> <b>3. Closing the Achievement Gap</b> <b>4. Technology</b> NCATE: I, III, IV	2: Development and Characteristics of Learners  3: Individual Learning Differences  4: Instructional Strategies  5: Learning Environments and Social Interactions  6: Language  7: Instructional Planning
<b>Assistive technology/Adaptive aids</b> <b>4 @ 25 points each</b> CFO: 1, 4, 5 SLO: 1, 2	<b>I</b> <b>VI</b>	N/A	<b>1. Diversity</b> <b>2. Assessment</b> <b>3. Closing the Achievement Gap</b> <b>4. Technology</b> NCATE: I, III, IV	2: Development and Characteristics of Learners  3: Individual Learning Differences  5: Learning Environments and Social Interactions

				6: Language
<b>Classroom layout and schedules</b> 60 points CFO: 1, 4, 5 SLO: 2	<b>I III</b>	N/A	<b>1. Diversity NCATE: I, IV</b>	2: Development and Characteristics of Learners  3: Individual Learning Differences  5: Learning Environments and Social Interactions  9: Professional and Ethical Practice
<b>Quizzes</b> 4 @ 15 points each CFO: 1, 2, 4 SLO: 1, 2, 3, 4	<b>I</b>	N/A	<b>1. Diversity 2. Assessment 3. Closing the Achievement Gap NCATE: I</b>	3: Individual Learning Differences  8: Assessment
<b>Skype meetings</b> 4 @ 15 points each CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4	<b>I</b>	N/A	<b>1. Diversity 2. Assessment 3. Closing the Achievement Gap 4. Technology NCATE: I</b>	1: Foundations  2: Development and Characteristics of Learners  3: Individual Learning Differences  4: Instructional Strategies  5: Learning

				Environments and Social Interactions 6: Language 7: Instructional Planning 8: Assessment 9: Professional and Ethical Practice 10: Collaboration
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**Assignment Descriptions:**

<b>Program: P-5 MSD Course: EDSP 373 Curriculum for Students with Moderate and Severe Disabilities</b>	
<b>Assessment (point value)</b>	<b>Description</b>
<b>Student Assessment 20 Points</b>	Each student will conduct an abbreviated portion the Choosing Outcomes and Accommodations for Children (COACH). From this assessment, the student will get to know their target student and develop goals and objectives from the learning outcome areas of communication, personal management, and selected academics. Each outcome area will correspond with the selected reading during that specific time.
<b>Lesson plans 200 Points</b>	The student will work with the cooperating teacher to design appropriate lessons for one or more students. For each lesson plan, your target student must be a part of the lesson. Each of these plans will be developed using the format distributed by the instructor. Documentation for the full process of assessment, instructional procedures, and evaluation will be submitted for each lesson. The required lesson plans will be prepared and taught on a schedule that parallels the class topic outlined on the attached schedule.
<b>Assistive technology/Adaptive aids 100 Points</b>	As part of their lesson plans each student will design at least four (4) uses of assistive technology or adaptive aids which

	<p>they will use in to assist students in their field sites. Each item should be accompanied by an explanation for its design. These aids will be submitted and demonstrated along with the lesson for which they designed. Documentation of the use of technology or aid must be submitted in the final portfolio for evaluation.</p>
<p><b>Classroom layout and schedules</b> <b>60 Points</b></p>	<p>(1) Design a classroom layout that facilitates and minimizes either architectural or student dependent barriers to effective and efficient classroom management. (2) In addition, design a classroom schedule for one full week, showing schedules for students and classroom staff. Lastly, for your target student, create a schedule that shows where the student's IEP objectives are embedded throughout one (1) day. Use a matrix when embedding your target student's objectives.</p>
<p><b>Quizzes</b> <b>60 Points</b></p>	<p>There will be four quizzes posted on Blackboard for students. There will be a set amount of time to complete each quiz.</p>
<p><b>Skype meetings</b> <b>60 Points</b></p>	<p>Each student will be required to meet with the instructor once a month via Skype. The student will set up a meeting with the instructor and prior to the meeting, email an agenda that he or she wants to address during the meeting. The last meeting of the semester will be face to face.</p>

