I. Course Description
This course focuses on areas of universal design, assistive technology, and resources that support the learning and independence of diverse learners both in school and community settings. Class sessions will be held both on campus and in community settings.

II. Rationale
This course is designed to provide professionals with practical skills to foster individual self-determination in school and community settings.

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. Texas Examinations of Educator (TExES) Standards and Council for Exceptional Children (CEC) National Standards

TExES Competencies
A. The Generic Special Education EC-12 Certification (Field 161) TExES program competencies covered in this course include the following:

DOMAIN I – UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR Needs

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 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.

Competency 006: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate behavior and social skills.

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.

B. The Educational Diagnostician Field (153) TExES program competencies covered in this course include the following:

Competency 005: The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.

Competency 007: The educational diagnostician understands the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students’ behavioral and social skills.

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. Course Objectives and Student Learning Outcomes
Course Objectives
This course is designed to enable students to:

- Discuss different ways students learn (I, 001 iv)
- Discuss 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 (I, 001, vii)
- Identify appropriate evaluation strategies for individual students with diverse characteristics and needs (I, 002, iii)
- Recognize the reciprocal nature of assessment and instruction; apply skills for developing individualized assessment strategies to evaluate the results of instruction; and knows how to use assessment and evaluation results to design, monitor, and modify instruction for individuals with disabilities. (I, 002, viii)
- Design and use ecological assessments, portfolio assessments, task analyses, and functional assessments to accommodate the unique abilities and needs of individuals with disabilities. (I, 002, ix)
- Discuss the role of the Texas Essential Knowledge and Skills (TEKS) in developing Individual Education Programs for students with disabilities, and apply skills for sequencing, implementing, and evaluation individual learning objectives. (II, 003, iii)
- Prepare, adapt, and organize materials to implement developmentally appropriate and age-appropriate lesson plans based on Individual Education Program objectives. (II, 003, v)
- Demonstrate knowledge of how to design, structure, and manage daily routines, including transition time, for students in a variety of educational settings, and applies procedures for monitoring behavior changes across activities and settings. (II, 004, iii)
- Demonstrate knowledge of basic classroom management theories, methods, and techniques for individuals with disabilities, research-based best practices for effective management of teaching and learning, and management procedures that are appropriate to individual needs. (II, 004, iv)
- Identify ways in which technology can assist in managing the teaching and learning environment to meet the needs of individual students. (II, 004, v)
- Discuss how to serve as a resource person for families, general education teachers, administrators, and other personnel in recognizing the characteristics of and meeting the needs of individuals with learning differences in the general education classroom (II, 005, ii)
- Demonstrate using assessment results to design, monitor, and adapt instruction to enhance student learning, and apply skills for selecting, adapting, and using effective, research-based instructional strategies, practices, and materials that are developmentally appropriate and age-appropriate and that meet individual needs. (II, 005, iii)
Demonstrate instructional, compensatory, enrichment, and remedial methods, techniques, and curriculum materials, and applies strategies for modifying instruction based on the differing learning styles and needs of students. (II, 005, iv)

Apply knowledge of techniques for motivating students, including the effects of high teacher expectations on student motivation. (II, 005, v)

Demonstrate knowledge of life-skills and self-help curricula and strategies for providing students with life-skills instruction relevant to independent or assisted living and employment. (II, 005, vi)

Develop and/or select social skills and behavioral curricula and strategies that promote socially appropriate behavior and prepare individuals to live cooperatively and productively in society. (II, 006, v)

Incorporate social skills instruction across settings and curricula and know how to design, implement, and evaluation instructional programs that enhance an individual’s social participation in family, school, and community activities. (II, 006, vi)

Implement strategies for modifying learning environments to promote appropriate behaviors. (II, 006, viii)

Recognize the impact of language on an individual’s behavior and learning and know how the communication skills of nonspeaking/nonverbal individuals affect their behavior. (II, 006, ix)

Apply knowledge of developmental processes associated with communication systems, including emergent and preliteracy skills, and knows how to provide a variety of opportunities for students with disabilities to learn communication skills. (III, 008, i)

**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 5340, 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 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 5340, 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.)

**VI. Course Topics**

- Universal Design/Universal Design for Learning
- Assistive Technology
Transition & Community Membership

VII. Instructional Methods and Activities

- Traditional Experiences (i.e., lecture, discussion, multimedia presentations, web enhanced activities)
- Clinical Experiences (i.e., cooperative groups, student presentations, student demonstrations, value clarification, role play)

VIII. Evaluation and Grade Assignment

A total of 120 points can be earned in this course.

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>108 – 120</td>
<td>90 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>96 – 107</td>
<td>80 – 89%</td>
<td>B</td>
</tr>
<tr>
<td>84 – 95</td>
<td>70 – 79%</td>
<td>C</td>
</tr>
<tr>
<td>72 – 83</td>
<td>60 – 69%</td>
<td>D</td>
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</table>

59% or lower constitutes an F.

The major requirements of this course include the following assignments:

**Exam & Quiz (40 pts.):** This class contains two quizzes and one exam (Quiz -10 pts each / Exam – 20 pts). – all are available on Bb and are timed. Once you open it, you must take the exam and/or quiz in one session.

**Book Review & Presentation (20 pts.):** Students will choose a text regarding an individual with low-incidence disabilities, a family member of an individual with low-incidence disabilities, or an educator of an individual with low-incidence disabilities. Students will write a review and share their book with the class. All book selections must receive instructor approval.

