

**San José State University**  
**Connie L. Lurie College of Education**  
**Department of Special Education**

**EDSE 213A, Curriculum, Instruction and Transition**  
**Spring 2015**

<b>Instructor:</b>	Sudha Krishnan
<b>Office Location:</b>	Classroom Sweeney Hall TBD
<b>Telephone:</b>	(408) (888-9643)
<b>Email:</b>	sudha.v.krishnan@sjsu.edu
<b>Office Hours:</b>	Before and after class or by appointment
<b>Class Days/Time:</b>	Tuesdays 4:00 p.m to 6:45 p.m.
<b>Classroom:</b>	TBD
<b>Prerequisites:</b>	EDSE 206

**EDSE 213A: Curriculum, Instruction and Transition**

**Connie L. Lurie College of Education Mission**

The mission of the Lurie College of Education is to empower graduates with the skills, knowledge and dispositions that ensure access to excellence and equity in education for every student in our diverse, technologically complex, global community.

**Department of Special Education Mission Statement**

The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula and instruction by infusing evidence based best practices endorsed nationally.

**Course Description**

Exploration of instructional practices and current issues for students with moderate-severe disabilities and English Learners with moderate-severe disabilities. Curriculum design aligned with content standards that promote life skills and successful student transition into school and community settings.

## **Knowledge Base**

The philosophy of the education specialist credential program in moderate/severe disabilities at San Jose State University is based on current, best practices in the field, that includes the assumption that students with moderate/severe disabilities are best educated with their peers in neighborhood schools and included in general education classrooms with the support necessary to be successful. The theories and practices advocated by Lou Brown (1989), Mary Falvey (1989), William Stainback (1992), Susan Stainback (1992), Wayne Sailor (1989), Jackie Anderson (1989), Ann Halvorsen (1989), Lori Goetz (1989) are utilized as the foundation for coursework and practicum experiences in this credential program. There is emphasis on person/family-centered planning, community based instruction, and assisting students in building social networks, and personal advocacy skills for students.

## **Course Goals and Student Learning Objectives**

### **1. California Commission on Teacher Credentialing (CCTC) Standards**

#### **Program Standards (PS)**

##### **Program Standard 7: Transition and Transitional Planning**

The program provides opportunities for candidates to plan, implement, and evaluate transitional life experiences for students with disabilities across the lifespan. Each candidate collaborates with personnel from other educational and community agencies to plan for successful transitions by students. Each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills.

##### **Program Standard 10: Preparation to Teach English Language Learners**

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English language learners. Candidates learn about state and federal legal requirements for the placement and instruction of English language learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and expressive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect students' language acquisition.

##### **Program Standard 13: Curriculum and Instruction of Students with Disabilities**

The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to

instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels.

### **Specialty Specific Program Standards: Moderate/Severe Disabilities (M/S)**

#### **M/S Standard 4: Assessment, Program Planning and Instruction**

Each candidate demonstrates the ability to utilize person-centered/family-centered planning and strengths based, functional/ecological assessment across classroom and non-classroom contexts to lead to their students' meaningful participation in core, standards based curriculum, life skills curriculum, wellness curriculum, and progress toward IEP goals and objectives. The instructional plans are responsive to the unique needs of the student and requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement. Each candidate is able to develop and implement systematic, evidence based instructional strategies to teach skills within school, community and working settings, including assessment sources that integrate alternative statewide assessments, formative assessments, and formal and informal assessment results. Each candidate is able to utilize assessment data from multiple sources to develop effective programs and guide instruction.

#### **M/S Standard 7: Transition and Transitional Planning**

In addition to the Common Core Transition and Transitional Planning Standard, each candidate demonstrates knowledge and advocacy skills related to the various transitions experienced by students' moderate/severe disabilities, including those who are deaf-blind and/or those with additional disabilities, as they move from infancy to adulthood.

### **Course Objectives**

Upon completion of the course, students will demonstrate their knowledge, skills and abilities related to:

- participation in collaborative teams that plan, implement and evaluate transition practices for students receiving special education services as they move.
  - teaching self-determination and expression skills to students with disabilities.
  - the design and implementation of comprehensive instruction to English language learners.
    - California and federal legal requirements and laws about the placement and instruction of English language learners.
    - the knowledge and application of pedagogy proven to be effective with English language learners that leads to literacy in English and the subjects of the core curriculum.
    - instructional programs that result in English language acquisition and receptive and expressive language skills.
    - assessment and evaluation practices that lead to understanding students' language abilities and the design of lessons that promote increased language skills.

