

**SPED 540: Career and Collaboration with Families and Professionals in Special Education  
Summer 2013**

**Course Code & No. - Section:** SPED 540 , Section R1  
**Course Title (Credits):** Career and Collaboration with Families and Professionals in Special Education (3)  
**Term & Year:** Summer 2013  
**Course Ref. No. (CRN):** 60078

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**Office Hours:** By appointment

**Class Meeting Time:** TTh, 7-9:50  
**Location:** Reno Campus

**Prerequisites (from Catalog):** SPED 510, 520, 530

**The Mission Statement**

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

The Core Themes:

Liberal Arts	Professional Preparedness
Entrepreneurial Thinking	Sustainability

**Prim Library Resources**

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments. The Libguides pages have a research guide specifically for education students: <http://libguides.sierranevada.edu/edu>.

To access SNC's licensed database content from off campus, use the following information:

- **Students:** Use your first initial and your last name as the username and your 9 digit student ID number as the password.
- **Faculty/Staff:** Use your SNC email username as the username and your Banner/SNCSIS ID number as the password.

**Laptop Computer Requirements**

Graduate courses require the use of a laptop computer. Details are specified in course syllabi. It is the students' responsibility to provide their own laptop computer.

**Computer Skill Competency Requirement** - must be proficient in technology skills including but not limited to:

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- Basic computer skills, including the ability to create folders; find, copy, move, rename, and delete files; maximize/minimize multiple windows; and download and save files
- Ability to use a word processor application to create, save, print, and retrieve a document; cut, copy, and paste text within and between documents; and save a word processing document in a Microsoft Word compatible format (.doc).
- Ability to access SNC email that you check regularly. In addition, you must be able to send, receive, open, and store messages and attachments.
- When online, ability to navigate between web sites, use search engines, install needed plug-ins such as Flash or QuickTime players, and disable popup blockers or white-list sites as needed for online courses.

While basic skills needed, students have opportunities to develop additional skills, including media development and the use of conferencing and collaboration tools.

It is recommended that students have a relatively new or updated computer - either a PC running Windows 7 or Vista, or a Mac running OSX 10.4 or higher. In addition, it is recommended that students have high-speed Internet access, a printer, speakers, and a headset microphone.

**Course Description:**

**Sped 540 Career and Collaboration with Families and Professionals in Special Education** is a course that focuses on working effectively with families of students with disabilities. The course explores ways of collaborating with classroom teachers and other professionals in planning and adapting curriculum. Attention is given to implications of current federal legislation and parent's rights. Local and national resources are explored.

**Program Outcomes**

**Title II**

TCLO based on Council for Exceptional Children (CEC)	InTASC*	Common Core**	SNC Teacher Education Program Goals
A1	<b>Standard 9: Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community,) and adapts practice to meet the needs of each learner.	Common Core and Nevada State Standards	1, 4

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A2	<b>Standard 9: Professional Learning and Ethical Practice</b>		1, 10, 14, 15
A3	<b>Standard 6: Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, monitor progress, and to guide the teacher's and learner's decision making.		2, 4, 5, 14
A4	<b>Standard 10: Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.		13, 14
A5	<b>Standard 10: Leadership and Collaboration</b>		14
A6	<b>Standard 9: Professional Learning and Ethical Practice</b> <b>Standard 10: Leadership and Collaboration</b>		1, 14

**\* InTASC Model Core Teaching Standards**

**\*\* Common Core Standards Addressed**

**Assessment of Teacher Candidate Learning Outcomes**

<b>Assignment</b>	<b>TCLO #</b>
Professional Disposition (Participation)	A1
Response Papers and Discussion Leader	A2
Individual Transition Plan	A3
Interviews: Family and Professional	A4
Resources Handbook	A5
Final Exam	A6

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### **Student Outcomes**

Upon completion of this course, the student will be able to:

- Explain Parent's Rights and Transition Services required by Federal and State Legislation as they pertain to children with disabilities in the school setting.
- Demonstrate the role of families and professionals as partners in developing individual plans and student outcomes.
- Identify internet resources for collaboration and transition.
- Identify home and community resources in planning for student school success.
- Provide examples of effective collaboration strategies for families, professionals, schools, and the community.
- Plan and evaluate individual transition programs for students with disabilities

### **Grading Policy**

Any student receiving a grade of C+ or below in any course is required to repeat the course regardless of the student's current Academic Standing (SNC Catalog).

A	950-1000 points
A-	900-949
B+	850-899
B	800-849
B-	750-799

### **Instructional Strategies**

Instructional practices used in this course include but are not limited to lecture, Socratic dialogues, individual and small group activities, integration of technology, and ongoing constructive feedback.

### **Required Texts and Resources**

1. American Psychological Association. (2010). *Publication manual of the American psychological association* (6th ed.) Washington, DC: American Psychological Association (ISBN 13:978-1-4338-0561-5)
2. Turnbull, A., Turnbull, R., Erwin, E., Soodak, L., and Shogren, K. A. *Families, Professionals, and Exceptionality*, Sixth Edition, Pearson, 2011. ISBN: 978-0-13-70748-0.

### **Attendance**

Teacher Education students are expected to attend all scheduled classes. Student with two or more absences during a 3-credit course, at the discretion of the instructor, may be asked to withdraw from the course and repeat it at a later date. All instructor decisions regarding attendance will be supported by the administration (SNC Catalog).

### **Class Expectations for Teacher Candidates**

#### *Electronic Devices*

There will be times when electronic devices will be helpful to enhance the classroom experience. They may be brought to class on a regular basis. The instructor reserves the right to terminate the use of these devices if they are a distraction to the class or the individual student.