**Apps (20 pts.):** Each student will research two applications that can increase an individual’s independence/access to their environment. Applications can be Apple or Android. Students will summarize the apps and provide feedback. Students will post their apps and information on Bb and will comment on at least one other post.

**Community Field Experience (20pts.):** Our class will engage with various community-based organizations that support the education and independence of individuals with low-incidence disabilities. Each student will design and develop a brochure that highlights 2-3 community agencies or supports. DO NOT copy existing materials (brochures, websites, etc.). Each brochure should contain (minimally): Topic/area – including current stats if applicable, 2-3 community resources with descriptions, 2-3 state and/or national resources in which families or practitioners could seek additional information. Examples of topics may include parent support groups, assistive technology supports, inclusive education, etc.
**LIDS Module (10 pts.):** Students will engage in the module certificate program sponsored by the Low Incidence Statewide Network of Texas. Specific information regarding this program will be discussed in class. Although it is not due until Unit 4, I suggest that you begin this program early. Each successful participant will receive a certificate (with CEUs). For credit, please submit an electronic copy of your certificate. You are encouraged to start early; you may upload your certificate at any time.

**Attendance and Class Participation (10 pts.):** Each student is expected to participate in course discussions and activities such as blog introduction and to complete all assignments as directed. Attendance is expected. Our class meets ten times virtually during this semester, each successful class participation is worth one point. Students are expected to be respectful and refrain from private conversations. Refer to Course Policies for additional information.

**XI. Textbook**

**Required:**

Additional online readings will be assigned.

**X: Bibliography**
The knowledge base that support course content and procedures include, but is not limited to, the following texts. You’ll note that texts are less recent (over 5 years old) – as some of these books have become components of our foundation in this field.


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

XI. Tentative Course Schedule
This class is scheduled for Monday – Thursday, 4pm – 5:55 p.m. Our session runs from 6/3/19 – 7/5/19. Our class is online.

<table>
<thead>
<tr>
<th>Session</th>
<th>Activities</th>
<th>Due</th>
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<tbody>
<tr>
<td>Mon., June 1</td>
<td><strong>Online Meeting</strong></td>
<td>Introduction</td>
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<tr>
<td>Tues., June 2</td>
<td>Universal Design for Learning</td>
<td>Assigned Reading</td>
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<tr>
<td>Wed., June 3</td>
<td>Universal Design for Learning</td>
<td>Assigned Reading</td>
</tr>
<tr>
<td>Thurs., June 4</td>
<td>Universal Design for Learning</td>
<td>Assigned Reading</td>
</tr>
<tr>
<td>Mon., June 8</td>
<td><strong>Online Meeting</strong></td>
<td>Introduction to Assistive Technology</td>
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<tr>
<td>Tues., June 9</td>
<td>Assistive Technology</td>
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<tr>
<td>Weds., June 10</td>
<td><strong>Online Meeting</strong></td>
<td>Assistive Technology</td>
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<tr>
<td>Thurs., June 11</td>
<td>Assistive Technology</td>
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<tr>
<td>Mon., June 15</td>
<td><strong>Online Meeting</strong></td>
<td>AT/Community</td>
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<td>Tues., June 16</td>
<td>AT/Community</td>
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<tr>
<td>Weds., June 17</td>
<td><strong>Online Meeting</strong></td>
<td>AT/Community</td>
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<tr>
<td>Thurs., June 18</td>
<td>AT/Community</td>
<td></td>
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<tr>
<td>Mon., June 22</td>
<td><strong>Online Meeting</strong></td>
<td>Transition</td>
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<tr>
<td>Tues., June 23</td>
<td>Transition</td>
<td></td>
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<tr>
<td>Weds., June 24</td>
<td><strong>Online Meeting</strong></td>
<td>Transition</td>
</tr>
<tr>
<td>Thurs., June 25</td>
<td>Transition</td>
<td>Unit 4 Due (Ch 21)</td>
</tr>
<tr>
<td>Mon., June 29</td>
<td><strong>Online Meeting</strong></td>
<td>Supporting Access in the Community</td>
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<tr>
<td>Tues., June 30</td>
<td>Supporting Access in the Community</td>
<td></td>
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<tr>
<td>Wed., July 1</td>
<td><strong>Online Meeting</strong></td>
<td>Supporting Access in the Community</td>
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<tr>
<td>Thurs., July 2</td>
<td>Supporting Access in the Community</td>
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</table>

**XII. Course Policies**

**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/.

Submission of Work
Late assignments will not be accepted without prior approval from the instructor. Late assignments, if accepted, must be received within one week of the assigned due date. Late assignments will incur an automatic point deduction of one letter grade.

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. Each student is expected to participate in course discussions and activities and to complete all assignments as directed. Students are expected to be respectful and refrain from private conversations. Refer to Course Policies for additional information.

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.

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 gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association (APA), Sixth Edition is the preferred method for citations within papers.

**Course Participation**
Each student is expected to participate in course discussions and activities and to complete all assignments as directed. Students are expected to be respectful and refrain from private conversations. Refer to Course Policies for additional information.

For each guest speaker, students must prepare our speaker by developing three questions. Students are expected to be familiar with each organization prior to our guest speaker or class visit.

Each student is expected to come to class prepared. All readings/assignments are to be completed and cell phones are to be silenced and put away.

During interactions (online and face to face), students are 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.

**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 notify 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.

**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://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.

**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*