This course is an online course and starts January 21, 2020.

I. Course Description
This online course is designed to familiarize the student with the various conditions of individuals with disabilities.

II. Rationale
This course is designed to provide students with a knowledge of the characteristics and needs of individuals with 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.

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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. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs and interests of students, then plans, implements, and assesses instruction using technology and other resources.
3. 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 DOMAINS and COMPETENCIES, TExES Standards, and CEC National Standards
DOMAIN I – UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS

DOMAIN II – PROMOTING STUDENT LEARNING AND DEVELOPMENT
DOMAIN III – PROMOTING STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS AND READING AND IN MATHEMATICS

DOMAIN IV – FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

Standard 1 The special education teacher understands the philosophical, historical, and legal foundations of special education.

Standard 2: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Standard 3: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings

Standard 4: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

Standard 5: The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions

Standard 6: The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment. including procedures related to the use of assistive technology.

Standard 7: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Standard 8: The special education teacher understands assistive technology as defined by state and federal regulations.

Standard 9: The special education teacher understands and applies knowledge of transition and issues and procedures across the life span.

Standard 10: The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Standard 11: The special education teacher promotes students’ performance in English language arts and reading.

Standard 12: The special education teacher promotes students’ performance in mathematics.

CEC National Standards
Council for Exceptional Children Initial Level Content: Special educators demonstrate their mastery of the following standards:
A. Initial Content Standard 1, Foundations: Special educators understand the field as an evolving and changing discipline based on:
   1. Philosophies and evidence-based principles and theories;
   2. Relevant laws and policies;
   3. Diverse and historical points of view;
   4. Human issues that influence the field and professional practice;
   5. Issues of human diversity that can impact families, cultures, and schools;
   6. Relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.

B. Initial Content Standard 2, Development and Characteristics of Learners: Special educators:
   1. Know and demonstrate respect for their students first as unique human beings.
   2. Understand the similarities and differences in human development.
   3. Understand how exceptional conditions can interact with the domains of human development.
   4. Use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs.

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

D. Initial Content Standard 4, Instructional Strategies; Special educators:
   1. Possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
   2. select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula;
   3. modify learning environments appropriately for individuals with exceptional learning needs
   4. enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs
   5. promote increased student’ self-awareness, self-management, self-control, self-reliance, and self-esteeem
   6. emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

E. Initial Content Standard 5, Learning Environments and Social Interactions: Special educators actively:
   1. Create learning environments for individuals with exceptional learning needs.
   2. Foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
   3. Foster environments in which diversity is valued.
   4. Shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy.
   5. Help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions.
   6. Use direct motivational and instructional interventions.
7. Teach students to respond effectively to current expectations.
8. Intervene with individuals with exceptional learning needs in crisis.
9. Coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

F. Initial Content Standard 6, Language: Special educators:
   1. Understand typical and atypical language development
   2. Use individualized strategies to enhance language development and teach communication skills
   3. Are familiar with augmentative, alternative, and assistive technologies to support and enhance communication
   4. Match communication methods to an individual’s language proficiency and cultural and linguistic differences
   5. 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.

G. Initial Content Standard 7, Instructional Planning: Individualized decision-making and instruction is at the center of special education practice. Special educators:
   1. Develop long-range individualized instructional plans anchored in both general and special education curricula.
   2. 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.
   3. Emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
   4. Modify instructional plans based on ongoing analysis of the individual’s learning progress.
   5. Facilitate instructional planning in a collaborative context.
   6. Develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts.
   7. Use appropriate technologies to support instructional planning and individualized instruction.

H. 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.
   1. Special educators use the results of assessments to:
a) Help identify exceptional learning needs and to develop and implement individualized instructional programs.
b) Adjust instruction in response to ongoing learning progress.

