



**Course Syllabus Fall 2015**  
**SPED 420.001: Moderate and Severe Disabilities**  
**SS 124**  
**Tuesdays and Thursdays 12:30-1:45 PM**  
**August 31, 2015 – December 15, 2015**

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**Office Hours:** Mondays 1:30PM-4:30PM in Mesquite; Tuesdays 10:45AM-12:45PM by appointment

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<b>COURSE INFORMATION</b>
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***Required Textbook***

Browder, D. M., & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York: The Guilford Press.

**Course Description**

*University Catalog Description*

SPED 420: This course will develop skills for planning and organizing instruction for students with moderate and severe disabilities. Emphasis will be given to standards-based instruction in the core content areas of communication development, functional academics and life adjustment skills. Prerequisites: SPED 346 or permission of instructor.

**Student Learning Outcomes**

This course will address the following TExES (Special Education EC-12 [161]) competencies (as they relate to students with moderate and severe disabilities):

001: Understands and applies knowledge of the characteristics and needs of students with

disabilities.

002: Understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.

003: Understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

004: Understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.

005: Knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

006: Understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

007: Understands and applies knowledge of transition issues and procedures across the life span.

008: Promotes students' performance in English language arts and reading.

009: Promotes students' performance in mathematics.

010: Understands the philosophical, historical, and legal foundations of special education.

011: Applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

012: Knows how to communicate and collaborate effectively in a variety of professional settings.

## COURSE REQUIREMENTS

### **Learning Activities**

- Student directed discussion and presentation of key concepts
- Independent library research
- Analysis and synthesis of course readings
- Application of course concepts to case studies and practical scenarios
- Analysis of course materials using a variety of mediums, including web-based resources, applicable professional organizations, and peer-reviewed journal articles

### **Overview of Assignments**

- **Syllabus Quiz (5 points)**  
Students will take a quiz to check their understanding of course expectations and requirements. The quiz will be multiple choice and short answer.

- **Activity Modules (3 x 5 points, 15 points)**  
The activity modules will consist of online learning activities from the IRIS Center. Links to the modules and copies of the activities will be available in eCollege. These activities will be related to working with students with moderate to severe disabilities. A rubric will be provided in eCollege.
- **Dialogue Folder (20 points)**  
Students will be given a question or discussion topic to write about during selected class sessions. There will also be an opportunity for students to ask questions to clarify concepts. Dialogue folders will be due during the class period they are assigned, and the instructor will provide a response/feedback by the next class period. Students must be present in class to complete to receive credit. A rubric will be provided in eCollege.
- **Portfolio (40 points)**  
Students will have the option of working independently or in a team of no more than three students to create a portfolio and presentation. Each student/team will select one moderate or severe disability. The portfolio will include resources, research-based interventions, and information for parents and teachers to assist a student with the selected disability. This portfolio and its contents will be presented to the class and discussed. Some presentation options include narrated Power Point®, Prezi®, or Youtube video. Handouts may be created using Microsoft Word®. A rubric and examples will be available in the eCollege DropBox folder.
- **Exams (2 x 10 points, 20 points)**  
Students will complete two exams during the course of the semester, a midterm and a final exam. Each exam will cover key concepts from the selected chapters from the textbook and course material discussed in class.

## Grading

Below are the basic weights of the various kinds of work required for the course. All written assignments should be typed and adhere to the American Psychological Association, 6<sup>th</sup> Edition manual, whenever appropriate. **In addition, all written assignments must contain a header with the name of the person submitting the assignment in the actual document itself (not just the file name when it is uploaded).** Dialogue folders are due during the class period assigned. All other assignments must be submitted to eCollege by 1:45pm on the date listed in the course schedule. Late assignments and examinations will not be accepted. All assignments should reflect university level spelling, syntax, and grammar.

In order to maximize your learning and success in this course, the instructor is available to review drafts of any assignments prior to the due date for submission. The goal in doing this is to provide guidance in terms of the content of the assignment, not to edit writing mechanics. Drafts must be sent via email at least 3 days prior to the assignment due date to allow sufficient time to provide constructive feedback in a timely manner.

