

## SPED 6776 Curriculum & Instructional Strategies for Students with Severe Disabilities Proposed Syllabus

<b>Class Meeting Time/Location</b>	Distance (online) sessions are asynchronous.	<b>Online Hours</b>	
<b>Instructor</b>		<b>westga email</b>	
<b>Office Location</b>		<b>Telephone</b>	(678) 839-xxxx (direct line) (678) 839-6179 (department line)
<b>Office Hours</b>		<b>FAX number</b>	(678) 839-6099

### Support for Courses

<b>CourseDen D2L Home Page</b> <a href="https://westga.view.usg.edu/">https://westga.view.usg.edu/</a>	<b>Student Services</b> <a href="http://uwgonline.westga.edu/online-student-guide.php">http://uwgonline.westga.edu/online-student-guide.php</a>
<b>D2L UWG Online Help</b> (M-F:8 AM – 5 PM) <a href="http://uwgonline.westga.edu/students.php">http://uwgonline.westga.edu/students.php</a> Call: 678-839-6248 or 1-855-933-8946 or email: online@westga.edu	<b>Center for Academic Success</b> <a href="http://www.westga.edu/cas/">http://www.westga.edu/cas/</a> 678-839-6280
<b>24/7/365 D2L Help Center</b> Call 1-855-772-0423 or search: <a href="https://d2lhelp.view.usg.edu/">https://d2lhelp.view.usg.edu/</a>	<b>Distance Learning Library Services</b> <a href="http://libguides.westga.edu/content.php?pid=194430">http://libguides.westga.edu/content.php?pid=194430</a>
<b>University Bookstore</b> <a href="http://www.bookstore.westga.edu/">http://www.bookstore.westga.edu/</a>	<b>Ingram Library Services</b> <a href="http://www.westga.edu/library/">http://www.westga.edu/library/</a>

### COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

### COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG form the **basis** on which programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC, GaPSC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

## COURSE INFORMATION

### Course Description

An examination and investigation of appropriate curriculum content and instructional strategies for use with learners who have severe disabilities. Both functional and academic skills domains will be covered. Children of preschool and elementary age will be the focus of this class, although much of the content applies across the lifespan.

**Prerequisite: SPED 6701 [new Intro to Special Ed and Severe Disabilities class]**

**Prerequisite or Corequisite:**

**Required Texts**

Westling, D. L., Fox, L., & Carter, E. W. (2015). *Teaching students with severe disabilities* (5th ed.). Boston, MA: Pearson. (Note: Portions of this text will be used for this class.)

**Required Instructional Resource:** Tk20 Subscription (available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.)

\*\*If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/academics/education/tk20-system.php>. For assistance, email [tk20@westga.edu](mailto:tk20@westga.edu).

***This class does not include any key assessments (assignments/artifacts) that are to be submitted through Tk20.***

**Other Required Instructional Resources:** items uploaded to CourseDen and items obtained elsewhere online, including materials from the Georgia Department of Education

### Course References:

Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.). Boston, MA: Pearson.

Beukelman, D. R., & Mirenda, P. (2013). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (4th ed.). Baltimore, MD: Brookes.

Browder, D. M., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: Guilford.

Browder, D. M., & Spooner, F. (2014). *More Language arts, math, and science for students with severe disabilities*. Baltimore, MD: Brookes.

Brown, F., & Lehr, D. H. (1989). *Persons with profound disabilities: Issues and practices*. Baltimore, MD: Brookes.

Brown, F. A., McDonnell, J. J., & Snell, M. E. (Eds.) (2016). *Instruction of students with severe disabilities* (8th ed.). Boston, MA: Pearson.

Cook, B. G., & Tankersley, M. G. (2013). *Research-based practices in special education*. Boston, MA: Pearson.

Downing, J. (2005). *Teaching communication skills to students with severe disabilities* (2nd ed.). Baltimore, MD: Brookes.

