SPED 415:
Teaching Students with Moderate to Severe Disabilities
Fall 2011

CONTACT INFORMATION
Professor: Martha Jane Harris, Ph.D.
Office: University Center Room 204
Office Hours: M-R 1-3 p.m.
Virtual Office Hours: TBA
Office email: marty.harris@tamut.edu
Office Phone: 903-223-3086
Course Website: www.tamut.edu...Blackboard

COURSE DESCRIPTION
This course addresses the unique characteristics and lifelong learning needs of individuals with moderate/severe disabilities. Instructional, as well as management strategies are explored. Understanding, developing and writing effective individualized Education Plans (IEPs) are emphasized. Professional ethics are reviewed. Frameworks for collaboration are introduced. The field experience includes working with students with moderate to severe disabilities.

INSTRUCTIONAL DESIGN
SPED 415 is performance based course delivered as web-based course (i.e. full online course), carefully designed to combine online instruction, readings, internet resources, authentic assignments, and an extensive practicum component. Although this is a full online course, we will have one required face-to-face orientation meeting (See calendar). Additionally, this course uses “Values to Guide Teaching” (Turnbull, et. al., 2002) as a core framework.

TEXTBOOKS

<table>
<thead>
<tr>
<th>APA Reference</th>
<th>ISBN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td></td>
</tr>
<tr>
<td>Optional: (These textbooks are NOT required, but you may want to add these to your professional library)</td>
<td></td>
</tr>
</tbody>
</table>
ASSISTANCE

• Each student is encouraged to contact the professor for assistance with any class-related problem.

• Use the course Blackboard message system to facilitate speedy communication between student and instructor. Use the professor's office email ONLY if you cannot access Blackboard.

• Virtual office hours will be announced on the course website. For a face-to-face meeting come by during office hours or make an appointment via course Blackboard message system.

• Students are responsible for all course announcements made in class or posted on the course website.

• Disability Accommodations Students with disabilities may request reasonable accommodations through the A&M Texarkana Director of Student Services by calling 903-223-3062.

• Student Technical Assistance:
  o Solutions to common problems and FAQ's for your web-enhanced and online courses are found at this link: http://www.tamut.edu/webcourses/index.php?pageid=37
  o If you cannot find your resolution there, you can send in a support request detailing your specific problem here: http://www.tamut.edu/webcourses/gethelp2.php
  o Blackboard Helpdesk contacts: Office hours are: Monday - Friday, 8:00a to 5:00p
    ➢ Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu
    ➢ Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu
    ➢ Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu

EVALUATION

Each student will be evaluated on two levels for this course. The first level addresses the quality at which each student meets the student learning outcomes. This is the level for which each student will receive a course grade. The second level addresses professionalism and determines the nature of recommendations. See Professionalism on the course website.

Grading:

Students are expected to develop and demonstrate mastery of the course student learning outcomes. Points will be earned based on the scores earned on quizzes and the quality of assignments as defined by the assignment guidelines and rubric.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Units containing various learning modules</td>
<td>450</td>
</tr>
<tr>
<td>Book Review: The Ride Together</td>
<td>50</td>
</tr>
<tr>
<td>Interviews</td>
<td></td>
</tr>
<tr>
<td>➢ Speech &amp; Language Pathologist</td>
<td>100</td>
</tr>
<tr>
<td>➢ Parent</td>
<td>100</td>
</tr>
<tr>
<td>Field Experience Project (must complete all components)</td>
<td></td>
</tr>
<tr>
<td>➢ 18 hours working with a student with moderate to severe disabilities</td>
<td>300</td>
</tr>
<tr>
<td>➢ RTI Project</td>
<td></td>
</tr>
<tr>
<td>➢ On-going reflective journal</td>
<td></td>
</tr>
<tr>
<td>➢ Power Point Presentation of Case Study</td>
<td></td>
</tr>
<tr>
<td>Total Possible Points for Course</td>
<td>1000</td>
</tr>
</tbody>
</table>
Final Grade:

- Final course grade will be based upon the total points earned. Course grade will be assigned based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
<td>70%-79%</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
<td>60%-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-599</td>
<td>0%-59%</td>
</tr>
</tbody>
</table>

**Note:** failure to maintain confidentiality of field experiences will result in a failing grade; and failure to maintain academic honesty will result in a failing grade.