Assignment	Points
Syllabus Quiz	5
Activity Modules (3 modules x 5 points)	15
Dialogue Folder	20
Portfolio	40
Exams (2 exams x 10 points)	20
<b>Total</b>	<b>100/100%</b>

*It is recommended that students retain electronic and hard copies of ALL course products. Products from this class can become part of one's individual professional portfolio.*

### **Grading Scale**

A = 90-100% D = 60-69%  
 B = 80-89% F = 59 and below  
 C = 70-79%

## TECHNOLOGY REQUIREMENTS

### **Technology Requirements**

Access to the course eCollege shell is required for the course. eCollege works best within a Microsoft Windows environment, and requires a high speed internet connection (dial-up connections will be problematic). Students should use a Windows operating system (XP or newer) and a recent version of Microsoft Explorer (6.0, 7.0, or 8.0). The course will also work with Macintosh OS X along with a recent version of Safari (2.0 or better). eCollege also support Firefox/Mozilla (3.0 or better) on both Windows and Mac operating systems. It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege click on "myCourses" tab, and then select "Browser Test" link under Support Services. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to login to the course. If you do not know your CWID or have forgotten your login please contact Technology Services at (903) 468-6000.

### **Contacting eCollege**

The following options are available 24 hours/7 days per week:

1. Help: Click on the help button on the toolbar for information regarding working with eCollege (e.g., "How do I submit to dropbox?", "How do I post to the discussion board?")
2. Chat Support: Click on "Live Support" button on the toolbar within your course to chat with an eCollege representative
3. Phone: 1-800-656-5511 (toll free) to speak with an eCollege Technical Support Representative
4. Email: [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to indicate a support request with an eCollege Technical Support Representative

## ACCESS AND NAVIGATION

Materials and assignments, with the exception of the Dialogue Folder and Portfolio, for Moderate and Severe Disabilities will be posted to eCollege. The instructor will add materials as we move through the course that align with student and class interests; however, all rubrics and core materials are available for immediate review.

## COMMUNICATION AND SUPPORT

### **Communication**

In addition to traditional face-to-face office hours, the instructor is available virtually by Skype, MeBeam, and email during posted office hours. If you would like to schedule an appointment, the best way is to email. We can then set up a time to chat that it is convenient for you. On Tuesdays between 10:00 AM and 12:00 PM, the instructor will return emails upon receipt. Outside of these times, please allow 24 hours to receive a response.

### **Special Education Department Email Guidelines**

In an attempt to provide a framework for professional communication, emails must contain the following:

- Subject Line: Course (e.g., SPED 420); additional information if desired (e.g., Dialogue Folder)
- Address the reader: Open with Dr. Hott or Professor Shora
  - Note: If you are emailing Professor Shora, you must cc Dr. Hott on the email. Dr. Hott will be copied on all communication.
- Adhere to writing mechanics rules
- If asking for assistance with an issue, please list **at least 3 things** you have done to try and remediate the issue prior to contacting me (these should probably include looking at the syllabus/course rubrics/eCollege, contacting a colleague, and checking your text, etc.).
- Close with your name
- Please send emails from your University account. The instructor will not discuss grades over email. If you would like to discuss your grade, please make an appointment during office hours.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### **Attendance and Course Participation**

Students are expected to actively participate in the course, complete readings, and submit assignments no later than the due dates indicated on the course schedule. Students are also expected to attend class, as there will be in-class activities and assignments given only to students who are present. Three or more absences may result in a failing grade in the course.

### **Academic Integrity**

By accepting this syllabus, the student pledges to uphold the principles of Academic Integrity expressed by the Texas A&M University- Commerce community and the Psychology, Counseling, and Special Education Department. The student agrees to observe these principles and to defend them against abuse by others.

- Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is

deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. The instructor reserves the right to submit your work to Turnitin®, SafeAssign®, or similar plagiarism detection services, for an integrity assessment as needed.

