CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMX 634: Working with Students with Severe Disabilities
First Six Week Summer Session, 2005   4 credit hours
Tuesdays & Thursdays from 6:00 – 9:50 p.m.
May 24th through June 30th, CRN# 30063

PROFESSOR: Dr. A. Sandy Parsons

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Mission Statement of the College of Education, CSU San Marcos
The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity and social justice, exemplified through reflective teaching, lifelong learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

Course Prerequisites: Completion of the Preliminary Level I Mild/Moderate Credential Program including successful completion of EDMX 632 (Assistive Technology), EDMX 627 (Curriculum and Assessment), and EDMX 633 (Positive Behavioral Supports) or their equivalent or approval of the instructor. Demonstration of a basic understanding and practical use of basic adaptive techniques for addressing the instructional and life-skill needs of learners with mild/moderate disabilities. Completion of student teaching in special education and general education or their equivalents.

Catalogue Description: Focuses on developing skill through hands-on practical experience to work effectively for and with children with moderate-severe cognitive, communication, social/emotional, and physical/health challenges. Emphasis is on transdisciplinary teaming in IEP development and delivery and methods for procuring and managing resources to enable students with specialized health, mobility, sensory, and communication needs to participate in school, and community experiences. Field experience requires observation and teaching of students with moderate-severe disabilities.

Required Texts and Materials:

Snell, M. E., & Brown, F. (2006). *Instruction of students with severe disabilities (6th Ed.):* Prentice-Hall: Pearson Education. Upper Saddle River, New Jersey.

RSPD: Research and Practice for Persons with Severe Disabilities (TASH) journal pack, (4 Issues volume 28). **This also includes a one year student membership in TASH.**

Parsons' Reader, Copy Serve, San Marcos.
Bound Reader, available at Copy Serve in San Marcos. (760) 599-9923, 754 South Rancho Santa Fe Blvd. Enter the first driveway off San Marcos Blvd. just west of Rancho Santa Fe Rd. and the Citibank, turn right in this drive and make an immediate left. The store faces San Marcos Blvd.

Required Materials:

CSUSM Print Card	Large D-Ring Binder	Flash or USB Drive	make it take it materials TBA

Content and Performance Goals

The table below indicates the CTC Level I standards and level of competence addressed by EDEX 634 and the level (i.e., knowledge, application) at which each standard is demonstrated.

M/M/S 13	M/M/S 24	M/S 25	M/S 26	M/S 27
A	K/A	K/A	K/A	K/A

Key:

M/M/S = Common Mild/ Moderate and Moderate/Severe Education Specialist Competency (the number indicates CTC standard addressed)

M/S = Moderate/Severe Education Specialist Competency (number indicates CTC standard addressed)

K = Competence at **knowledge** level

A = Competence at **application** level

Competencies in Working with Learners with Severe Disabilities

Through coursework and practicum experiences, each participant will:

1) demonstrate knowledge of legal mandates, policies, and regulations governing specialized health care services and how the services may be delivered;

2) demonstrate knowledge and skills to work with families and allied school and health personnel (e.g., nurses, physicians, communication specialists, teachers) as a member of a transdisciplinary team;

3) demonstrate knowledge and skills to interact safely (e.g., proper handling and positioning methods, equipment use, health considerations) with students with sensory, health care and mobility issues;

4) demonstrate knowledge and skills to assess and determine the needs of students with moderate-severe disabilities in academic, independent life skills, cognitive, social/emotional, motor, verbal and non-verbal communication and behavioral domains;

5) demonstrate knowledge and skills to implement various approaches for educating students with Autism;

6) demonstrate skill in arranging learning environments to accommodate sensory, mobility, and specialized health care needs so as to maintain student dignity and optimize student independence;

7) demonstrate knowledge and skills to develop and implement IEPs and ITPs for students with moderate-severe disabilities;

8) demonstrate knowledge and skills to develop and implement accommodations and modifications to enable students' participation in school and community (i.e., home, recreation, vocational) experiences;

9) demonstrate knowledge of legal mandates and regulations governing specialized health care services and how the services may be delivered;