STUDENT LEARNING OUTCOMES (SLO)

The SLOs have three components: content, professionalism, and technology. The SLOs are aligned with the Texas Standards (TExES) for Generalist EC-6, PPR, English Second Language, and Special Educator EC-12.

<table>
<thead>
<tr>
<th>Upon completion of SPED 415, students will...</th>
<th>Mastery Level</th>
<th>Evaluation of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recall, discuss, and identify definitions, prevalence, and etiology of moderate and severe disabilities, multiple disabilities, and syndromes.</td>
<td>75% mastery</td>
<td>• Unit A quizzes and activities, which are evaluated with an assignment rubric.</td>
</tr>
</tbody>
</table>
| 2. Explain the complexities, dilemmas, issues, and challenges that parents, families, and individuals with moderate to severe disabilities face. | 75% mastery | • Unit B quizzes and activities, which are evaluated with an assignment rubric.  
• Parent Interview which is evaluated with an assignment rubric. |
| 3. Explain and critique skills and attitudes professionals need to effectively work with diverse families, professionals, and paraprofessionals to serve the needs of students with moderate to severe disabilities. | 75% mastery | • Units B & F quizzes and activities, which are evaluated with an assignment rubric.  
• Parent Interview which is evaluated with an assignment rubric.  
• Interview of a Speech & Language Pathologist. |
<p>| 4. Recall, describe, and explain the learning and behavioral characteristics of individuals with moderate to severe disabilities. | 75% mastery | • Units C &amp; D &amp; E quizzes and activities, which are evaluated with an assignment rubric. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Recall, describe, and explain general educational approaches for students with moderate to severe disabilities including behavioral management, instructional strategies and curriculum.</td>
<td>75% mastery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Units C &amp; D &amp; E &amp; F quizzes and activities, which are evaluated with an assignment rubric.</td>
</tr>
<tr>
<td>6.</td>
<td>Recall, describe, and explain early intervention, transition planning, assistive technology for students with moderate to severe disabilities.</td>
<td>75% mastery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit E quizzes and activities, which are evaluated with an assignment rubric.</td>
</tr>
<tr>
<td>7.</td>
<td>Recall, describe, and explain professional roles in supporting health and medical needs of students with moderate to severe disabilities.</td>
<td>75% mastery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Units D &amp; F quizzes and activities, which are evaluated with an assignment rubric.</td>
</tr>
<tr>
<td>8.</td>
<td>Recall, describe, and apply assessment process for individuals with moderate to severe disabilities, including initial evaluations, functional assessment, response to intervention, and monitoring progress.</td>
<td>75% mastery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit C quizzes and activities, which are evaluated with an assignment rubric.</td>
</tr>
<tr>
<td>9.</td>
<td>Recall and describe the IEP process and the MAPS process.</td>
<td>75% mastery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit E quizzes and activities, which are evaluated with an assignment rubric.</td>
</tr>
<tr>
<td>10.</td>
<td>Develop and use clear, measurable Individual Educational Plan (IEP) goals and objectives that are aligned with assessment.</td>
<td>75% mastery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit E quizzes and activities, which are evaluated with an assignment rubric.</td>
</tr>
<tr>
<td>11.</td>
<td>Develop and use specific instructional strategies addressing: communication skills; self-care skills; leisure and recreation skills; appropriate academic skills; and community and domestic skills.</td>
<td>75% mastery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit D quizzes and activities, which are evaluated with an assignment rubric. Field Experience: Case Study &amp; RTI Project which are evaluated with an assignment rubric.</td>
</tr>
</tbody>
</table>
12. Develop and use effective lesson plans that are developmentally and age appropriate and based upon the student IEP.  

75% mastery

- Units D & E quizzes and activities, which are evaluated with an assignment rubric.
- Field Experience: Case Study & RTI Project which are evaluated with an assignment rubric.

PROFESSIONALISM SLOs
The following professionalism SLOs are infused throughout the course. They are aligned with (1) the Texas Code of Ethics and Standard Practices and (2) the Council for Exceptional Children Code of Ethics. See Professionalism on the course B.

