This course is online and meets May 29 – June 29, 2018.

I. Course Description
This course is an advanced study of the adaptations, approaches, and supports necessary to meet the educational needs of students who have communication, intellectual, motor, sensory, and/or medical impairments.

II. Rationale
This course is designed to provide students with information in how to coordinate and deliver specialized instructional services and supports for students with severe and or multiple disabilities.

III. State Adopted Proficiencies for Teachers
The state adopted proficiencies covered in this course include the following:

1. Learner-Centered Knowledge. The teacher possesses and draws a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. 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. 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.

Competency 002: The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.

DOMAIN II – PROMOTING STUDENT LEARNING AND DEVELOPMENT

Competency 003: The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

Competency 004: The special education teacher understands an applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.

Competency 005: The special education teacher knows how to promote students’ educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

DOMAIN IV – FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

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.

Council for Exceptional Children: Initial Level Content Standards
Beginning special educators demonstrate their mastery of the following standards:

Initial Content Standard 1: Foundations
Special educators understand the field as an evolving and changing discipline based on:
• philosophies and evidence-based principles and theories
• relevant laws and policies
• diverse and historical points of view
• human issues that influence the field and professional practice
• issues of human diversity that can impact families, cultures, and schools
• relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies

Initial Content Standard 2: Development and Characteristics of Learners  Special educators:
• know and demonstrate respect for their students first as unique human beings
• understand the similarities and differences in human development
• understand how exceptional conditions can interact with the domains of human development
• use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs

Initial Content Standard 3: Individual Learning Differences  Special educators:
• know and understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life
• utilize active and resourceful means in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition
• understand learning differences provide the foundation upon which special educators individualize instruction

Initial Content Standard 4: Instructional Strategies

Special educators:
• possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
• select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula
• modify learning environments appropriately for individuals with exceptional learning needs
• enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs
• promote increased student’ self-awareness, self-management, self-control, self-reliance, and self-esteem
• emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.
Initial Content Standard 5: Learning Environments and Social Interactions Special educators actively:

- create learning environments for individuals with exceptional learning needs
- foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement
- foster environments in which diversity is valued
- shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy
- help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions
- use direct motivational and instructional interventions
- teach students to respond effectively to current expectations
- intervene with individuals with exceptional learning needs in crisis
- coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Initial Content Standard 6: Language Special educators:

- understand typical and atypical language development
- use individualized strategies to enhance language development and teach communication skills
- are familiar with augmentative, alternative, and assistive technologies to support and enhance communication
- match communication methods to an individual’s language proficiency and cultural and linguistic differences
- provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

Initial Content Standard 7: Instructional Planning

Individualized decision-making and instruction is at the center of special education practice. Special educators:

- develop long-range individualized instructional plans anchored in both general and special education curricula
- systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors
• emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
• modify instructional plans based on ongoing analysis of the individual’s learning progress
• facilitate instructional planning in a collaborative context
• develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts
• use appropriate technologies to support instructional planning and individualized instruction

Initial Content Standard 8: Assessment
Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments:

• to help identify exceptional learning needs and to develop and implement individualized instructional programs
• to adjust instruction in response to ongoing learning progress

Special educators understand:
• legal policies and ethical principles of measurement
• measurement theory and practices
• appropriate use and limitations of various types of assessments

Special educators collaborate with families and other colleagues to:
• assure nonbiased, meaningful assessments and decision-making
• conduct formal and informal assessments of behavior, learning, achievement and environments
• identify supports and adaptations required for individuals
• regularly monitor the progress of individuals
• use appropriate technologies to support their assessments.

Initial Content Standard 9: Professional and Ethical Practice
Special educators are guided by the profession’s ethical and professional practice standards to:

• to practice ongoing attention to legal matters along with serious professional and ethical considerations

Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

Initial Content Standard 10: Collaboration
Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways and promote and
advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.