10) demonstrate knowledge and skills to provide and procure support to families of children with multiple health, educational, and social needs;

11) demonstrate knowledge and skills to implement various positive behavioral change approaches (e.g., TEACCH, pivotal responses, discrete trial, floor time, social stories);

12) demonstrate knowledge and skills to develop and implement IFSPs, IEPs, and ITPs for students with moderate-severe disabilities and to collaborate with others to facilitate student progress in their programs of education and services;

13) demonstrates skills in collaboration with others to facilitate and increase student's skills across the areas of their education program including skills in communication, academics, and sociability;

14) demonstrate knowledge and skills in developing and implementing functional curriculum and instruction to promote:
   a) personal care skills and address sexuality issues,
   b) critical academics and language skills,
   c) practical and purposeful nonverbal communication skills,
   d) domestic and daily living skills,
   e) community skills through community-based instruction,
   f) employment skills and employment options,
   g) integrated community recreation and leisure opportunities,
   h) transition to adulthood and supports to promote quality life experiences as an adult,
   i) post-secondary education options.

Authorization to Teach English Learners
This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

Teacher Performance Expectation (TPE) Competencies
The course objectives, assignments, and assessments have been aligned with the CTC standards for the Special Education Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course: (these will be handed out in class.

College of Education Attendance Policy
Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).* Students arriving late, leaving early or returning late from break shall receive participation point deductions.

Students with Disabilities Requiring Reasonable Accommodations
Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course and Administrative Requirements

EDMX 634 Attendance Policy: A good student is one who adheres to standards of dependability and promptness. This course is comprised of both F2F and Web Based Instruction (WBI) class sessions across a six week period. Students who miss more than one of the F2F class sessions of this course; or who are late for, or leave early from two or more F2F sessions of this course, will be unable to receive a grade of (A). Students missing more than two F2F class sessions, or who are late or leave early from three or more F2F sessions will be unable to receive a passing grade for this course (C+ or better). Attendance at WBI sessions is credited for completion of posting by the date and time assigned.

WBI Requirements: Students are required to keep up with the Web Based Instruction (WBI) component of this course. Due to the fast pace of this course, Discussion Board (DB) prompts MUST be posted on the date they are due. **Late postings will not be accepted.** Be sure to check the Discussion Board for the prompts and assignments for each WBI session of class. Be sure to respond to each of the professor's prompts. The work for each session is to be completed prior to attending class. The specific due dates are listed in the course schedule.

Confidentiality for the Course:
Never give your log in and password to anyone else to log in and post or send message on your behalf. This is a strict policy of privacy to protect all people in the course.

Assignment Policy: Each assignment is due on the date indicated on the syllabus. Keep a hard copy of each assignment turned in. Burden of proof of assignment completion is upon the student.

   ▪ **I DO NOT ACCEPT ASSIGNMENTS AS E-MAIL/COURSE MAIL ATTACHMENTS OR EMBEDDED WITHIN E-MAILCOURSE MAILS.**

   ▪ Students are required to keep a copy of all work in case any work becomes lost. All proof of work accomplished is the responsibility of the student.

   ▪ It is strongly advised that students keep up with the assignments from session to session.

   ▪ Plagiarism of any type will result in a failing grade. Students making unauthorized copies of copyrighted microcomputer software will receive a failing grade.

NOTE: If you have extraordinary circumstances in your life which impact upon your attendance or assignments, please let us know. If you have any questions or concerns, please contact the instructor.