<table>
<thead>
<tr>
<th>Upon completion of SPED 415, students will ...</th>
<th>Mastery Level</th>
<th>Evaluation of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>maintain appropriate consistent participation</td>
<td>Score of 2 or 3 on Professionalism Rubric.</td>
<td>Professor’s observation &amp; Professionalism Rubric. Mentor’s evaluation.</td>
</tr>
<tr>
<td>meet deadlines for quizzes, activities and assignments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>maintain a positive, open attitude towards learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use constructive feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use appropriate organizational skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>maintain a respectful attitude toward professor and other students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use Standard English in all communications and assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>maintain professional and ethical behaviors during field experiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>maintain professional and ethical behaviors throughout the semester.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TECHNOLOGY SLOs

<table>
<thead>
<tr>
<th>Upon completion of SPED 415, students will effectively use...</th>
<th>Mastery</th>
<th>Evaluation of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Microsoft Office Word to produce quality reports.</td>
<td>90%</td>
<td>Written assignments (Formatting criteria on assignment rubric)</td>
</tr>
<tr>
<td>2. Microsoft Office Power Point to create professional presentation.</td>
<td>90%</td>
<td>Case Study (assignment rubric)</td>
</tr>
<tr>
<td>3. Blackboard messaging, assignment drop box, discussion boards, chat, quizzes, wiki, blog, and the ability to send and receive attachments, and to open and print Adobe files within Blackboard.</td>
<td>90%</td>
<td>Professor’s observation of student’s use of course website applications.</td>
</tr>
</tbody>
</table>
**COURSE REQUIREMENTS**

**Basic Requirements**

1. **Technology requirements:** Internet access on a daily basis, Microsoft Word 2007, & Adobe software. (NOTE: if you do not have these at home, use the university computer labs.)

2. Students must make arrangements to complete 18 hours of field experience within a self-contained special education classroom in public school. Note that school districts require background checks before volunteering in their classrooms. It is the student’s responsibility to meet the district’s security requirements prior to the start of the field experience.

3. Complete **Field Experience Project** (Includes **18 hours** in a self-contained special education classroom) and the associated components (RTI project, weekly journal, case study power point presentation).

4. Complete **six learning units** and all associate activities and/or quizzes for each module.

5. Complete **one book review and actively participate in a team discussion board.**

6. Complete **two interviews** and **two interview reports.**

**Student Responsibilities**

**Students are expected to:**

1. Use Microsoft Office, WORD 2007 for written assignments. No other format will be accepted.
   - If you do not have reliable fast WORD 2007 at home, use the university computer lab in a timely fashion (i.e. plan enough time to solve the conversion to WORD 2007 issue). Remember late research projects will NOT be accepted.

2. Have reliable Internet access. The modules are large files requiring extensive “memory and speed”, so “dial-up internet services” are insufficient.
   - If you do not have reliable fast internet at home, use the university computer lab (i.e. poor internet access is NOT an acceptable excuse for missing an assignment, quiz, or course announcement).

3. Login to the course Blackboard at **least once a day** to check for course updates and messages.

4. Read the Blackboard Tutorial Information and the course discussion boards to learn how to use Blackboard and solve other technology issues for this course.

5. Use Blackboard messages for **all** class communications.
   - Only use professor’s regular e-mail in emergencies (i.e. Blackboard is not working). Professor will login **once a day** to check class communications.
• Check The Blackboard Tutorial Information and course discussion boards first, before sending the professor a message.
• Blackboard messages to the professor will be answered during the “Virtual Office Hours” designated by the professor (i.e. the professor is NOT available “24/7”). The professor’s virtual office hours will be posted on the Blackboard.
• To receive a response from the professor, Blackboard messages must be professional (written in Standard English using correct capitalization, grammar, punctuation, spelling, etc.) and must be respectful.

6. Observe netiquette while online. This include:
   a. refraining from the use of abusive language or yelling at others (writing in all caps);
   b. refraining from sending multiple Blackboard messages to professor or emails/phone calls to technology department on the same issue;
   c. providing appropriate and supportive feedback when required; and
   d. email messages and Blackboard messages must be professional (written in Standard English using correct capitalization, grammar, punctuation, spelling, etc.) and must be respectful.