### Evaluation and Grading Scale:

**Portfolio of Assignments.** Each student will develop a portfolio of materials that document an appropriate level of mastery of skills in the area of instructional planning, delivery, and classroom management. Completion of these assignments is closely linked to ongoing participation in the field placement site. The assignments outlined below will be turned in on the designated dates and will be assembled and resubmitted for final assessment at the final class session. **The assignments should be accompanied by a table of contents and reflections that explain the relevance of each entry to attaining mastery of the new teacher standards. A digital copy of this total portfolio will be submitted for final summative evaluation and retained by the instructor as documentation of student's progress.**

1. **Student Assessment.** Each student will conduct an abbreviated portion the Choosing Outcomes and Accommodations for Children (COACH). From this assessment, the student will get to know their target student and develop goals and objectives from the learning outcome areas of communication, personal management, and selected academics. Each outcome area will correspond with the selected reading during that specific time. This is worth 20 points.

2. **Lesson plans. Each student will teach four (4) lessons during their field experience.** The student will work with the cooperating teacher to design appropriate lessons for one or more students. For each lesson plan, your target student must be a part of the lesson. Each of these plans will be developed using the format distributed by the instructor. Documentation for the full process of assessment, instructional procedures, and evaluation will be submitted for each lesson. The required lesson plans will be prepared and taught on a schedule that parallels the class topic outlined on the attached schedule. Each lesson plan is worth 50 points for a total of 200 points.
3. **Assistive technology/Adaptive aids.** As part of their lesson plans each student will design at least four (4) uses of assistive technology or adaptive aids which they will use in to assist students in their field sites. Each item should be accompanied by an explanation for its design. These aids will be submitted and demonstrated along with the lesson for which they designed. Documentation of the use of technology or aid must be submitted in the final portfolio for evaluation. Each AT use is worth 25 points for a total of 100 points.
4. **Classroom layout and schedules.** (1) Design a classroom layout that facilitates and minimizes either architectural or student dependent barriers to effective and efficient classroom management. (2) In addition, design a classroom schedule for one full week, showing schedules for students and classroom staff. Lastly, for your target student, create a schedule that shows where the student's IEP objectives are embedded throughout one (1) day. Use a matrix when embedding your target student's objectives. Each activity is worth 20 points for a total of 60 points.
5. **Observed instructional experiences.** Each student will be observed a total of six (6) times. Each student will be observed teaching four (4) lessons during their field experience. All lessons will be observed and evaluated by the cooperating teacher using the attached form. The final two (2) observations will be conducted via digital video and scored using the attached form. The primary focus of these evaluations is the organization and teaching behaviors of the teacher in preparation.
6. **Quizzes.** There will be four quizzes posted on Blackboard for students. There will be a set amount of time to complete each quiz. Each quiz is worth 15 points for a total of 60 points.
7. **Skype meetings.** Each student will be required to meet with the instructor once a month via Skype. The student will set up a meeting with the instructor and prior to the meeting, email an agenda that he or she wants to address during the meeting. The last meeting of the semester will be face to face. Each SKYP meeting will be worth 15 points for a total of 60 points.

All work will be evaluated based on the thoroughness with which the assignment is completed, the clarity with which the information is presented (verbally or in writing), and degree to which the framework presented in this course is used in completing the assignments. The total mark for the course will be computed based on cumulative scores as follows:

A = 450-500

B = 400-449

C = 350-399

D = 300-349

E = <299

## **Required Textbook(s):**

Browder, D. (2001). Curriculum and Assessment for Students with Moderate and Severe Disabilities. Guilford Press.

## **ADDITIONAL READINGS:**

Reprints and additional project readings will be distributed in class and via Blackboard.