- the development of instructional and curricular sequences that align with content standards and that include options for modifications and curriculum overlapping, or the individualization of the lesson plan with attention to the provision for students with disabilities to have equitable access to the content and educational practices in general education.
- utilizing person-centered planning, ecological analysis, formal and informal assessments to develop goals, objectives and instructional strategies for students that insure participation in meaningful general education core curriculum.
- instructional strategies that include prompt level based strategies, collaborative group work and community-based instruction.

Required Texts and Readings:

Web Sites:

[www.cde.org](http://www.cde.org) for the California Content Standards

[https://wiki.ncscpartners.org/index.php/Main\\_Page](https://wiki.ncscpartners.org/index.php/Main_Page): for the Common Core Connectors to Special Education

## **Library Liaison**

**Teresa Slobuski**

Reference and Instruction Librarian - San Jose State University

Dr. Martin Luther King, Jr. Library

One Washington Square

San Jose, CA 95192-0028

[408-808-2318](tel:408-808-2318)

[Teresa.Slobuski@sjsu.edu](mailto:Teresa.Slobuski@sjsu.edu)

## **Classroom Protocol**

Students are expected to arrive on time to the class. If you miss class, you will not get the points for any in-class work assigned that day. Students are expected to be polite and respectful to all, not carry on side conversations during instruction, and demonstrate respectful and person-first language when talking about people with disabilities.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html) . [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

## **Assignments and Grading Policy**

All written assignments are expected to be turned in on the date it is due. Written assignments are expected to be free from spelling and grammatical errors, following the conventions of English writing, and printed on clean white paper.

**1. Participation in Class- 125 points**

Come to class and participate in the activities and discussion. We will have occasional homework assignments, in-class quick-writes, and group project or activities relating to teaching and instruction of students with moderate to severe disabilities and English Learners. There will be no make-up for these activities if you are absent.

**2. Attend an IEP meeting and write a reflection on the process you observed during the meeting. 25 points**

Attend an IEP meeting after getting permission from teacher/administrator and parents. You are required to write a 2 page single spaced reflection on the process of the IEP, what the contribution of each IEP team member was and the importance given to parent input/student input during the meeting.

**3. Curriculum Development Project- 200 points**

Develop a year of curriculum in groups (10 weeks per student) and 5 detailed lesson plans aligned with general education standards and English Learner Standards with several (assigned) peers who teach the same grade(s) that you teach or are interested in teaching. Indicate the types of academic modifications that are proposed and any adaptations for English Learners, and include a variety of activities that are interesting and meaningful to the students. The format for this project will be distributed in class, and you will be able to work with your group during class time on several occasions (see schedule). At the end of the class, your group will present your project to the whole class with a handout that outlines the content.

**4. Individual Professional Growth Project- Part 2- 50 points**

Complete a self-evaluation on the “Best Practices Evaluation” after reviewing the description of each item on the “Best Practices Description” on the first day of class. Develop three objectives for improving your skills/knowledge/practices from three areas of the evaluation. Write a Contract for Professional Growth summarizing self-directed activities, and then write a summary of your progress at the end of the semester. One of the three areas should address instruction for English Learners.

**5. Monitoring Progress of Goals and Objectives- 25 points**

Present the system for keeping track of progress on 3 goals and objectives for one student in your class, or in a class that you have observed and from which you can get a list of objectives for a student. If possible, the student should be an English Learner. Include data sheets that are numbered and that correlate with the objectives.

**6. Visitation and Interview – 25 points**

Visit any one of the following and structure an interview and an observation to obtain information about services or training that they provide for students with disabilities. See Visitation/Interview Guidelines and be prepared to make a classroom presentation on the

visitations.

**Possible Visitation Sites:**

A Career Center at a high school.

A Vocational training and or employment program (community based).

A Work Ability program

SELPA Office Representative

Area Board Function and Services

A Vocational Rehabilitation Counselor

A Community College Program for Students with Disabilities

A university or community college Disabled Student Services Office

An Access Technology Agency or College Center that provides Instructional Technology services for students

A job coach working in the field

A student with a job and his or her community based support staff

A Special Education teacher who in not at your school site

A Special Education administrator in your district or at County Office of Education.

Note: Do not use your own class for this assignment

**Guidelines for Visitations and Interviews:**

Minimum of one hour to conduct visit and/or interview

Write a four-page typed paper about the visit/interview, 12 pt Times New Roman double spaced 1" margin on all sides.