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### *Professional dispositions and norms for classroom behavior*

As a future teacher, it is necessary that you demonstrate professionalism. This includes: attending all classes, arriving to class in a timely manner, being preparing for the class with all items necessary to participate (i.e. assignments, text, electronic devices, etc.), having a willingness to try new things and a desire to collaborate with others. It is important that the class is a safe place for discussion and growth.

### *Completion of assignments and late assignments*

Assignments are due the day of the class meeting to which they are assigned. Late assignments may be accepted up to one week late provided future teacher discussed issues in advance with instructor. Assignment will be dropped one letter grade.

### **Academic Accommodations**

Sierra Nevada College is committed to protecting disability rights and accommodating students as defined in the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Students with physical, learning, or psychological disabilities who wish to request accommodations are required to present appropriate documentation of their disabilities to the **Director of Academic Support Services (Henry Conover)**, who will make the necessary accommodations available as appropriate to the documented disability on file. It is suggested that students seeking accommodations contact the Director before the semester begins to make their request. Specific information about a student's disability is kept confidential. Every effort will be made by the faculty and staff of Sierra Nevada College to provide reasonable accommodations. **It is the student's responsibility to request accommodations.**

### **The SNC Email System**

The SNC email system is the official communication vehicle among students, faculty members and administrative staff, and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

### **Sanctions for Cheating and/or Plagiarism –**

#### **The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining

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an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers, as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

### **Consequences of Violating the Student Honor Code**

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1st Offense (on student's academic record) Student receives a zero for assignment/exam and/or a determination by the faculty if the student should fail the course is made. Counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning are provided.
- 2nd Offense (on student's academic record) Student is expelled.

### **Description of Assignments and Evaluations**

#### **A1**

##### **Active Participation and Involvement (100 points)**

Candidates are required to participate in class discussions and small group activities. It is essential that readings be completed before class.

#### **A2**

##### **Response Papers and Leading Class Discussion (300 points) (2 required at 150 points each)**

Candidates will be assigned 2 of the weekly response questions and issues based on assigned readings to be written and submitted prior to class meeting. Candidates will then take their assigned weekly response questions and lead a classroom discussion. Instructor will provide format. Candidates are required to follow APA style for this assignment.

#### **A3**

##### **Individual Education Transition Plans (100 points)**

Candidates will design Educational Transition Plans based on Case Studies provided by the instructor. Students will work collaboratively in small groups. Instructor will provide format.

#### **A4**

##### **Interviews (200 points) (2 required at 100 points each)**

Candidates are to complete oral and written interviews with (1) the family of a special needs student and

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(2) with a community agency that serves the needs of a family with a special needs child or young adult. The instructor will provide suggestions for the interview format. Interviews are to be analyzed and presented to the class.

**A5**

**Resources Handbook (100 points)**

Candidates are to design a list of local community and internet resources for parents and professionals serving special needs populations. Instructor will provide resource format.

**A6**

**Comprehensive Written Final Examination (200 points)**

Candidates will submit a take-home final examination that includes coverage of the topics discussed in the course outline.

<b>Class Number</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
<b>1</b>	<b>6/4</b>	Introduction to the course assignments and requirements. Overview on current collaboration and transition practices in schools.  Family Characteristics and Family Interaction	<b>None Due.</b>  <b>Reading:</b> <b>Turnbull p. 3-92</b>
<b>2</b>	<b>6/11</b>	Impact of Disability on Family Functions and Family Life Cycle: Stages and Transitions	<b>In Class: Student Response Paper Presentation #1 (discussions of Turnbull 47-92)</b>  <b>Reading:</b> <b>Turnbull p. 93-108</b>
<b>3</b>	<b>6/18</b>	Historical and Current Roles of Parents and Families  Policies and Family and Professional Partnerships	<b>In Class: Student Response Paper Presentation #2 (discussions of Turnbull 43-108)</b>  <b>Reading: Turnbull p. 109-158</b>
<b>4</b>	<b>6/25</b>	Principles and Partnerships and Trust  Families as Partners in Communication and Collaboration	<b>In Class: Student Response Paper Presentation #3 and #4 (discussions of Turnbull 109-158)</b>  <b>Due: Family Interview</b>  <b>Reading: Turnbull p. 133-182</b>
<b>5</b>	<b>7/2</b>	Families as Partners in	<b>In Class: Student Response Paper</b>

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		Evaluating a Student  Families as Partners in Developing Individualized Education Plans	<b>Presentation #5 and #6 (discussions of Turnbull 133-182)</b>  <b>Reading: Turnbull p. 183-232</b>
<b>6</b>	<b>7/9</b>	Resources for Meeting Families Basic Needs  Professionals and Families for Support Outcomes	<b>In Class: Student Response Paper Presentation #7 and #8 (discussions of Turnbull 183-232)</b>  <b>Reading: Turnbull p. 233-281</b>
<b>7</b>	<b>7/16</b>	Transition and IDEA requirements: Comprehensive Planning Process  Developing Transition Plans and Interagency Coordination	<b>In Class: Student Response Paper Presentation #9 and #10 (discussions of Turnbull 233-281)</b>  <b>Due: Professional Interview Resource Share</b>
<b>8</b>	<b>7/23</b>	Transition and Standards- Based Education  New Summary of Performance under IDEA  Summary of Class Experience and discussion of Final Exam	<b>In Class: Transition Plan and Final Exam, Final Resource List</b>