2. Special educators understand:
   a) Legal policies and ethical principles of measurement, measurement theory and practices.
   b) Appropriate use and limitations of various types of assessments

3. Special educators collaborate with families and other colleagues to:
   a) Assure nonbiased, meaningful assessments and decision-making.
   b) Conduct formal and informal assessments of behavior, learning, achievement and environments.
   c) Identify supports and adaptations required for individuals.
   d) Regularly monitor the progress of individuals.
   e) Use appropriate technologies to support their assessments.

I. Initial Content Standard 9, Professional and Ethical Practice: Special educators are guided by the profession's ethical and professional practice standards:
   1. To practice ongoing attention to legal matters along with serious professional and ethical considerations.
   2. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

J. Initial Content Standard 10: Collaboration:
   1. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.
   2. 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. Texas PPR Competencies

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

VI. Course Objectives/Student Learning Outcomes

Course Objectives
This course is designed to address the following objectives. You will:
• Recognize the historical foundations of special education, major contributors to the literature, major legislation relevant to knowledge and practice in the education of
individuals with disabilities, and current issues and trends in special education (Standard 1)

- Recognize various perspectives regarding definitions and etiologies of disabilities (Standard 1)
- Apply current educational terminology and definitions regarding individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures (Standard 1)
- Analyze issues relating to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds (Standard 1)
- Apply knowledge of the continuum of placement and services for individuals with disabilities (Standard 1)
- Recognize the effects of cultural and environmental influences on the child and family (Standard 4)
- Analyze cultural factors and perspectives that affect relationships among students, parents/guardians, schools, and communities with regard to providing instruction for individuals with disabilities (Standard 10)
- Identify factors that influence the overrepresentation of culturally and/or linguistically diverse students in programs for individuals with disabilities (Standard 1)
- Recognize the collaborative roles of students, parents/guardians, teachers and other school and community personnel in planning and implementing an individualized program, and applies effective strategies for working collaboratively in various contexts (Standard 3)
- Apply knowledge of factors that promote effective communication and collaboration with students, parents/guardians, teachers, paraprofessionals, and other school and community personnel (Standard 3)
- Identify ways to foster respectful and beneficial relationships between families and professionals in the school and community (Standard 1)
- Identify typical concerns of families of individuals with disabilities and appropriate strategies to support families dealing with these concerns (Standard 1)
- Apply knowledge of strategies for encouraging and assisting parents/guardians in their role as active participants in their children's education, and identifies procedures for planning and conducting collaborative conferences with parents/guardians (Standard 1)
- Recognize characteristics of individuals with different types of disabilities, including individuals with different levels of severity and multiple disabilities across eligibility categories, and analyzes the impact of various disabilities on learning and experience (Standard 4)
- Identify the different ways that students with and without disabilities learn (Standard 4)
- Identify ways in which technology can assist in managing the teaching and learning environment of meet the needs of individual students (Standard 6)
- Recognize normal, delayed, and disordered communication patterns, including nonsymbolic communication, and the impact of language development on the academic and social skills of individuals with disabilities (Standard 4)
• Identify ways in which physical and health impairments relate to development and behavior, and knows the etiologies and effects of sensory disabilities and other conditions affecting individuals with disabilities (Standard 4)

• Recognize the etiologies and effects of sensory disabilities affecting individuals with disabilities (Standard 4)

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; (SPED 4330, SPED 4335, SPED 4340 and SPED 4345 are linked to this student learning outcome.)

• 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 4397 are linked to this student learning outcome.)

VII. Course Topics

• Overview of Special Education
• Inclusion and Accessing General Education
• Multicultural, Bilingual and Diverse Schools
• Partnerships with Families
• High Incidence Disabilities
• Low Incidence Disabilities
• Gifted/Talented Education

VIII. Instructional Methods and Activities

• Traditional Experiences (i.e., online delivery, videos, discussion)
• Clinical Experiences (i.e., cooperative groups, simulations, value clarification)

IX. 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. Student Learning Activities - 6
2. Quizzes - 4
3. Final Exam - 1

**Student Learning Activities (50 pts. — TExES Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and PPR Competencies I, II, III, IV).**

Students will participate in a series of learning activities using the assignment link, wikis, blogs, and discussion board tools. The Introduction Activity and Conclusion (Unit 5) are worth 5 points each. Unit Activities (1-4) are worth 10 points. Students will also participate in simulations, discussions, and self-reflections.

