

*"Courage is found in unlikely places." J. R. R. Tolkien*

**SPED 4364-115. CRN 80536, Teaching Learners with Developmental Disabilities**

Fall 2020

Texas A&M University - Central Texas

Warrior Hall 315

*This is an online face-to-face course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].*

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Amada G. Allen, Ed.D.

**Office:** Warrior Hall 322 O

**Phone:** 254-519-5411

**Email:** [agallen@tamuct.edu](mailto:agallen@tamuct.edu)

**Office Hours:** Mondays: 2:00-5:00; Tuesdays: 10:00-5:00; Thursdays & Fridays: by appointment only

I will have open WebEx advising on Mondays from 3:00-4:00 and on Tuesdays from 10:00-11:00.

**Student-instructor interaction:**

You may be certain that I will respond to email messages sent to the above email account. You may expect a response to your email message within 24-48 hours except on weekends. You may also call at the above number or make an appointment.

At times I will respond to emails on Canvas.

**WARRIOR SHIELD**

**Emergency Warning System for Texas A&M University-Central Texas**

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**COVID-19 SAFETY MEASURES**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should

notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- **Face Coverings**— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

## **COURSE INFORMATION**

### **Catalog Description**

Etiology and characteristics associated with deficits in development are studied. Effects of developmental disabilities in the areas of language acquisition and physical, social, and emotional functioning are examined. Course content includes methods for teaching functional academic skills, communication skills, and life management skills, working with parents, paraprofessionals and related service personnel, community based instruction and vocational planning. Field experience required.

### **Course objective:**

The student will develop an understanding and define appropriate inclusionary and noninclusionary strategies for students with intellectual disabilities.

### **Student Learning Outcomes:**

*Upon completion of this course, the student will:*

1. describe the population of learners
2. explain the learning and social needs of students with moderate and severe/profound disabilities
3. define and explain Texas statutes related to services for students with severe/profound disabilities
4. create and implement lessons connected to the practical, social, and cognitive needs of students with severe/profound disabilities

**Competency and Goals Statements:**

*Competencies and goals are the final documents of the syllabus. The University's Academic Calendar may be found in a separate document.*

**Required Reading and Textbook(s):**

Downing, J. E. (2010). *Academic instruction for students with moderate and severe intellectual disabilities in inclusive classrooms*. Thousand Oaks, CA: Corwin.

**ASSESSMENT COMPONENTS***Field Experience (10) SLO # 1-4*

To be determined depending upon what is available. We will **not** be working directly with students.

*Discussions (10) SLO # 1-4*

Participate in all discussions throughout the semester

*Objectives (15) SLO # 2, 4*

Write academic, functional, and behavioral (social) objectives appropriate for both IEPs and lesson plans.

*Adaptive skills projects and presentations (20) SLO # 1, 2, 4*

Develop and teach a lesson concerning a specific adaptive skill. Each presentation will include short but concise instructions and a hands-on component specifically for one or more students or adults with intellectual disabilities.

*Vocabulary (10) SLO # 1-4**Quizzes: (10 pts.) SLO # 1-4*

Quizzes will be given periodically. Points may vary on each quiz.

*Exam (15) SLO # 1-4*

Complete a comprehensive final exam.

*Professionalism: (10)*

Attendance, punctuality, preparedness, and active participation are expected. You are expected to demonstrate the attitudes and dispositions of a capable, competent, and caring professional educator. Represent yourself, the Teacher Education Program, and the University in the best light possible. Follow the TEA Code of Ethics that you agreed to uphold.

**Most work will be *word-processed and double-spaced*.**

**Use *person-first language* in all documentation. (State the person before the disability. – *student with a disability* rather than *the disabled student*)**

**Ensure that you use correct *grammar, mechanics, structure, and clarity*.**

**Points will be deducted for these errors.**

**\*You may alleviate many of these mistakes by asking someone to proofread your work prior to submission.**

**Staple all work of two or more pages. Do not use sheet protectors or folders of any kind.**

<b>Grading Criteria:</b>	<b>Points</b>	<b>Grades will be assigned at the end of the semester on the following basis:</b>
Field experience & journal	<b>10</b>	100-90 = A
Objectives	15	89-80 = B
Quizzes	10	79-70 = C
Adaptive skills projects & presentations	20	69-60 = D
Discussions	10	59 > = F
Vocabulary	10	
Final exam	15	
Professionalism	10	
<b>Total</b>	<b>100</b>	

### **Posting of Grades**

Grades will be posted on Canvas. Grades will be generally posted one week after the assignment is submitted, depending upon the assignment. This timeline does not apply to late work. Your grade will be lowered 10% each day it is late.

### **COURSE OUTLINE AND CALENDAR**

**Complete Course Calendar:** The calendar will appear in a separate document.

### **TECHNOLOGY REQUIREMENTS AND SUPPORT:**

#### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

#### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

#### **Online Proctored Testing**

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

#### **Other Technology Support**

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](#), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](#), [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please

contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@tamuct.edu)

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

### **University Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.



## **INSTRUCTOR POLICIES:**

### **Copyright Notice:**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

### **Field Experience:**

Texas A&M University-Central Texas students working toward becoming teachers are guests in the schools in which they are placed or in which they participate. When you are at a local school or visually communicating with students, parents, teachers, or other professionals, you will remove facial and/or multiple ear piercings. You will be clean and follow the rules of good hygiene. You will dress professionally. *Remember, every time you are in a school or communicate with a school, you are on an interview.*

**Field experience attendance:** Again, professional behavior and commitment to teaching are the expectations, and attendance and punctuality are required. You are committed to the student(s) with whom you are working. Whether you are using ZOOM, WebEx, or any other platform, you are responsible to your students and what you and the teacher have agreed upon doing. Tardiness and absences will reduce both your field experience grade and your professionalism grade.

**Late Work:** Late work will be subject to a deduction of 10% each day past the due date. Supplemental assignments are not available. Late work will be accepted without penalty only under extreme extenuating circumstances which are communicated **directly** to the professor in a timely manner, within two days of the due date.

This syllabus is subject to change. Be aware of Canvas Announcements that may indicate changes.

## *Competency and Goals Statements:*

### *Special Education EC-12 Standards*

Standard I:\* The special education teacher understands and applies knowledge of the philosophical, historical, and legal foundations of special education.

Standard II:\* The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Standard III:\* The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Standard IV:\* The special education teacher understands and applies knowledge of the characteristics and needs of individuals with disabilities.

Standard V:\* The special education teacher understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

Standard VI:\* The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard VII:\* The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

Standard VIII:\* The special education teacher understands assistive technology as defined by state and federal regulations.

Standard IX:\* The special education teacher understands and applies knowledge of transition issues and procedures across the life span.

Standard X:\* The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Standard XI:\* The special education teacher promotes students' performance in English language arts and reading.

Standard XII:\* The special education teacher promotes students' performance in mathematics.