SpEd 526 Characteristics of Students with Moderate Disabilities
COURSE SYLLABUS: Fall 2015

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Office Hours: by appointment
Office Phone: 903-886-5934
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COURSE INFORMATION

Materials – Textbook, Supplementary Reading:

Textbook—Required:

Supplementary Reading—Required:

Course Description:
SpEd 526 examines characteristics of students identified with moderate to severe disabilities with applications for other exceptionalities. State and federal regulations; issues and trends in schools, including health care needs, motor development, and self-care skills; school/home/employment partnerships and transition procedures; instructional strategies; and formal and informal assessment are addressed. Enrolled students progress through chapter-based learning modules toward projected learning outcomes.

Student Learning Outcomes:

1. The student will demonstrate an understanding of philosophical, historical, and legal foundations of education and roles and responsibilities of professionals, parents, students, and the community.

2. The student will examine characteristics of students with exceptionalities and effects of exceptionalities on learning and development.

3. The student will be an active online communicator and collaborator about achievement of all students in a variety of settings.

4. The student will analyze research-based procedures about proactive development of student-centered learning environments emphasizing social, emotional, physical, and academic needs and achievement of all students.

5. The student will produce a research-based document addressing issues and trends in effective educational programming for all students.
COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

SpEd 526 includes a series of learning activities and assessments to assist enrolled students in achieving outcomes and objectives for this course. A variety of weekly readings from the textbook and required supplementary reading, assignments, discussions, announcements, exams, and research from scholarly sources provide the student with a multidimensional learning experience.

**Mid Term and Final Exams: 100 points each**

*Student Learning Outcomes 1, 2, and 4* (The student will demonstrate an understanding of philosophical, historical, and legal foundations of education and roles and responsibilities of professionals, parents, students, and the community. The student will examine characteristics of students with exceptionalities and effects of exceptionalities on learning and development. The student will analyze research-based procedures about proactive development of student-centered learning environments emphasizing social, emotional, physical, and academic needs and achievement of all students.)

Examinations focus on concepts included in the textbook, required supplementary reading, discussions, distributed information, and additional readings and assignments. Exams are completed online through eCollege. Exams are timed with grades available upon submission of completed Exam.

**Assessment Method**

Examinations require short answer multiple choice and true-false responses.

**Research Report: 100 points**

*Student Learning Outcome 5* (The student will produce a research-based document addressing issues and trends in effective educational programming for all students.)

Each student will demonstrate ability to summarize, apply, analyze, synthesize, and evaluate research-based findings from professional sources by developing one written report. Required components are (1) source, (2) summary of information/abstract [knowledge & comprehension/Bloom’s Taxonomy], (3) relevance of information for 21st century schools [application, analysis & synthesis/Bloom’s Taxonomy], and (4) personal reaction [evaluation/Bloom’s Taxonomy]. Sources for reports include professional journals, approved Internet sites, and selections from books other than the textbook and/or required supplementary reading. Each source cited in SpEd 526 is through APA Style.

**Assessment Method**

The Research Report is scored through Research Report Scoring Rubric, active link in Session 8 beginning the first day of class.

**Online Discussions: 100 points**

*Student Learning Outcome: 3* (The student will be an active online communicator and collaborator about achievement of all students in each content area in a variety of settings.)

Discussion forums include posts by each student individually or in teams about pertinent concepts discussed in this course. Sources for posts include the textbook, required supplementary reading, professional journals, select websites, scheduled interviews, and books other than the textbook.

**Assessment Method**
Discussion posts are scored through the e-College Gradebook, linked in corresponding applicable Sessions.

**Grading**

Scores of the following on a scale from 0 to 100 are averaged to obtain a mean score:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Total Possible Points</th>
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</thead>
<tbody>
<tr>
<td>Mid Term Examination</td>
<td>100</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
</tr>
<tr>
<td>Research Report</td>
<td>100</td>
</tr>
<tr>
<td>Online Discussions</td>
<td>100</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mean Score</th>
<th>Semester Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59-below</td>
<td>F</td>
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**TECHNOLOGY REQUIREMENTS**

eCollege SpEd 526 requires the following technologies:

- Internet (high speed recommended)
- Email
- Word Processor

TAMU-C operates in a Microsoft Windows environment. Online courses function more efficiently with a Windows operating system (XP or newer) and a recent version of Internet Explorer. eCollege also operates with Macintosh OSX with a recent version of Safari 2.0 or more current. eCollege supports the current version of Firefox on both Windows and Macintosh operating systems.