## **Course Format**

A variety of teaching strategies are used to present material in this course. Lectures/discussions are based on assigned readings and individual experience with this population. Slides and videotapes of students with moderate to severe disabilities are used to supplement lectures. Additional class learning activities will include: small group activities; demonstrations; and candidate presentations. **All candidates must enroll in Blackboard to receive powerpoints, additional readings, materials, etc.**

Candidates are also asked to enroll in **Facebook** to participate in Facebook Fridays and to receive additional information regarding special education and transition. Facebook will allow the candidate to chat with other students regarding special education and transition, chat with the instructor, search and join national organizations on the web, pose questions or concerns to the class, etc. You will need to add me as your friend, **Hawkins Ed D.**

## **CLASS ATTENDANCE POLICY**

**Attendance.** Attendance is mandatory. If you are unable to attend a class session the instructor should be notified ahead of time. As noted above, attendance and participation contribute toward your grade for this course; therefore, unexcused absences will negatively affect the student's grade.

## **CLASS POLICIES**

**Academic Honesty.** Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

**Americans with Disabilities Act (ADA).** In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

**Campus Safety Statement.** Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

**Confidentiality.** In all reports and discussion of their experience candidates are reminded to refrain from using students' last names or in any way providing information that might identify individual students to individual outside the classroom. It is inappropriate to discuss anything observed in a classroom, on videotape, or learned from discussion in this seminar with anyone not directly involved with the delivery of services to students or involved in this professional training. Violation of confidentiality will be regarded as a serious breach of professional ethic and may result in the failure in this class.

**Plagiarism.** Any paper showing evidence of plagiarism from any source will be considered unacceptable and result in no grade (0) being awarded for that assignment. If you have any questions related to plagiarism please ask the instructor.

**Late Assignments.** Five percent (5%) per day will be deducted from all assignments which are submitted after the due date unless a late submission is negotiated in advance. No points will be deducted for redone assignments provided they are turned in within a time frame arrange with the instructor.

**Person First.** In all papers and class discussions observe the standards for use of "people first" language as outlined in Guidelines for reporting and writing about people with disabilities published by the Research and Training Center on Independent Living at the University of Kansas and discussed in class.

TENTATIVE SCHEDULE

<b>Week of</b>	<b>Class Topics/Assignments Due</b>	<b>Required Reading</b>
Aug. 17	Overview of course	
Aug. 24	Contact placement, share assignments with classroom teacher, obtain student consent, set up observation visits with instructor	
Aug. 31	Family-Centered Planning: A Multicultural Perspective Complete COACH with target student SKYPE CONFERENCE	Chapter Five
Sept. 7	NO CLASS – LABOR DAY	
Sept. 14	Analyze assessment data – develop goals and objectives for target student Observation #1	
Sept. 21	Lesson Plan #1 Functional Reading SKYPE CONFERENCE Quiz #1	Chapter Seven
Sept. 28	Assistive Technology for Lesson Plan Implement Lesson Plan/Observation #2	
Oct. 5	Lesson Plan #2 Functional Math Quiz #2	Chapter Eight
Oct. 12	Assistive Technology for Lesson Plan Implement Lesson Plan/Observation #3	
Oct. 19	Lesson Plan #3 Personal Management SKYPE CONFERENCE	Chapter Ten

	Quiz #3	
Oct. 26	Assistive Technology for Lesson Plan Implement Lesson Plan/Observation #4	
Nov. 2	Lesson Plan #4 Communication SKYPE CONFERENCE Quiz #4	Chapter Eleven
Nov. 9	Assistive Technology for Lesson Plan Implement Lesson Plan/Observation #5 via video	
Nov. 16	Classroom Layout and Scheduling	Chapter Four
Nov. 23	NO CLASS - THANKSGIVING	
Nov. 30	Observation #6 via video	
Dec. 7	Final Portfolio Due Face to Face Meeting	