In order to receive full credit, each response must be thorough and well-written. All course members are expected to communicate in a respectful and professional manner. In all written correspondence to the instructor, text speak is not appropriate. Using text speak in an assignment (such as ““i” for “I”), will affect your assignment grade.

During our course, students will be expected to use language consistent with IDEA (emphasizing “person-first” language). Person first language is also to be used in all assignments for this course. Not using the correct terminology will affect your assignment grade. Please review the Person-First Language information provided on your Bb Welcome Page.

You will be allowed to submit your work only one time. You may want to create your work in a word document and then copy and paste it into the online venue (discussion board, blog).

**Quizzes (60 pts. — TExES Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and PPR Competencies I, II, III, IV).**

There will be 4 quizzes within the course. Each quiz is worth 15 points. The quizzes are cumulative and based on the reading study questions provided at the beginning of each chapter. The quizzes are timed.

You will be allowed to log onto each quiz only once so plan your time accordingly. There are no “make up” quizzes allowed. You will take the quizzes within the time allotted so plan well.

**Final Exam (40 pts. — TExES Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and PPR Competencies I, II, III, IV).**

The final exam is cumulative and is based on the study questions from each chapter. The final exam is timed. The final exam is found in Unit 5.

Final addresses TExES Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and PPR Competencies I, II, III, IV.

**X. Textbook**

**Required:**

XI. Bibliography

The knowledge base that support course content and procedures includes, 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

XII. Tentative Course Schedule
All assignments must be submitted by the specified date no later than 5pm. After that time, submission access will no longer be available. This class begins January 21, 2020.

<table>
<thead>
<tr>
<th>Class Activities may be turned in earlier than the assigned deadline, but not later.</th>
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<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Due January 31</td>
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<tr>
<td>Unit 1 (chapters 1-4)</td>
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<tr>
<td>Special Education Foundations, Accessing the General Education Curriculum, Diversity, Families, and Collaboration</td>
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<tr>
<td>All Unit 1 Assignments due February 7</td>
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<tr>
<td>Unit 2 (chapters 5-8)</td>
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<tr>
<td>Learning Disabilities, Communication Disorders, Emotional Behavioral Disorders, ADHD</td>
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<tr>
<td>All Unit 2 Assignments due February 28</td>
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<tr>
<td>Unit 3 (chapters 9-12)</td>
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<tr>
<td>Intellectual Disabilities, Multiple Disabilities, Autism, Other Health Impairments</td>
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<tr>
<td>All Unit 3 Assignments due March 27</td>
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<tr>
<td>Unit 4 (chapters 13-15)</td>
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<tr>
<td>Traumatic Brain Injury, Hearing Loss, Visual Impairments</td>
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<tr>
<td>All Unit 4 Assignments due April 17</td>
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<tr>
<td>Unit 5: Final Reflection and Personal Philosophy**</td>
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<tr>
<td>**Special Ed. Majors are required to get a score of 70 or better on the Personal Philosophy</td>
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<tr>
<td>Due NO Later than May 6</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Must be taken by May 6</td>
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XIII. Course Policies

Attendance Policy
In this online course, your presence is critical. We have several interactive engagement activities in which your participation is expected.

Extra Credit
There are no extra credit opportunities in this class.
Submission of Work

NO late assignments will be accepted – only under the most extraordinary circumstances as determined by the instructor. DO NOT WAIT UNTIL THE LAST MINUTE to complete and submit your work. Expect the unexpected and prepare ahead of time.

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, 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:


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.

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. (April 10, 2020) is the last day to drop a class with an automatic grade of “W” this term.

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
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Professional behavior is expected of all students in this class. Inappropriate class conduct (cursing, disruption, sidebar conversations, etc.) may result in a reduced final grade or failure of the course.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

**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 Corpus Christi Hall 116.

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) 825-5816.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane 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.

*Required by SACS or HB2504*