Performing a browser test is recommended prior to the beginning of this course. To launch a test, login to eCollege, click *My Courses*, and select *Browser Test* under *Support Services*.

**ACCESS AND NAVIGATION**

*eCollege Access and Login Information*

SpEd 526 is supported through eCollege, the Learning Management System of Texas A&M University-Commerce. Click [https://leo.tamu-commerce.edu/login.aspx](https://leo.tamu-commerce.edu/login.aspx).

CWID and password are required to login to eCollege SpEd 526. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

**Being A Successful Student**

*What Makes A Successful Student?*
*Self-Evaluation for Potential Online Students*
*SmarterMeasure* (login=tamuc, password=online)

*How is eCollege SpEd 526.01W organized?*
Sessions 1-15 are organized into 9 modules. Modules extend 1-3 weeks each. Mid Term Exam is scheduled during Session 8. Final Exam is scheduled during Session 15. Research Report is due in Session 9.

**What Should Students Do First?**

Upon logging in, review Syllabus thoroughly for course goals and objectives, course outline and calendar, grading, and other pertinent information. Review Technical Support procedures and scroll through Library. Introduce yourself in Student Lounge. Click into Virtual Office frequently for questions from students and responses from the Instructor. Read Announcements.

**How Should Students Proceed Each Week for Class Activities?**

Lectures, Assignments, Discussions, supplementary materials, and Exams are posted on the left navigation bar for each Session. Assigned Discussions are posted on Discussion Board. Designated course requirements are submitted electronically by students through email and Dropbox. Exams are completed online by clicking Exam within designated timelines, as included in each Session. Each Exam is finished within a specified time period, as posted in Exam. Click *Live* on top toolbar for synchronous communication with classmates and/or with the Instructor. Each student completes one Research Report.

### COMMUNICATION AND SUPPORT

eCollege communication tools include email, Virtual Office, Student Lounge, Live, Discussion, and Announcements.

**Interaction with Instructor/Interaction between Students**

- Email may be initiated student to student and Instructor to student/student to Instructor. Email communication initiated by the Instructor is through eCollege with TAMU-C student email addresses. Responses from the Instructor to student-initiated emails occur within 48 hours, excluding weekends and holidays.

- Enrolled students may post questions for the Instructor in Virtual Office. Responses from the Instructor occur within 48 hours.

- Student Lounge offers ongoing opportunities for student-to-whole class dialogue. From time to time the Instructor posts in Student Lounge.

- *Live* is Chat Room. Individual rooms may be created for small group synchronous dialogue.

- Announcements are posted weekly by the Instructor.

Click [Core Rules of Netiquette](#) for guidelines about online communication.

**eCollege Student Technical Support**

Texas A&M University-Commerce provides eCollege technical support for students enrolled in eCollege supported courses 24 hours/day 7 days/week, as follows:

- Call toll free 1-866-656-5511 to speak with an eCollege technical support representative.

- Email helpdesk@online.tamuc.org to initiate a support request.

- Click Help on the toolbar for information about various components of eCollege (i.e., submitting to Dropbox, posting in Discussion).

**University Student Technical Support**
COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism nor other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or words of another and communicating them as one's own), cheating on exams or other course assignments, collusion (unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource materials. **Plagiarism and/or cheating will not be tolerated.** The first offense of either activity will result in a “0” on the assignment, and the second offense will result in a “0” for the entire course.


Examination Policy

Exams may be accessed from 12:00 a.m.-11:59 p.m. on the dates posted on the course site and in the Syllabus. Re-entry cannot occur after exiting. If Internet access is interrupted during the Exam, contact the Instructor immediately.

Attendance Policy

Attendance expectations adhere to information in **Class Attendance Rule** included in **Graduate Catalog**, Texas A&M University-Commerce.

Assignment Policy

Due dates for Assignments, Discussions, Exams, and Research Report are included in Syllabus, in Announcements, and in each Session. Instructions for each Assignment, Discussion, Exam, and Research Report are included in corresponding Sessions. Submission procedure (i.e., email, Dropbox) is included in each Session. Each Assignment, Discussion, Exam, and Research Report is accepted for grading until midnight of the due date.

Course Drop

A student may drop a course by logging into their myLEO account and clicking **Drop A Class**.