Class Participation & Learning Environment

Class Participation
• Students are expected to fully participate online. When a student fails to submit two learning modules, it will be reported to administration. This may impact a student’s financial aid (Contact the financial aid office.).

Online Learning Environment
• Conduct yourself in a professional, respectful manner in all online activities (Blackboard message system, discussion boards, peer reviews, etc.).
• Discussion board etiquette includes respectful responses to others and Standard English composition (correct grammar, spelling, & punctuation).
• Be respectful of other students and the professor.
• Students are responsible for reading, understanding, and following the A&M-Texarkana Code of Conduct.

Online Materials
• Assignment guidelines and rubrics, lectures, quizzes, handouts, and articles are available on the course Blackboard.
• Students are responsible for attempting to solve technology problems independently by: reading the directions, reading the Blackboard HELP information or by contacting technology department for assistance.
• Students are responsible for submitting assignments and quizzes according to directions (i.e. if required to submit to Blackboard assignment drop box, it is
unacceptable to submit the assignment as a Blackboard message system attachment).

**Professional Ethics and Standards**

- All field experiences are highly confidential! Reports or presentations cannot be used for any other courses. The nature of the field experience can NOT be discussed outside of this course! A breach in the confidentiality of these field experiences or reports may be grounds for a failing grade in the course. See **Professionalism** and **Field Experience** on the course website.
- The Special Education Department requires students to dress in an appropriate, professional manner when participating in practicum components and meeting with children, teachers, or parents from local schools.
- Positive collaborative professional behavior is expected throughout the semester.
- Course Blackboard and message system can only be used for course business by enrolled students.

**Academic Honesty**

- Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of ‘F’ in the course and/or disciplinary actions. For additional information, see the university catalog.
- Students are responsible for reading and understanding the A&M-Texarkana Policy on Academic Integrity.
- Examples of academic dishonesty include, but are not limited to: (a) plagiarism; (b) falsification of research, field experience, reports, or signatures; and (c) collaboration on assignments without prior approval.
- Students are responsible for submitting assignments to “Turnitin”.

**Learning Opportunities and Assignments**

**DEADLINES**

- Assignments are due by the specific deadline (time & date) announced in class or stated on course calendar!
  - The professor retains the right to modify these deadlines as deemed necessary. Changes will be announced in class, via course Blackboard messages, or posted on the course web site; therefore, all students are expected to meet those deadline changes.
  - **LATE WORK:**
    - Late module quizzes will **NOT** be accepted.
    - Late module discussion boards will **NOT** be accepted.
    - **Other module assignments** may be accepted **up to one week late** with a late penalty.
    - Late book reviews will **NOT** be accepted.
    - Field reports will be accepted late with a **late penalty**.
    - **Late Penalty = 5% of the assignment’s total point value**, for each calendar day the item is late, no matter what the reason!
QUALITY OF WRITTEN WORK

- As prospective teachers, all students will be expected to meet performance criteria associated with grammar, spelling, capitalization, punctuation, typing, and sentence and paragraph structure.
  - If a student submits work that is substandard, that assignment will be scored according to the assignment rubric. The rubric criterion on quality written language includes a point penalty of 10-30% for multiple errors; therefore extremely poor work will earn an extremely poor grade.
  - Once a student submits an assignment that is sub-standard, that student will be required to use the ASK Center (located at University Center, third floor) for assistance for all subsequent written assignments. Documentation of that assistance will be required. Assignments must still meet the deadline.
- Additionally, all students are expected to use people-first language in their written work and oral presentations. For specific guidelines go to Professionalism on the course web site.

TURNITIN

- The Book Review and three Field Reports must be submitted first to TURNITIN and then to the assignment drop box on the course Blackboard.
- The required assignments must be submitted to Turnitin prior to submission to the professor for grading.
  - Submission to Turnitin must be completed BEFORE submission of the assignment to the professor for grading. Sometimes, Turnitin is slow in responding to submissions, so students shouldn't wait until the last minute to submit to Turnitin.
  - Failure to submit to Turnitin will result in zero points for that assignment.
  - Late submission to Turnitin will result in a point penalty.
  - The professor will NOT use the Turnitin format to read or grade the assignments.
  - Assignments must meet the similarity rate requirement designated within the assignment guidelines. Failure to meet the similarity rate requirements will result in zero points for the assignment.

