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Office: Henderson 205  
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Course Description: The purpose of this course is to examine techniques and procedures used to manage the physical and medical needs of individuals with severe physical disabilities, multiple disabilities, health impairments and sensory disabilities. Prerequisites: SpEd 346 and 420.


Course Objectives: Students will:
- Identify legal supports and mandates that define services for individuals with a disability,
- Recognize critical issues and trends pertinent to individuals with severe physical disabilities, multiple disabilities, health impairments, and sensory disabilities,
- Define, describe, and recognize associated medical conditions; physical, cognitive, and psychosocial developments; educational implications; and transitional issues pertinent to these individuals,
- Facilitate participation of these students across environments, and
- Demonstrate understanding of curriculum adaptation and instructional strategies for these students.

Competencies: Competencies required for EC-12 certification in Special Education are specified on the Texas Education Agency website. Competencies related to this course - understanding and applying knowledge of:
001 Characteristics and needs of students with disabilities
002 Formal and informal assessment and evaluation procedures
004 Managing the teaching and learning environment (including AT)
005 Promoting students’ educational performance in all content areas
007 Transition issues and procedures across the life span
010 Philosophical, historical, and legal foundations for Special Education
011 Professional roles and responsibilities

Tentative Schedule:
Jan. 22-Feb. 12  Course Introduction; Part I (Chs. 1-4)
*Feb. 5  Parent questionnaires due
Feb. 19  Exam 1
Feb. 26-Mar. 26  Review Exam 1; Begin Part II (Chs. 5-8)
*Feb. 26  Assistive Technology Assignment due
*Mar. 19  No Class Scheduled – Spring Break
Apr. 2  Exam 2 (Chs. 5-8)
Apr. 9  Review Exam 2; Resource programs; Preparation for chapter presentations
*Apr. 9  Share resource programs; submit to PLS shell
Apr. 16  Chapters 9 and 10
Apr. 23  Chapters 11 and 12
Apr. 30  Chapters 13 and 14
*Apr. 30  Campus Walk ADA assignment due
May 7  Chapters 15 and 16
Assignments/Activities:

Attendance and Participation: Professional behavior includes actively participating with course materials and classmates. Students will be responsible for confirming their participation each week (in class or in the PLS). Class participation will be worth 15 points and these points cannot be made up if a face to face class is missed.

Parent Questionnaire: When serving students with physical and/or medical needs, communication with parents/caretakers is vital. What specific information would you want parents to provide that would assist you in most effectively working with their child? In a 1-2 page format, design an original parent questionnaire that would provide you with this information. If you consult the professional literature for ideas of items to include on your questionnaire, be sure to provide a full reference for the sources you consult. Questionnaires will be shared on Feb. 5. Hard copies of questionnaires may also be due on this date.

Assistive Technology Assignment: Assistive technology services and devices will be appropriate for many of the students who are the focus of this course. This assignment will require that students research the provision of some of these services and devices and present their findings to the class. A sign-up sheet will be provided, along with a detailed assignment sheet. Findings will be due on Feb. 26.

Exams: Two exams will be required on the scheduled dates. Exams may include any combination of matching, true/false, multiple choice, short answer, fill-in-the-blank or essay-type items. Questions will cover information contained in the text and other materials provided. If a student has an excused absence on the day of an exam, it is that student’s responsibility to provide a dated written excuse or doctor’s note to the instructor and make provisions to schedule a make-up test within two days of the exam dates.

Resource Programs: Identify two local, regional, or state programs, services, or agencies dedicated to serving individuals targeted in this course. For those resource programs, provide the following information using this format:

*Name of organization/program/service/agency
*Contact information (website address, mailing address and/or physical location, telephone numbers, fax numbers, etc.)
*Description of services
*Eligibility criteria/access to services
*Cost of services

When you have compiled this information, post it in the Doc Sharing link for Week 11 in PLS and also submit it to the Week 11 dropbox. Programs will be shared on Apr. 9.

Campus Walk - ADA Compliance: This assignment will involve reviewing campus sites for ADA compliance regarding accessibility. Outlines for this assignment will be uploaded to the Doc Sharing link in the PLS and reports shared with the class by Apr. 30.

Chapter Presentation: Each student will make a presentation covering chapters 9-16 in the text. You may be creative in developing your presentation and should plan to involve your classmates as much as possible. Feel free to include internet, video, material or human resources in addition to your text. A rubric will be supplied to guide the development of your presentations.
Extra Credit: For students interested in earning extra credit for the course, you may visit programs serving students with physical or medical needs and complete a site observation report. An outline will be made available to guide your observations. You may earn up to 4 points (2 per visit).

**Grading:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Point Distribution:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2 @ 100 points each)</td>
<td>200</td>
<td>A = 336-375</td>
</tr>
<tr>
<td>Parent Questionnaire</td>
<td>20</td>
<td>B = 298-335</td>
</tr>
<tr>
<td>Assistive Technology Assignment</td>
<td>40</td>
<td>C = 261-297</td>
</tr>
<tr>
<td>Chapter Presentation</td>
<td>60</td>
<td>D = 223-260</td>
</tr>
<tr>
<td>Campus Walk-ADA Compliance</td>
<td>30</td>
<td>F = 222 or below</td>
</tr>
<tr>
<td>Resource Program Share</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Attendance &amp; Participation (1 pt/week)</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Total possible points:</strong></td>
<td>375</td>
<td></td>
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</tbody>
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**Other important notes:**

**Professional Dispositions:**

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (see current Student’s Guidebook). Students are expected to present themselves in a professional manner and make appropriate contributions to our course learning community. All students are expected to display professional behaviors (dispositions) expected of educators and to demonstrate these behaviors in their interactions with K-12 students, families, your colleagues, the professor, and communities at all times. These professional behaviors consist of such behaviors as professional responsibility, professional and personal integrity, collegiality, and commitment to learning. Failure to display professional behaviors can result in counseling by the professor and result in lowering of the course grade.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**Students with Disabilities:**

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

**Communication & Support:**

This course is currently scheduled to meet face-to-face (F2F). Additionally, a Pearson Learning Studio (PLS) (formerly eCollege) course shell will be used for communication and to make supporting materials available. Students should plan to check the course shell regularly to access information and updates related to the course.
As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLEO. ALL class email messages from your instructor WILL GO TO YOUR myLEO ACCOUNT.

**Contacting PLS for Technical Support:**
The following support options are available 24 hours a day / 7 days a week:
1. Help: Click on the “help” button on the toolbar for information regarding working with PLS.
2. Chat Support: Click on the “Live Support” on the toolbar within your course to chat with a PLS representative.
3. Phone: 1-866-656-5511 (toll free) to speak with a PLS Technical Support Representative.
4. Email: helpdesk@online.tamuc.org to initiate a support request with PLS Technical Support Representative.

**Person-First Language:**
Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use “people-first” language at all times. “People-first” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic” or “students with disabilities” and not “disabled students.” In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair for mobility” instead). Lastly, practice using the term “general education” in place of “regular education.”

**Presentation of Assignments:**
At this point in your college career, I do expect that you take care to present your assignments in a professional manner. This means that you need to proof your work carefully and ensure that you are using professional language in the development of any written or multimedia products you create. Grammatical, spelling, and other “cosmetic” or “presentation” errors are distracting and will affect points earned for assignments. Use double-spacing unless inappropriate for the assignment, and be sure to submit your work by the posted due dates. Also, be sure to give credit when you borrow someone else’s ideas for your work. Include full citations for any references you access in the development of your assignments.