V. **Student Learning Outcomes and Course Objectives**

**Student Learning Outcomes**

Students in this graduate program will:

- demonstrate knowledge of individuals with disabilities;
  (SPED 5315, SPED 5320, SPED 5340, and SPED 5397 are linked to this student learning outcome.)
- evaluate the needs of individuals with disabilities;
  (SPED 5386 and SPED 5387 are linked to this student learning outcome.)
- demonstrate knowledge of fostering learning and development for individuals with disabilities; (SPED 5320, SPED 5340, SPED 5385, SPED 5386, SPED 5387, and SPED 5397 are linked to this student learning outcome.)
- demonstrate knowledge of foundations of special education and professional roles and responsibilities of the special education educator;
  (SPED 5385, SPED 5386, SPED 5387, and SPED 5397 are linked to this student learning outcome.)
- develop a behavior intervention/change plan.
  (SPED 5380 is linked to this student learning outcome.)

**Course Objectives**

This course is designed to enable students to:

- Discuss normal, delayed, and disorders communication patterns, including nonsymbolic communication, and the impact of language development in the academic and social skills of individuals with disabilities (I 001 vii)
- Explain the medical conditions affecting individuals with disabilities, including the effects of various medications on behavior and functioning and the implications of medical complications for student support needs (e.g., seizure management, tube feeding, catheterization, cardiopulmonary resuscitation [CPR]) (I 001 viii)
- Describe the ways in which physical disabilities and health impairments relate to development and behavior, and knows the etiologies and effects of sensory disabilities and other conditions affecting individuals with disabilities (I 001 ix)
- Design and use ecological assessments, portfolio assessments, task analyses, and functional assessments (e.g., behavioral, social, communication) to accommodate the unique abilities and needs of individuals with disabilities (I 002 ix)
- Explore curricula for developing cognitive, academic, social, language, affective, motor, functional, transition, and career life skills for individuals with disabilities (II 003 ii)
- Applies knowledge of issues resources, and appropriate strategies for teaching students with disabilities in specialized settings (e.g., alternative schools, special centers, hospitals,
residential facilities), including transitions to and from school- and community –based settings (II 003 vi)

- Collaborate with other professionals to interpret and use sensory, mobility, reflex, and perceptual information to create appropriate learning plans (e.g., sensory stimulation, physical position, lifting) (II 003 vii)
- Describe how the general or special classroom and other learning environments (e.g., home, job site, cafeteria, transportation, community) impact student learning and behavior, and applies strategies for planning educational environments that promote students’ learning, active participation, communication, self-advocacy, increased independence, and generalization of skills (II 003 ix)
- Identify ways in which technology can assist in planning and managing instruction for individuals with disabilities (II 003 x)
- Identify various types of assistive technologies, devices, services, and resources and their role in facilitating students’ educational achievement, communication, position, mobility, and active participation in educational activities and routines (II 004 vi)
- Make informed decisions about types and levels of assistive technologies, devices, and services for students with various needs, collect and analyze information about a student’s environment and curriculum to identify and monitor assistive technology needs, and support the use of assistive technologies, devices, and services (II 004 vii)
- Applies procedures for participating in the selection and implementation of assistive technologies, devices, and services for students with various needs (II 004 viii)
- Applies procedures for coordination activities of related services personnel and directing the activities of paraprofessionals, aids, volunteers and peer tutors (II 004 ix)
- Under the direction of related services personnel, applies knowledge of appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating (II 004 x)
- Adapt lessons to maximize the physical abilities of individuals with specialized needs (II 005 ix)
- Integrate related services into all types of educational settings (II 005 x)
- Provide community-referenced and community-based instruction as appropriate (II 005 xi)
- Design and implement instruction in independent living skills, vocational skills, and career education for students with physical and health disabilities and how to promote the use of medical self-management procedures for students with specialized health care needs (II 005 xii)
- Discuss laws, regulations, and policies related to the provision of specialized health care in the educational setting (IV 011 x)

VI. Course Topics

Severe Disabilities
- Family-Professional Partnerships
- Student Assessment
- Instructional Supports and Strategies
- Positive Behavior Supports
• Special Health Care Procedures
• Motor Disabilities
• Self-Care Skills
• Access to Academics
• Transition Issues

VII. 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 150 points can be earned in this course.

135 – 150 90 – 100% A
119 – 134 80 – 89% B
103 – 118 70 – 79% C
87 – 102 60 – 69% D 59% or lower constitutes an F.

