This course meets Monday – Thursday, 4:30 – 6:25 pm Online.

Course Description
This course is an introductory 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. There are no prerequisite courses required to enroll in this course.

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 and 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 the EC-12 Special Education program will:

- demonstrate a depth of knowledge of understanding individuals with disabilities and evaluating their needs; (SPED 4310, SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome.)
- demonstrate a depth of knowledge of fostering learning and development for individuals with disabilities; (SPED 4320, SPED 4330, and SPED 4335 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 4320, SPED 4325, SPED 4330, SPED 4335, SPED 4397 and SPED 4398 are 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 I 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
- Physical, Health, and Multiple Disabilities
- Curriculum and IEP Planning
- Task Analysis
- Assistive Technology
- Augmentative and Alternative Communication
- Personal Independence
- Recreation and Leisure
- Self-Determination and Transition
- Access to Academics

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 130 points can be earned in this course.

153 – 170  – 100%  A  
136 – 152  – 89%  B  
119– 135  – 79%  C  
102– 118  – 69%  D

59% or lower constitutes an F.

The major requirements of this course include the following assignments:
1. Presentation(s)
2. Book Review
3. Two Exams
4. Attendance & Course Participation

Presentation (20 pts.)
You will work individually, in pairs or small groups to present and teach a chapter topic. Each group will give a 1 hr. presentation that is designed as a “teacher workshop.” All presenters (as well as all materials) should use person-first language. The instructor must receive a hardcopy on the day of the presentation. All presentations must be uploaded to Bb. Individuals will also provide a 1-2 pg. handout of “teacher notes” for the instructor and the class.

You must not only present the information, but you need to TEACH it. Each presentation must include an activity (class can practice what they have learned) and an assessment component (class can demonstrate knowledge of what they have learned). You will
assess how well your peers understood the information that you presented. BE CREATIVE!!

Chapter Questions (80 pts.)
Our text contains complex information regarding medical and instructional content. In order to support your integration and understanding of this material, questions will be assigned for each chapter. You MUST submit your responses online (Bb) prior to our class meeting as the link will close. Questions will be graded as: exceeds expectations (5 pts.), meets expectations (3 pts.), does not meet expectations (0 pts.). To receive “meets expectations”, all questions must be fully completed and well written. Incomplete responses (not answering all items fully), will not be considered for grading. More information will be provided in class.

Book Review (15 pts.)
Students will read, independently, the book: Out of My Mind by Sharon M. Draper (as part of your required reading). Each student will submit a review of the text. Details to be provided in class.

Exams (40 pts.)
There are two scheduled exams. The exams are based on the information from the text readings, course information, and course discussions. The final exam is cumulative.

Course Attendance & Participation (15 pts.)
Each student is expected to participate in course discussions and activities and to complete all assignments as directed. You will be asked questions on your readings and your responses will be considered as part of your participation grades – come to class prepared. Students are expected to be respectful and refrain from private conversations. Refer to Course Policies for additional information.

Attendance is expected. Due to the nature of this course, participation is critical. 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. Each unexcused absence will affect your overall course points.** 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.

Each student is expected to come to class prepared. All readings/assignments are to be completed prior to online class meetings. Students must participate in online (Web Ex) classes. Please turn your camera on and be visible to all participants. No still photos are allowed.

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.
During class sessions, 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 participation/assignment grade.

**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/](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](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](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](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/](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) 825-5816.

*Required by SACS*

**X. Textbook**

**Required:**


**Suggested:**


A Guide to the Admission, Review, and Dismissal Process (July 2018) available
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
- 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
**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Class Activities</th>
<th>Assignment Due for Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday June 1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Weds. June 3</td>
<td>Presentation Prep Session</td>
<td></td>
</tr>
<tr>
<td>Thurs. June 4</td>
<td>Fostering Family-Professional Partnerships</td>
<td>C. 2, Questions</td>
</tr>
<tr>
<td>Monday June 8</td>
<td>Assessment &amp; Planning</td>
<td>C. 3, Questions</td>
</tr>
<tr>
<td>Tues. June 9</td>
<td>Measuring Student Behavior and Learning</td>
<td>C. 4, Questions</td>
</tr>
<tr>
<td>Weds. June 10</td>
<td>Arranging the Teaching Environment</td>
<td>C. 5, Questions</td>
</tr>
<tr>
<td>Thurs. June 11</td>
<td>Individualized Instruction Strategies</td>
<td>C. 6, Questions</td>
</tr>
<tr>
<td>Monday June 15</td>
<td>Creating and Implementing Inclusive Education</td>
<td>C. 7, Questions</td>
</tr>
<tr>
<td>Tues. June 16</td>
<td>Designing and Implementing Individualized Positive Behavior Support</td>
<td>C. 8, Questions</td>
</tr>
<tr>
<td>Weds. June 17</td>
<td>Exam</td>
<td>Exam, Bb, No Class Meeting</td>
</tr>
<tr>
<td>Thurs. June 18</td>
<td>Understanding and Meeting the Health Care Needs of Students with Severe Disabilities</td>
<td>C. 9, Questions</td>
</tr>
<tr>
<td>Monday June 22</td>
<td>Key Concepts in Understanding Motor Disabilities</td>
<td>C. 10, Questions</td>
</tr>
<tr>
<td>Tues. June 23</td>
<td>Teaching Self-Care Skills</td>
<td>C. 11, Questions</td>
</tr>
<tr>
<td>Weds. June 24</td>
<td>Supporting Peer Interactions, Relationships, and Belonging</td>
<td>C. 12, Questions</td>
</tr>
<tr>
<td>Thurs. June 25</td>
<td>Teaching Communication Skills</td>
<td>C. 13, Questions, Book Review Due</td>
</tr>
<tr>
<td></td>
<td>Presentation Assistive Technology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>Monday June 29</td>
<td>Teaching Academic Skills Presentation</td>
<td>C. 14, Questions, Book Review</td>
</tr>
<tr>
<td>Tues. June 30</td>
<td>Build Skills for Home and Community Transitioning from School to Employment and Post-Secondary Education</td>
<td>C. 15, Questions, C. 16, Questions</td>
</tr>
<tr>
<td>Weds. July 1</td>
<td>Exam Prep</td>
<td>No Class Meeting</td>
</tr>
<tr>
<td>Thurs. July 2</td>
<td>Exam</td>
<td>Exam, Bb, No Class Meeting</td>
</tr>
</tbody>
</table>