Texas A&M University Corpus Christi  
Department of Teacher Education  

SPED 4335 Fall 2014  
Applied Learning Theory  
Syllabus

Dr. Karen McCaleb  

This class meets: Tuesday, 4:20-6:50pm, in O’Connor 132.

Office: FC 229  
Phone: 361-825-2449  
Email: Karen.McCaleb@tamucc.edu  
Office Hours: M & T 1:00pm – 4:00pm or by appointment

I. Course Description  
This course is designed to develop and extend the student’s knowledge of the principles of applied learning theory as it relates to students with disabilities.

II. Rationale  
This course is designed to familiarize students with current learning theories and their influence on instructional methods as they pertain to students with disabilities.

III. State Adopted Proficiencies for Teachers  
The state adopted proficiencies covered in this course include the following:  
1. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners. The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

IV. Student Learning Outcomes  
Student Learning Outcomes  
Students in the EC-12 Special Education program will:

- demonstrate a depth of knowledge of understanding individuals with disabilities and evaluating their needs; (SPED 4310, SPED 4330, SPED 4335, SPED 4340 and SPED 4345 are linked to this student learning outcome.)
- demonstrate a depth of knowledge of fostering learning and development for individuals with disabilities;
demonstrate a depth of knowledge of foundations of special education and professional roles and responsibilities of the special education teacher; (SPED 4310 and SPED 4330 are linked to this student learning outcome.)

• effectively apply the competencies of a special education teacher in their student teaching experience. (SPED 4310, SPED 4325, SPED 4330, SPED 4335, SPED 4340, SPED 4345 and SPED 4398 are linked to this student learning outcome.)

V. TExES Competencies and CEC National Standards

TExES Competencies

DOMAIN I – UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS

Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

DOMAIN IV – FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 010: The special education teacher understands the philosophical, historical, and legal foundations of special education.

Competency 011: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

CEC National Standards

TAMUCC Special Education Program is aligned with the National Council for Exceptional Children (CEC) Standards. CEC Standards can be found at: 
http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-
Initial-and-Advanced-Preparation-Standards

VI. Course Objectives

Course Objectives

This course is designed to enable students to:

• Describe prevalent learning theories as they pertain to students with severe disabilities
• Discuss ABA strategies – in theory and practice
• Delineate the link between theory and research-based teaching strategies
• Identify, describe, and apply research-based teaching methods for students with disabilities
VII. Course Topics
The course topics include:
- Applied Behavior Analysis
- Discreet Trial Training
- Naturalistic/Milieu Teaching
- Visual Supports

VIII. Instructional Methods and Activities
- Traditional Experiences (i.e., lecture, discussion, multimedia presentations)
- Clinical Experiences (i.e., cooperative groups, student presentations, value clarification)

VIII. Evaluation and Grade Assignment
A total of 120 points can be earned in this course.

108 – 120  90 – 100%  A
95 – 107   80 – 89%  B
82 – 94   70 – 79%  C
69 – 81   60 – 69%  D
59% or lower constitutes an F.

The major requirements of this course include the following assignments:

1. Two Exams
2. Class Assignments (see below)
3. Attendance and Participation

**Exams (40 pts.):** This class contains two exams. Each exam is worth 20 points.

**Assignments (80 pts.):** This class contains hands-on activities and assignments (including homework assignments). It is critical that you attend each class and fully participate in all assignments and activities – including course discussions, simulations, role play scenarios, assigned readings, etc. You are expected to come to class prepared and ready to learn. Refer to Course Policies for additional information. You MUST present your work on the due date to receive full credit.
This class is designed to support students in applying learning theory to practice. It is important that each activity is approached with diligence and professionalism.

The following activities are worth:

- DTT lesson: 10 pts.
- Visual Schedule/Task: 10 pts.
- Social Story/Script: 10 pts.
- Literacy Piece: 15 pts.
- Instructional Activity: 10 pts.
- 3 Application Activities: 15 pts.
- Book Review: 10 pts.

**Attendance and Participation (20 pts.):** Each instructional class is worth up to 2 points.

**X. Course Schedule and Policies**

**Tentative Course Schedule**
See attached.

**Attendance Policy**
Attendance is expected. Due to the nature of this course, participation is critical. You will need to log onto Bb as we will using the site to share work, ideas, and resources. Please arrive to class on time and be prepared to stay until the class is dismissed. **Arriving late or leaving early twice during our course (any combination), will count as an absence.** If you miss a class, it is your responsibility to check in with a classmate for notes, materials and other information you have missed. Please note: There are no extra credit opportunities in this class.