- Downing, J. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. Thousand Oaks, CA: Corwin.
- Duker, P., Didden, R., & Sigafoos, J. (2004). *One-to-one training: Instructional procedures for learners with developmental disabilities*. Austin, TX: Pro-Ed.
- Ford, A., Schnorr, R., Meyer, L., Black, J., & Dempsey, P. (1989). *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore, MD: Brookes.
- Giangreco, M. F., Cloninger, C. J., & Iverson, V. S. (2011) *Choosing options and accommodations for children: A guide to educational planning for students with disabilities* (3rd ed.). Baltimore, MD: Brookes.
- Goetz, L., Guess, D., & Stremel-Campbell, K. (Eds.) (1987). *Innovative program design for individuals with dual sensory impairments*. Baltimore, MD: Brookes.
- Heller, K. W., Forney, P. E., Alberto, P. A., Best, S. J., & Schwartzman, M. N. (2009). *Understanding physical, health, and multiple disabilities* (2nd ed.). Boston, MA: Pearson.
- Kennedy, C. (2005). *Single-case designs for educational research*. Boston, MA: Pearson.
- Porter, S. M., Branowicki, P., & Palfrey, J. S. (2014). *Supporting students with special health care needs* (3rd ed.). Baltimore, MD: Brookes.
- Orelove, F. P., Sobsey, D., & Gilles, D. L. (2016). *Educating students with severe and multiple disabilities: A collaborative approach* (5th ed.). Baltimore, MD: Brookes.
- Sarathy, P. (2005). *Serving students with severe and multiple disabilities*. Horsham, PA: LRP.
- Sarathy, P. (2008). *Striking a balance between IDEA and NCLB for students with severe disabilities: Techniques and tools for aligning standards-based instruction, alternate assessments and IEPs*. Horsham, PA: LRP.
- Schafer, W. D., & Lissitz, R. W. (2009). *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, MD: Brookes.
- Shermis, M. D., & Di Vesta, F. J. (2011). *Classroom assessment in action*. Lanham, MD: Rowman & Littlefield.
- Turnbull, A. A., Turnbull, H. R., Erwin, E. J., Soodak, L. C., & Shogren, K. A. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Pearson.
- Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K. A., & Fung, W. L. A. (Eds.). (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Baltimore, MD: Brookes.
- Wolery, M., Ault, M. J., & Doyle, P. M. (1992). *Teaching students with moderate to severe disabilities: Use of response prompting strategies*. New York, NY: Longman.

### Approaches to Instruction

These will include visual/audiovisual presentations and associated activities, readings and associated activities, lecture, discussion, accessing and investigating resources, and various activities designed to reinforce and enrich core content.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, students will be required to complete the following online activities during this course:

Activity	Instructional Equivalent
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Viewing/listening to class materials and participating in activities, taking notes, and/or engaging in other active listening/viewing activities to assist with comprehension of information	1300 minutes
Participating in specific activities/projects	750 minutes
Accessing and investigating online resources	200 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

## Course Objectives and Learning Outcomes

Students will:

1. Describe various approaches to and emphases on curricula for students with severe disabilities, including connections to general education curricula and standards (Browder & Spooner, 2006, 2011; Brown, McDonnell, & Snell, 2016; Sarathy, 2008; Schafer & Lissitz, 2009; WestlingFox, & Carter, 2015) (Standards: CEC\*/GaPSC\*\* 3/iii; InTASC\*\*\* 4)
2. Describe curricular content needs for students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds (Browder & Spooner, 2006, 2011; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005, 2008; Turnbull, Turnbull, Erwin, Soodak, & Shogren, 2015; Wehmeyer, Brown, Percy, Shogren, & Fung, 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i3/iii; InTASC 1, 4)
3. Identify, select, and critique curricula focusing on learners with severe disabilities in both functional and academic domains (Brown et al., 2016; Cook & Tankersley, 2013; Downing, 2005; Ford, Schnorr, Meyer, Black, & Dempsey, 1989; Orelove, Sobsey, & Gilles, 2016; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii; InTASC 4, 5)
4. Identify, describe, and compare specific instructional strategies used with learners with severe disabilities (Alberto & Troutman, 2017; Brown et al., 2016; Cook & Tankersley, 2013; Downing, 2010; Duker, Didden, & Sigafoos, 2004; Kennedy, 2005; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Westling et al., 2015; Wehmeyer et al., 2017; Wolery, Ault, & Doyle, 1992) (Standards: CEC/GaPSC 5/v; InTASC 8)
5. Integrate curricular and instructional needs of learners with severe disabilities into various contexts, including general education settings (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco, Cloninger, & Iverson, 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2008; Westling et al., 2015) (Standards: CEC/GaPSC 2/ii, 3/iii, 5/v; InTASC 3, 7, 8)
6. Identify and describe specialized curriculum and strategies focused on motor, health, sensory, behavioral, and communication needs of learners with severe disabilities, including physical management strategies and Augmentative and Alternative Communication (AAC) (Alberto & Troutman, 2017; Beukelman & Mirenda, 2013; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Goetz, Guess, & Stremel-Campbell, 1987; Heller, Forney, Alberto, Best, & Schwartzman, 2009; Porter, Branowicki, & Palfrey, 2014; Westling et al., 2015) (Standards: CEC/GaPSC 1/i,3/iii, 5/v; InTASC 1, 4, 5, 7)
7. Identify and describe educational program considerations for serving children with severe disabilities who are of preschool and elementary-school age (Browder & Spooner, 2006, 2011, 2014; Brown et al., 2016; Giangreco et al., 2011; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 1/i, 2/ii; InTASC 3, 5, 7)