The major requirements of this course include the following assignments:

1. Introductory Blog & Final Reflection 10 points
2. Two Learning Activities 40 points
3. Four Quizzes 80 points
4. One Final Exam 20 points

**Introductory Blog & Final Reflection (10 pts.)**
Students will complete an Introductions Blog and Final Response. These activities are worth 5 points each. *All work, including these assignments, must be well written, use person-first language, and be grammatically correct to receive full credit.*

**Learning Activities (40 pts.)**
Students will complete two learning activities, worth 20 points each. Details will be provided.

**Quizzes (80 pts.)**
Units 1 – 4 all contain a quiz. Each quiz is worth twenty points and is based on the chapter study guide questions. The quizzes are timed and will contain multiple-choice, T/F, and fill in the blank questions. Although the chapter study questions are optional, you may want to work
together to study these concepts. This information is new to many of you. The more you work with and dialog about it, the more you will increase your level of comprehension.

**Final Exam (20 pts.)**
The final exam is cumulative and based on the chapter study questions. I recommend that you complete the study questions as you read and use these as your quiz and exam study guide.

Due to the abbreviated nature of our class, NO late assignments will be accepted – unless under extraordinary circumstances. Any accepted late assignment will receive an automatic 20% deduction.

**IX. Course Schedule and Policies**

**Tentative Course Schedule**
See attached.

**Academic Integrity/Plagiarism**
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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

**Preferred methods of scholarly citations**
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.
Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

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 Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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 Rule 13.02.99.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://advising.tamucc.edu/grade_appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (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 disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/. 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 for assistance at (361) 8255816.

*Required by SACS

X. Textbook Required:

**Suggested:**


It’s a New IDEA: The Manual for Parents and Students About Special Education Services in Texas 2016 available at: [www.thearcoftexas.org](http://www.thearcoftexas.org)

Alternative to Guardianship guides for parents available at
[https://www.thearcoftexas.org/alternatives-to-guardianship/](https://www.thearcoftexas.org/alternatives-to-guardianship/)
[https://www.disabilityrightstx.org/files/The_Right_to_Make_Choices_-_DRTx_FINAL_WEB.pdf](https://www.disabilityrightstx.org/files/The_Right_to_Make_Choices_-_DRTx_FINAL_WEB.pdf)
[https://www.disabilityrightstx.org/resources/supported-decision-making](https://www.disabilityrightstx.org/resources/supported-decision-making)

**XI: Bibliography**
The knowledge base that supports 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
- Technology and Media Division
- Division for Culturally & Linguistically Diverse Exceptional Transition Learners
- Division for Research

TASH
This course is online.

Tentative Course Schedule

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<thead>
<tr>
<th>All work is due on a Monday by 5pm</th>
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<tr>
<td><strong>Unit 1</strong></td>
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<td>Chapters 1-4</td>
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<td>Introductory Blog</td>
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<td>Quiz</td>
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<tr>
<td>Due Monday, June 4 by 5pm</td>
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<td><strong>Unit 2</strong></td>
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<tr>
<td>Chapters 5-10</td>
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<td>Learning Activity 1</td>
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<td>Quiz</td>
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<tr>
<td>Due Monday, June 11</td>
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<td><strong>Unit 3</strong></td>
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<tr>
<td>Chapters 11-14</td>
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<td>Learning Activity 2</td>
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<tr>
<td>Quiz</td>
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<tr>
<td>Due Monday, June 18</td>
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<td><strong>Unit 4</strong></td>
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<tr>
<td>Chapters 15 &amp; 16</td>
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<td>Final Reflection</td>
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<td>Quiz</td>
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<td>Due Monday, June 25</td>
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<td><strong>Unit 5</strong></td>
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<tr>
<td>Final Exam</td>
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<td>Available June 27 (9am) – June 29 (5pm)</td>
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