Excused absences are limited to participation in a TAMUCC sanctioned event or participation in a religious holy day as outlined in the University catalog. Any assignment, quiz, or test missed due to a TAMUCC sanctioned event must be completed prior to the absence.

**Student Conduct**
Professional behavior is expected of all students. Inappropriate class conduct (cursing, disruption, sidebar conversations, etc.) may result in a reduced final grade or failure of the course. All cell phones will be turned off or to the inaudible mode during class. Do not answer a call during class. Do not read or compose texts during class. Do not leave the classroom to answer a call, unless you anticipate an emergency call and warn me prior to class.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event and classes could not be held on the campus of Texas A&M University-Corpus Christi, this course would continue through the use of
e-mail and/or Blackboard. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (e.g., e-mails, Blackboard, websites) will be operational within two days of the closing of the physical campus. Students need to make certain that the course instructor has both a primary and secondary means of contacting each student.

**Americans with Disabilities Act (ADA)**

The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 117.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office at (361) 825-5816 in CCH 117.

**Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Academic Honesty**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties
that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” to work in question;
6. Assigning grade of “F” for course;
7. Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years.

XI. Textbook
Required:
Paul H. Brookes Publishing Co.

XII. Bibliography

The knowledge base that support course content and procedures include, but is not limited to, the following:


The following professional organizations and their respective publications are important resources for specialists in the disability field:

**Council for Exceptional Children**
- Division for Physical and Health Disabilities
- Council of Administrators of Special Education
- Council for Children with Behavioral Disorders
- Division on Developmental Disabilities
- Division for Communicative Disabilities and Deafness
- Division for Learning Disabilities
- Division on Visual Impairments
- The Association for the Gifted

**Teacher Education Division**
- Division for Early Childhood
- Council for Educational Diagnostic Services
- Technology and Media Division
- Division on Career Development and Transition
- Division for Research
- Division for Culturally& Linguistically Diverse Exceptional Learners

TASH

Dr. Karen McCaleb
This class is scheduled for Tuesday, 4:20-6:50, in OCNR 132.

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Class Activities</th>
<th>Due</th>
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<tbody>
<tr>
<td>Tues. Sept. 2</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>Tues. Sept. 9</td>
<td>Autism, Inclusive Schooling, and ABA</td>
<td>C. 1&amp;2 Review sheet</td>
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<td>Tues. Sept. 16</td>
<td>Role of the Teacher, Discrete Trial Training (DTT)</td>
<td>C. 3</td>
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<tr>
<td>Tues. Sept. 23</td>
<td>DTT, Naturalistic/Milieu Training</td>
<td>DTT Lesson</td>
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<tr>
<td>Tues. Oct. 7</td>
<td>Exam 1</td>
<td>Exam 1 No Class Meeting</td>
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<tr>
<td>Tues. Oct. 21</td>
<td>Social Scripts/Stories</td>
<td>Social Scripts</td>
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<tr>
<td>Tues. Oct. 28</td>
<td>Communication Skills &amp; Instruction</td>
<td>C. 7 TEKS/Essence skills, STAAR-ALT review sheet (incl. verbs and prompts)</td>
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<tr>
<td>Tues. Nov. 4</td>
<td>Literacy Web-mediated literature, Web tools, Multisensory Books, Instruction and Assessment</td>
<td>C. 8 Visual Book Packet TEA ppt</td>
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<tr>
<td>Tues. Nov. 11</td>
<td>Rethinking Behavior, Inclusive Pedagogy</td>
<td>C. 9 &amp; 10 Literacy Piece and Assessment</td>
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<tr>
<td>Tues. Nov. 18</td>
<td>Teaching Strategies and Collaboration</td>
<td>C. 11 &amp; 12 3 apps activity (academic, communication, behavior)</td>
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<tr>
<td>Tues. Nov. 25</td>
<td>Assignment/No class</td>
<td>No class meeting</td>
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<tr>
<td>Tues. Dec. 2</td>
<td>TBD</td>
<td>Book Review Due</td>
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<tr>
<td>Tues. Dec. 9</td>
<td>Exam</td>
<td>Exam</td>
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