8. Plan, implement, and evaluate instruction for youngsters with severe disabilities (Alberto & Troutman, 2017; Browder & Spooner, 2011; Brown et al., 2016; Downing, 2005, 2010; Giangreco et al., 2011; Orelove, Sobsey, & Gilles, 2016; Shermis & Di Vesta, 2011; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 4/iv, 5/v; InTASC 1, 4, 5, 6, 7, 8)
  9. Modify curriculum content and instructional strategies to meet the needs of students with severe disabilities of various levels, ages, specific handicapping conditions, and backgrounds, including use of various types of Assistive Technology (Browder & Spooner, 2006, 2011, 2014; Brown & Lehr, 1989; Brown et al., 2016; Downing, 2005, 2010; Orelove, Sobsey, & Gilles, 2016; Sarathy, 2005; Turnbull et al., 2015; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC/GaPSC 3/iii, 5/v; InTASC 1, 4, 5, 7, 8)
  10. Investigate and communicate about evidence-based and promising practices for learners with severe disabilities, including research-related issues (Brown et al., 2016; Cook & Tankersley, 2013; Kennedy, 2005; Orelove et al., 2016; Wehmeyer et al., 2017; Westling et al., 2015) (Standards: CEC 6, 7; InTASC 9, 10)
- CEC\* refers to the seven Initial Preparation Standards of the Council for Exceptional Children; more information is available at <http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>
  - GaPSC\*\* refers to the rules of the Georgia Professional Standards Commission related to preparation of teachers in the area of Special Education-General Curriculum; most correspond to the seven CEC standards; these rules are available at <http://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.55.pdf>.
  - InTASC\*\*\* refers to standards of the Interstate Teacher Assessment and Support Consortium (InTASC); additional information is available at [http://www.ccsso.org/Resources/Publications/InTASC\\_Model\\_Core\\_Teaching\\_Standards\\_A\\_Resource\\_for\\_State\\_Dialogue\\_%28April\\_2011%29.html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html)

## Assignments and Evaluation Procedures

1. **Quizzes** (6 quizzes, each worth 8 points; lowest grade will be dropped; total 40 points toward final grade)  
Online quizzes (using the Quizzes tool in CourseDen) will be based on information from the textbooks and other instructional materials. Study information will be provided.  
(Course Objectives 1-10)
2. **Instructional Planning, Implementation, and Evaluation** (total 30 points)  
Students will engage in a variety of activities designed to prepare them for future implementation of the edTPA, including writing specific planning, instruction, and assessment commentaries.  
(Course Objectives 4, 5, 8, 9)
4. **Activities/Participation** (30 points total)  
Students will be expected to participate actively in class sessions, including involvement in specific activities integrated into instruction and scattered throughout the term. Guidelines will be provided. For graduate students, these will include activities related to investigation of and communication about aspects of service delivery, including evidence-based practices.  
(Course Objectives 1-10)

### Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or provided in guidelines. Assignments will be graded according to number of points earned. If desired/necessary, some components of assignments #2-4 may be able to be resubmitted after receiving the initial feedback; more details will be provided with the assignment information.