Include the following information:

- a. General Demographics: Name, location, contact, web site
- b. Provide eligibility criteria for services and referral process
- c. Your observations about the visit about student or staff involvement
- d. How self-determination is addressed in this program
- e. How you can apply this knowledge to your current or future teaching situation

**7. Instructional Transition Unit- 50 points**

Develop a unit with a series of instructional materials that will prepare students for some aspect of transition. The unit should include

a. Functional Transition Goals being addressed

b. 5 lessons plans on one specific concept that students will need for their transition.

Units might focus on independent living skills, self-advocacy skills, life skills, career exploration, preparation for vocational program, self portfolio etc. Some examples: work /jobs in the classroom for younger students learning to ride the bus, preparing for the next day, organizational skills, social skills for different settings, career exploration day for K-5 career exploration day for middle and high school.

c. Worksheets/sample activities that you may use (include icons, schedules, lists, worksheets, visuals that may be used in lessons)

## Grading Criteria for Classroom Participation

Criterion	Quality			
Interaction/ participation in classroom discussions	always a willing participant, responds frequently to questions; routinely volunteers point of view <b>(40)</b>	often a willing participant, responds occasionally to questions; occasionally volunteers point of view <b>(30)</b>	rarely a willing participant, rarely able to respond to questions; rarely volunteers point of view <b>(20)</b>	never a willing participant, never able to respond to questions; never volunteers point of view <b>(0)</b>
Interaction/ participation in classroom learning activities	always an active participant in group activity; always acts appropriately during all role plays and discussions <b>(30)</b>	often an active participant in group activity; often acts appropriately during all role plays and discussions <b>(20)</b>	rarely an active participant in group activity; rarely acts appropriately during all role plays and discussions <b>(10)</b>	never an active participant in group activity; never acts appropriately during all role plays and discussions <b>(0)</b>
Demonstration of professional attitude and demeanor	always prepared (readings/homework/assignments); always uses respectful language toward all in class, always uses person first language toward people with disabilities <b>(30)</b>	Often prepared (readings/homework/assignments); mostly uses respectful language toward all in class, mostly uses person first language toward people with disabilities <b>(20)</b>	rarely prepared (readings/homework/assignments); rarely uses respectful language toward all in class, rarely uses person first language toward people with disabilities <b>(10)</b>	never prepared (readings/homework/assignments); never uses respectful language toward all in class, never uses person first language toward people with disabilities <b>(0)</b> □

During each class session (except for the last class), points will be earned for participation in classroom activities, and 25 points for submitting in-class assignments

Total: 125 points

## Grading Criteria for IEP meeting reflection

All topics (review of process, contribution of members and parent/student input)

Covered and explained 5 points

Reflection on the meeting 10 points

Overall quality of writing 10 points

Rubric for this assignment will be provided in class.

## Grading Criteria for Curriculum Development Project

Rubric will be provided in class.

### Grading Criteria for Contract for Individual Professional Growth

Objectives(3)	Objective is clear, relevant and feasible(3)	Objective is vague, less relevant and hard to achieve (2)	Objective is unclear, not relevant, and impossible to achieve (0-1)	
Proposed Activities(3)	Proposed activities are aligned with objective, and feasible (3)	Proposed activities are vaguely aligned with objective, and hard to implement (2)	Proposed activities are not aligned with objective, and impossible to implement (0-1)	
Plan for carrying out the activities(3)	Plans are organized and sequenced appropriately (3)	Plans are sketchy and not sequenced appropriately (2)	Plans are disorganized and sequencing is random (0-1)	
Outcome of the activities(3)	Description is clear, detailed (3)	Description is sketchy with few details (2)	Description is unclear, with no details (0-1)	
Reflection(4)	Reflection is comprehensive, with at least 4 details on the process (4)	Reflection has 2-3 details on the process (2-3)	Reflection has 0-1 detail on the process (0-1)	
Quality of Writing(2) for all three objectives	Writing is organized; in sequence; no grammatical errors (2)	Writing is not well organized; thoughts are not always in sequence; some grammatical errors (1)	Writing is not at all organized; thoughts are random; many grammatical errors (0)	

Total: 16 points for each; overall quality of writing 2 points: 50 points total for the assignment

**Grading Criteria for Monitoring Goals and Objectives Paper**

- Objectives of student: 5 points
  - Type of data matches each objective: 5 points
  - Recording system for each is easy to understand: 5 points
  - Data system gives picture of student achievement: 5 points
  - At least one data form that is easy to read: 5 points
  - Total: 25 points
- Rubric for this assignment will be provided in class.