Learning Modules

- Course content is presented in learning modules, which are divided into units.
- Point values for each module will vary (25-200 pts).
- Modules will include
  - Reading assignments
  - Internet explorations
  - Review of online lectures
  - Completion of "preparation materials" (i.e., study charts, discussion materials, lessons, posters, videos, etc.)
  - Online quizzes
Online blogs
- **Late** quizzes will **NOT** be accepted.
- **Late** discussion boards will **NOT** be accepted.
- Other module assignments may be accepted up to one week late with a late penalty.

**Book Review**
- Students are required to read and review: *The Ride Together* by Paul Karasik and Judy Karasik. Copies will be available at the University Book Store and Library Reserve. Get this book for the first class day!
- Students will be assigned to a team to complete the online discussion board book review.
- See guidelines and rubric found on course website under **Book Review**.

**Interviews**
- Students are required to complete two **face-to-face interviews** and **two reports**. Students will make their own arrangements for these interviews, which must be approved by the professor.
  1. Speech Language Pathologist (includes an observation/participation)
  2. Parent of a student with moderate to severe disabilities
- Each interview has specific guidelines and a rubric on the course website. See **Interviews**.

**Field Experience Project**
Students are required to complete **18 hours** of field experience in a special education, public school classroom that serves students with moderate to severe disabilities.
- Field experience sites must be approved by the professor. Out of state public school settings will be considered.
- The field experience is to be scheduled for **two hours per week** across **nine consecutive weeks**.
  - Students may propose other scheduling formats.
  - If absent, the hours must be completed the following week.
- **Signed documentation of the Field Experience hours is required.**
- The Field Experience Project will include **several required components:**
  - **Specific tasks** to be completed during the field work (assessment, ABA intervention plan, lessons, etc.)
  - **RTI Project**
  - **Weekly reflective journal**
  - **Case study presentation**
- See **Field Experience** for specific guidelines and rubrics on the course website.
CURRICULUM OUTLINE

UNIT 1: Foundations and Principles
A. Defining the Term: Moderate and Severe Disabilities
B. Working with Persons with Significant Cognitive Disabilities
C. Working with Families
D. Providing an Appropriate Education for Students with Moderate and Severe Disabilities

UNIT 2: Creating Appropriate Programming for Students with Moderate to Severe Disabilities
A. Identifying Functional & Age-Appropriate Skills: A Curriculum for Students with Moderate & Severe Disabilities
   1. IEPs, IFSPs, & ITPs
   2. Best practices in the process of planning IEPs, IFSPs, & ITPs
B. Systematic Instruction
C. Inclusion & Collaboration
D. Community-Based Instruction
E. Working with Students with Medical Needs: Health & Vitality
F. Functional Assessment & Behavioral Intervention
G. Planning for the Life Span: Longitudinal Transition
H. Entering Adulthood: Options for Work & Community Living

UNIT 3: Issues that Affect the Lives of Persons with Moderate & Severe Disabilities
A. Dealing with Difficult Issues; A Sampling of Basic Human Rights
B. Facilitating the Future: Self-Determination

FINAL NOTE from the Professor:
The professor retains the right to make changes to the syllabus or course calendar. Generally, such changes are made to address situations that arise during the semester and are designed to benefit the class. Such changes will be announced in class or via course website. Students are responsible for these announcements.

Email Address Statement
Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana Blackboard message system account. This Blackboard message system account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university Blackboard message system account and is expected to check the official A&M-Texarkana Blackboard message system account on a frequent and consistent basis. Faculty and students are required to utilize the university Blackboard message system account when communicating about coursework.

University Drop Policy:
To drop this course, a student needs to complete the Drop/Withdrawal Request Form. This form is located on the University website: [http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html](http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html) or obtained in the Registrar’s Office. Students must submit the signed and completed form to the faculty member for each course indicated on the form for their signature. The signature is not an
"approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form is submitted to the Registrar’s office for processing either in person, Blackboard message system (Registrar@tamut.edu), or fax (903-223-32140). Drop/withdrawal forms missing any of the required information will not be accepted by the Registrar’s Office for processing. It is the student’s responsibility to ensure that the form is completed properly before submission.