Assignment (as listed above)	Assessment Tool	# of points available
1. Quizzes	Answer keys	40 points total (6 quizzes @ 8 points each, with the lowest grade dropped)
2. Instructional Planning, Implementation, and Evaluation	Rubric	30 points total
3. Activities/Participation (including practices investigation, communication)	CourseDen records, Rubrics, Checklists	30 points total

### Grading

- A = 90-100 points
- B = 80-89 points
- C = 70-79 points
- F = <70 points

### CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the **Common Language for Course Syllabi** documentation at [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

In addition to the above information the following policies apply to this course:

1. **Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connections and Student Handbook* and the *Graduate Catalog*.
2. You are expected to do your own work except when an option for work with others is specifically included in the assignment. Submission of work or a portion of work taken directly from another source (e.g., an annotated bibliography partially or completely developed by another student, from a webpage, etc.) will be considered plagiarism and grounds for no credit (zero points) on the assignment. Students are encouraged to make use of appropriate resources, but those must be acknowledged. Quotation marks should always be used for any direct quotes taken from a resource. Work completed for another class is not acceptable for this class.



**Plagiarism of any kind (intentional or unintentional) is grounds for one or more of the following penalties:**

- **a grade penalty on the assignment**
  - **0 points on the assignment**
  - **report to the Provost/Vice President for Academic Affairs**
  - **flunking the class**
2. **Attendance and Participation:** Each student is expected to come prepared to class by having instructional materials available and having done previous readings and assignments. It is recommended that students attend all class sessions by engaging with the instructional materials and completing any activities. Appropriate professional behaviors, including (but not limited to) being courteous to others, preparing e-mails with a reasonable amount of care, attending to instruction, and interacting equitably with partners in any group work are expected.
  3. Opportunities for **extra credit** will not be provided for this class, except potentially within an existing assignment. For example, there may be extra credit items on tests or an especially impressive and clever presentation could receive a little extra credit.
  4. **Late Work:** Please check the syllabus and CourseDen information regarding assignment due dates. **Unless otherwise indicated, assignments are due on the dates indicated by 11:59 pm eastern time.** There may be adjustments to due dates made during the term in response to specific circumstances – for example, if CourseDen is unexpectedly down at a critical time. Please let the course instructor know if you run into these types of complications. However, you are expected to work around routine CourseDen events, such as routine maintenance.

**SED program policies related to late submissions:**

- **All online quizzes completed after the assigned due date and time will receive 0 points.**
- **All discussion posts that are made after the assigned due date and time will receive 0 points.**
- **All assignments that are submitted after the assigned due date and time will receive a point deduction of 20% off from the original point value per day.**

**In addition, there may be specific information related to late penalties provided for specific assignments and some work may not be accepted late.** Consequences may be adjusted if there are documented extenuating circumstances (e.g., medical emergency).

1. Submission of Assignments:

- a. **APA is the required style for students in education programs at UWG.**  
Components of APA style will be required for specific portions of specific assignments (e.g., references in the instruction commentary). For this class, APA style is the basis of expectations for grading related to mechanics of English (word choice, spelling, grammar, punctuation, etc.). Points will be subtracted for inadequate work. Other specific examples of required use of APA style may be included in specific information provided about assignments. Students are not expected to use all components of APA style in this class. Information about APA style is available from the American Psychological Association:  
[http://www.apastyle.org/index.aspx?\\_utma=12968039.92529928.1369942674.1384961981.1419967238.6&\\_utmb=12968039.1.10.1419967238&\\_utmc=12968039&\\_utmz=12968039.1419967238.6.1.utmcsr=\(direct\)|utmccn=\(direct\)|utmcmd=\(none\)&\\_utmv=-&\\_utmik=229646108](http://www.apastyle.org/index.aspx?_utma=12968039.92529928.1369942674.1384961981.1419967238.6&_utmb=12968039.1.10.1419967238&_utmc=12968039&_utmz=12968039.1419967238.6.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&_utmv=-&_utmik=229646108). **Many online resources purporting to assist with APA style actually create errors, so be cautious;** however, the OWL at Purdue is another good resource: <https://owl.english.purdue.edu/owl/resource/560/01/> **Notice that requirements for student papers on this page apply to certain students at**