- Copyright rules also apply. Use of graphics or data must also be cited, giving credit to the sources. This material includes but is not limited to journal articles, books, popular press articles, e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, and information from websites. Even if you give credit, you must get permission from the original source to use any data, graphic, or material that you did not create.
- Any attempt to circumvent the integrity of the testing process or otherwise evade the fullest demands of class assignments in an unethical manner constitutes cheating. This can mean looking on another student's exam, consulting notes or books during an exam unless specifically permitted by the instructor, stealing an exam and circulating it among other students. Any offense wholly or partially touching the above definition constitutes cheating for the purposes of this class.
- Academic dishonesty will **not** be tolerated. Any act of academic dishonesty may result in earning a "0" in the course. All acts of academic dishonesty will be reported to the applicable program coordinator and department chair.

### **APA Style and Formatting**

**All work should be submitted using APA style.** If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6<sup>th</sup> edition) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed unless otherwise noted.

<http://www.psywww.com/resource/apacrib.htm> is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 6<sup>th</sup> edition for standard of procedures for applying APA style.

### **University Procedures**

#### ***ADA Requirements***

#### **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**

**Texas A&M University-Commerce**

**Gee Library**

**Room 132**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

**[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)**

### ***Student Conduct***

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

***Nondiscrimination Statement***

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.

<b>COURSE OUTLINE / CALENDAR</b>
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***IMPORTANT NOTE: Please note that this syllabus serves as a guideline for the course and is subject to change as necessary. Course readings are due each Tuesday for the week. It is the student’s responsibility to check eCollege and email for updates regularly. Class sessions marked with a \* are online (no face-to-face class).***

**PROPOSED COURSE SCHEDULE**

Week	Topics	Readings	Assignments Due
<b>Week 1</b> 09/01/15 09/03/15	Introductions Syllabus Review Foundations of Special Education	* Browder & Spooner 1 * Syllabus	Syllabus Quiz (09/03/15)
<b>Week 2</b> 09/08/15 09/10/15	Alternate Assessment	*Browder & Spooner 2	Dialogue folder #1
<b>Week 3</b> 09/15/15 09/17/15	Standards-Based Individualized Education Plans and Progress Monitoring	*Browder & Spooner 3	Dialogue folder #2
<b>Week 4</b> 09/22/15 09/24/15	Evidenced-Based Practices	*Browder & Spooner 4 *Instructor will provide additional reading in eCollege	Dialogue folder #3
<b>Week 5</b> 09/29/15 *10/01/15	Literacy	*Browder & Spooner 5 *Instructor provided materials in eCollege	Activity I: Evidenced Based Practices: Identifying and Selecting a Practice or Program (10/01/15)
<b>Week 6</b> 10/06/15 10/08/15	Comprehension Across the Curriculum	*Browder & Spooner 6	Dialogue folder #4

<b>Week 7</b> 10/13/15 10/15/15	Mathematics	*Browder & Spooner 7 *Instructor provided materials in eCollege	Dialogue folder #5 due  Activity II: Portfolio Proposals (10/15/15)
<b>Week 8</b> 10/20/15 *10/22/15	Science and Social Studies	*Browder & Spooner 8, 9 *Instructor provided materials in eCollege *Review for midterm	Midterm exam available online (10/22/15)
<b>Week 9</b> 10/27/15 *10/29/15	Sensory, Physical, and Health Care Needs	*Browder & Spooner 10	Activity III: Disability Awareness: Creating Supportive Environments (10/29/15)
<b>Week 10</b> 11/03/15 11/05/15	Communication Skills	*Browder & Spooner 11	Dialogue folder #6 due
<b>Week 11</b> 11/10/15 11/12/15	Positive Behavior Support	*Browder & Spooner 12 *Instructor provided materials in eCollege	Dialogue folder #7 due
<b>Week 12</b> 11/17/15 11/19/15	Personal and Daily Living Skills	*Browder & Spooner 13	Portfolio (11/17/15) Portfolio Presentations (11/17/15 & 11/19/15) Dialogue folder #8 due
<b>Week 13</b> 11/24/15 11/26/15	<b>NO CLASS— THANKSGIVING BREAK</b>		
<b>Week 14</b> 12/01/15 12/03/15	Community and Job Skills	*Browder & Spooner 14	Dialogue folder #9 due
<b>Week 15</b> 12/08/15 12/10/15	Transition to Adult Living	* Browder & Spooner 15 * Review for final exam	Dialogue folder #10 due
<b>Week 16</b> *12/15/15	Final exam		Final Exam available online (12/15/15)