**Grading Criteria for Visitations and Interview:**

- All sections (6) mentioned are covered 5 points
  - Summary of the visit/interview 10 points
  - Application 10 points
  - Total: 25 points
- Rubric for this assignment will be provided in class.

**Grading Criteria for Instructional Transition Unit:**

Five **Backward Design** Lesson Plans: 10 points for each lesson plan  
 Total: 50 points

**Grading Criteria:**

Participation in class	125 points
IEP meeting	25 points
Curriculum Development Project	200 points
Individual Growth Project; part 2	50 points
Monitoring Progress	25 points
Visitation/Interview (transition)	25 points
Instructional Transition Unit	50 points
<b>Total:</b>	<b>500 points</b>
450-500	A
400-450	B
350-400	C

**Grievance Procedure:**  See the “Student Rights and Responsibilities” section in the SJSU catalog for information about the SJSU procedures for filing a complaint.

## **University Policies**

### **Academic integrity**

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf).

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/> .

## Calendar

<b>Date:</b>	<b>Topics:</b>	<b>Readings:</b>	<b>Assignments Due:</b>
01/27/15	<p>Requirements of course</p> <p>Best Practices Professional Growth Project Writing Lesson Plans</p> <p>Determine Curriculum Dev. Projects: groups and grade levels</p>	On CANVAS	
02/03/2015	Developing IEPs	On CANVAS	<p>HW:</p> <ol style="list-style-type: none"> <li>1. Bring the textbook at grade level that you will be using for your curriculum project</li> <li>2. Goals and Action Plan for the Professional Growth Project</li> <li>3. Goals and Objectives for one student to track progress <input type="checkbox"/></li> </ol>
02/10/15	Instructional Strategies <input type="checkbox"/> Monitoring Progress	On CANVAS	HW: <input type="checkbox"/> 1. Backward Design Lesson Plan on any topic of choice (can be one you submit with other projects)
02/17/15	Multicultural Students <input type="checkbox"/> English Learners	On CANVAS	<ol style="list-style-type: none"> <li>1. Topics for the 10 weeks of Lesson Plans for the Curriculum Development Project</li> <li>2. Share update on the Professional Development</li> </ol>

			Project 3. Data sheet for Monitoring Progress
02/24/15	English/Language Arts Teaching Reading	On CANVAS	1. Share updates on curriculum development project  2. Share updates on Professional Development Project  3. Share Updates on Monitoring Progress
3/03/15	Mathematics Science History/Social Science	On CANVAS	<b>Assign Due:</b> Monitoring Progress
03/10/15	Health Community, Leisure Skills Home and Personal Living	On CANVAS	1. Share updates on curriculum development project  2. Share updates on Professional Development Project
03/17/15	Communication and Social Skills Self-Determination	Check CANVAS for reading assignment	1. Share updates on curriculum development project  2. Share updates on Professional Development Project
04/07/15	Transition Planning	Check CANVAS for reading assignment	Assign Due: IEP Meeting Report
04/14/15	Tansition Planning	Check CANVAS for reading assignment	1. Share updates on curriculum development project 2. Share updates on Professional Development Project 3. Submit topic for Transition unit
04/21/15	Transition Planning	Check CANVAS for reading assignment	1. Share updates on curriculum development

			project □2. Share updates on Professional Development Project □3. Submit topic for Transition unit
04/28/15	Transition Planning		Assign Due:  Paper and Presentation of the Individual Growth Project
05/05/15	Individualized Transition Plans □ (ITPs)		Assign Due: Paper and Presentation of Visitation/ Interview
05/12/15	Working with Para Educators		Assign Due: Paper and Presentation of Instructional Transition Unit
05/19/15	Final: Curriculum Table Presentations		Assign Due:  Paper and Presentation of Curriculum Development Project

**References:**

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*Restructuring for caring & effective education: An administrative guide to creating heterogeneous schools.* Baltimore: Paul H. Brookes.

**Accommodations:**

If you need course adaptations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours.

**Plagiarism and Recycled Papers**

San Jose State University policy forbids students to 1. submit assignments in two different courses, except by permission of the instructor, and 2. plagiarize previously written material. If an instructor utilizes a plagiarism detection service (i.e. Turnitin.com), it is written in the green sheet.