- Purdue University; while you should use the specific components of APA style required for this class, the requirements are not the same as those outlined for Purdue students.**
- b. Assignments should be keyboarded, except on some forms (e.g., on test forms). All work must be reasonably legible; light handwriting (e.g., use of light pencil) or writing over erasures is not acceptable. It is particularly important that any materials that are scanned or photographed are legible (dark marks).
  - c. Language that is consistent with IDEA and emphasizes people more than disabilities (“**people-first**” language) is to be used. Grade penalties will be provided for inappropriate language. For some information, see [https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter\\_photos.pdf](https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf).
  - d. **Be sure to submit assignments in a form that is accessible to the course instructors.** Remember that the “the world of UWG” works on Microsoft Office Suite, which students can obtain at no cost. (See <http://www.westga.edu/sits/>.) Word should be your first choice. Richtext is another option.
  - e. **Please make sure that all assignments are submitted as directed in the assignments.** Read all assignment guidelines and instructions carefully. **Be sure to check promptly for feedback on graded assignments.**
  - f. **Label assignments properly.** Please make sure that you follow instructions for labeling assignment files that will become attachments in the Assignment Dropbox or to e-mails. An example of a file label is jdoe\_Activity1. The j stands for the first initial of a person’s first name and doe is equivalent of the person’s last name. The underscore line separates the person’s name from the assignment name. **Do not put any spaces in the file name.** Labeling assignments in this manner can expedite the course instructors getting feedback and grades to you and will lessen the chances of them sending you the incorrect feedback file. Items not labeled appropriately will go to the “bottom of the pile” for grading.
6. Use of Resources:
- a. Students are responsible for accessing information related to programs, UWG policies, etc. through resources such as *The Scoop* (a publication available online through the Registrar’s Office), the *Connections and Student Handbook*, and the *Graduate Catalog*. All of these items may be accessed through [http://www.westga.edu/index\\_students.php](http://www.westga.edu/index_students.php).
  - b. **It is your responsibility to learn and use the tools in D2L CourseDen that will be required for this course** (e.g., Assignments, Discussions, Email).
  - c. **Check CourseDen e-mail regularly. Also be sure to check on your feedback on assignments.** A variety of supports, including tutorials, are available through UWG Distance Education. While the instructor may be able to answer some questions, ITS, Distance Learning, and the various resources available to support CourseDen users should be the primary source for assistance. **One general suggestion if you are having problems: Try another browser or another device.** CourseDen seems to work best with a desktop or laptop. Don’t wait until the last minute to figure out you do not know how to do something. Be sure to check the CourseDen maintenance schedule (available at [http://www.usg.edu/information\\_technology\\_services/online\\_learning\\_options/georgiaviw/maintenance\\_schedule//](http://www.usg.edu/information_technology_services/online_learning_options/georgiaviw/maintenance_schedule//)) and to keep up with events that could impact your use of CourseDen.
  - d. **It also is the student’s responsibility to make use of course materials, including those posted in CourseDen, and assigned readings.** Students should make use of the Student Questions, Answers, and Resources Discussion Board that will be set up in



Course Den. However, please e-mail the course instructor directly if there is a question specifically for her.

### Additional Support Information

#### Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280) or the email address is [cas@westga.edu](mailto:cas@westga.edu).

#### UWG Cares

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

#### Student Services

Click on the following link [Student Services](#) for a listing of all services available to students at UWG.