Incomplete Grade
Incomplete grade policy adheres to information in *Incomplete Courses* included in *Graduate Catalog*, Texas A&M University-Commerce.

**Administrative Withdrawal**

Administrative withdrawal of a student as a result of excessive absences adheres to information in *Class Attendance Rule* included in *Graduate Catalog*, Texas A&M University-Commerce.

**University Procedures:**

**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 regulations, this legislation requires 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 the following:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library 132  
Phone 903-886-5150 or 903-886-5835  
Fax 903-468-8148  
StudentDisabilityServices@tamu-commerce.edu  
Student Disability Resources & Services

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Student Guide*.)

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**COURSE OUTLINE/CALENDAR**

<table>
<thead>
<tr>
<th>Session 1</th>
<th>8/31/15-9/4/15</th>
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<tbody>
<tr>
<td><strong>Module 1: Introduction</strong></td>
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<tr>
<td>Syllabus/Schedule, Bloom’s Taxonomy, APA Style</td>
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<tr>
<td>Chapter 1—Educating Students with Severe Disabilities: Foundational Concepts and Practices</td>
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<tr>
<td>Post Introductions in Student Lounge</td>
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<tr>
<td><em><strong>Discussions 1 and 2 require completing reading and completing a parent interview, so you need to get started on them promptly.</strong></em></td>
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<tr>
<th>Session 2</th>
<th>9/7/15-9/18/15</th>
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<tbody>
<tr>
<td><strong>Module 2: School, Home, &amp; Community Partnerships</strong></td>
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<tr>
<td>Chapter 2—Fostering Family &amp; Professional Partnerships</td>
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<td>Chapter 14—Building Skills for Home and Community</td>
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<tr>
<td><strong>Discussion 1—A Wake Up Call for Schools: A New Order in Public Education</strong> —due 9/20/15 at 11:59 pm</td>
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<thead>
<tr>
<th>Session 3 and 4</th>
<th>9/21/15-10/2/15</th>
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<tr>
<td><strong>Module 3: Student-Centered Classroom Management</strong></td>
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<td>Chapter 5—Measuring Student Behavior and Learning</td>
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<td>Chapter 7—Designing and Implementing Individualized Positive Behavior Support</td>
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<tr>
<td><strong>Discussion 2—Parent Interview</strong>—due 10/4/15 at 11:59 pm</td>
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Session 5  10/5/15-10/9/15

**Module 4: Assessment**
Chapter 3—Conducting and Using Student Assessment
Discussion 3—Biomedical Issues--due 10/11/15 at 11:50 pm

Session 6 and 7  10/12/15-10/23/15

**Module 5: The Instructional Environment**
Chapter 4—Selecting Teaching Strategies and Arranging Educational Environments
Chapter 6—Designing and Implementing Instruction for Inclusive Classes
Discussion 4—Article with Recommended Steps for Inclusion--due 10/25/15 at 11:59 pm

Session 8  10/26/15-10/30/15

MID TERM EXAM (Sessions 1-7 [Lectures 1-5])-Available 10/28/15-11/1/15

Session 9 and 10  11/2/15-11/6/15

RESEARCH REPORT due 11/8/15 at 11:59 pm

**Module 6: Academic Skills**
Chapter 13—Teaching Academic Skills
Discussion 5—Summarize Research Report--due 11/10/15 at 11:59 pm

Session 11  11/9/15-11/13/15

**Module 7: Social Skills and Peers**
Chapter 11—Supporting Peer Relationships
Chapter 12—Teaching Communication Skills

Session 12 and 13  11/16/15-11/27/15

**Module 8: Motor Functioning and Health & Self-Care Needs**
Chapter 8—Understanding Special Health Care Procedures
Chapter 9—Addressing Motor Disabilities
Chapter 10—Teaching Self-Care Skills
Post-school Outcomes Discussion--due 11/29/15 at 11:59 pm

Session 13 CONTINUED  11/30/15-12/4/15

**Module 9: Transition to Adulthood**
Chapter 15—Transitioning from School to Employment
Chapter 16—The Promise of Adulthood
Discussion 7—Big Picture--due 12/6/15 at 11:59 pm

Session 14  12/7/15-12/11/15

FINAL EXAM (Modules 1-9)-Available 12/6/15-12/9/15

*Syllabus adapted from and course content taken from Dr. Parrish’s course shell.*