### Communication Rules

**Student Email Policy:** The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. E-mail communication about this class should be conducted through CourseDen. E-mail about other issues (e.g., advisement) should be conducted through MyUWG. **Be sure to check your e-mail on a regular and frequent (i.e., daily) basis.**

**Network Etiquette:** Communication in an online environment takes special consideration. Some tips for online communication include the following:

- Be sensitive and reflective to what others are saying.
- Don't use all caps. It is the equivalent of screaming.
- Don't flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Don't use offensive language.
- Use clear subject lines. This helps others to know whether you are turning in a routine assignment or have an important question.
- Don't use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- ***When replying to an e-mail or discussion posting, include the e-mail/posting to which you are replying. It is difficult to interpret "that would be fine," for example, without any context.***

**Expected Response Times:** With certain exceptions (e.g., when out of town for conferences), you should expect to get responses from the course instructor to e-mails within a couple days. Often, responses will be made much more quickly. It may be different for e-mails that are being

used to submit assignments; responses to those emails, as well as to submission of assignments in general, should be expected within about a week of the due date for the assignment. The amount of feedback required may influence speed of response. **Be sure to check on any feedback you receive promptly. Waiting three or four weeks to examine feedback may put you at a disadvantage.**

**Class Schedule Information**

<b>SPED 37__ Curriculum and Methods I: Students with Severe Disabilities Sample</b>		
<b>Week</b>	<b>Topic/Activity***/Reading Assignment*</b> Topic <i>Readings</i>	<b>Assignment Name &amp; Due Date** ,***</b> <i>Additional information will be provided in CourseDen.</i>
1	Course Overview Curriculum Approaches <b><i>Syllabus; Westling et al., Ch. 2; Items in Week One Module</i></b>	
2	Goals and Planning Studying Practices <b><i>Westling et al., Chs. 5-6; items in Week Two</i></b>	<b>Quiz ONE</b>
3	Specific Curricular Resources <b><i>designated portions of Westling et al., Chs. 15-18; items in Weeks Three-Four Module</i></b>	
4	(continued)	<b>Quiz TWO</b>
5	Addressing Physical, Health, Behavioral, and Communication Needs <b><i>Westling et al., Chs. 11-14; Items in Weeks Five-Six Module</i></b>	
6	(continued)	<b>Quiz THREE</b>
7	Instructional Strategies <b><i>Westling et al., Chs. 7-8; items in Weeks Seven-Eight Module</i></b>	
8	(continued)	<b>Investigation Reports due</b>
9	Progress Monitoring <b><i>Westling et al., Ch. 9; items in Week Nine Module</i></b>	<b>Quiz FOUR</b>
10	Lesson Planning Assistive Technology <b><i>Westling et al., Ch. 19; items in Week Ten Module</i></b>	<b>Quiz FIVE</b>
11	Planning, Implementing, and Evaluating Instruction <b><i>Items in Weeks Eleven-Thirteen Module</i></b>	
12	(continued)	

<b>SPED 37__ Curriculum and Methods I: Students with Severe Disabilities Sample</b>		
<b>Week</b>	<b>Topic/Activity<sup>***</sup>/Reading Assignment<sup>*</sup></b> Topic <i>Readings</i>	<b>Assignment Name &amp; Due Date<sup>**</sup>, <sup>***</sup></b> <i>Additional information will be provided in CourseDen.</i>
13	(continued)	<b>Instructional Planning, Implementation, and Evaluation Report due</b>
14	Learning Environments for Preschoolers and Elementary Students <b><i>Westling et al., Ch. 10 (portions), Ch. 20; items in Week Three Module</i></b>	
15	(continued)	<b>Quiz SIX</b>
16	Finals Week/Wrap-Up <b><i>items in Week Sixteen Module</i></b>	Late Submissions/Resubmissions due.
<p><b>* Includes only information about required textbook. Some additional items will be assigned (and required) as well. Items posted as Resources are designed to provide supplementary information and context and will not be covered on tests; however, some of these may be used for Activities/Discussions.</b></p> <p><b>**Note: Unless otherwise specified, assignments are due by 11:59 pm ET on the specific dates that will be indicated when the syllabus is prepared for a specific term.</b> Any changes will be posted in the News/Announcements section of CourseDen. Major assignments, papers, and exams are in bold.</p> <p><b>***Specific components of the Activities/Participation assignment do not appear in this schedule except for the Investigation Reports (having to do with studying practices). Other activities will be integrated with relevant topics.</b></p>		