Academic Requirements
EDMX 634 (4 credits)
Assignments and Points for Meeting Course Objectives

Face 2 Face Components (F2F)   **420**
Collaboration/Participation 8 sessions   120 (15 points per class meeting)
Study Guides (5) (hand in hard copy)   100 (20 points for each Study Guide)
Resource Area Report for File (RAP) (group)   100
  Power Point Presentation on RAP   20
  Individual points on RAP 20   20
*Individual Class Resource Binder Check Off   60

Web Based Instruction (WBI) Components 250
  Participation in discussion board postings
      Response to Instructor's Prompts   150
        (5 sessions @ 30 points each)
      Response to postings of peers   50
        (10 points per session)
  Course Reflection: Web CT   50
    using the assignment tool

Field Based Components (FBC)   **110**
Practicum Participation Log:
These 100 points include the following products:
Daily Reports: 50 (5 @ 10 = 50) for five days in the field
Leisure Time Report   40 (1 @ 40 = 40) for one community-based activity observation
Risk Forms   05
Time Sheet (signed)   10
Master Teacher Eval Sheet   05

TOTAL POINTS: 780

*All work for this course will be organized into a large binder to be checked off by Dr. Parsons on the second to the last night of the course. Sections of the binder are to be tabbed.
    Sections for the Individual Class Binder:

      Table of Resources: titles of each section with descriptor for content.

      Handouts of Guest Speakers by topic (e.g. parents, agencies, TEACCH, etc.)

      Handouts from lectures, other resources

      Handouts must be organized into sections with dividers for easy location

      Resource Area Reports (group assignment)

      Field logs and the leisure time activity report

Note: you should devote/plan on six hours of work outside of class time for the completion of the F2F related and work in this class. For the Thursdays on WBI not F-2-F, you should plan on nine hours of work (3 class hours plus six hours of prep)

Collaboration/Participation (**15 points per class session**)

Purpose: Please see the EDMX 634 attendance policy stated above on page four.

Experts in the education community are scheduled for each class so make ups for missed class sessions are all but impossible. The field of working with individuals with moderate - severe disabilities requires knowledge of many and varied resources and agencies. The purpose of the F2F portion of the course is to provide participants with an opportunity to demonstrate their understanding of critical aspects of this course and application of these ideas to professional practice while interacting with a professional learning community. Do not miss class on campus nights. If an emergency situation arises, please contact Dr. Parsons about your absence.

Description:
Be sure to read COE attendance policy and the Please see the EDMX 634 attendance policy stated above. This course meets in an intensive time period.   While this is an advantage to student's summer schedules, it requires very dedicated and consistent attendance during the course.   These points are awarded on the basis of arriving on time, having assignments completed and ready, staying the entire time of the class. collaborating and cooperating with fellow students and the professor, and overall professional attitudes demonstrated while in class.

Much work for this course is collaborative. In real life, all team members must collaborate and participate in order to accomplish any completed project. Team members are expected to be considerate and group minded in scheduling working sessions to complete course assignments.

Criteria for Grading Participation:
Participation points will be assigned on the following criteria: collaborative cooperation in all class activities and group assignments; enthusiasm for the content and activities; respect for the speakers; patience and flexibility with the technology/materials.

 Arrive on time with **all reading completed,** and stay the full time of the class session.

When in the computer lab, appropriate use of the lab, hardware and software is required. Respect for the lab environment and equipment, e.g. **absolutely not food or drink in the lab.**

Study Guides on the Text:
The questions to be addressed for each of the Study Guides are provided prior to the due date. These Study Guides are also posted on the course web site under the Documents section, and are included in your bound reader. There are two questions per chapter.   Study Guides are **due in hard copy at the beginning of the class period they are due. No electronic attachments or e-mail messages of assignments will be accepted.**

Purpose:
To assure that all readings are completed with critical thought and reflection before the class period in which they are discussed. Because group activities and other active learning procedures are used to introduce and reinforce substantial amounts of material covered in this course, **the assumption that the readings have been completed prior to class is essential to effective course learning**.

Description:
     Participants will provide typed responses to specific questions provided by the professor on each of the reading assignments during this course. Together, these questions will provide a summary of your readings. The responses to these Study Guides must be typed. This assignment must be turned in at the beginning of class the night each is due. Due dates are specified on the course schedule in this syllabus.

     These are to be placed in a section for Study Guides in your Class Binder. Participants must also be present in class and prepared to discuss the reading assignments in order to receive full credit for this assignment.

Criteria for Evaluation:
     Study Guides completed and turned in on time in hard copy on each due date.
     Study Guides are complete, thorough; address all materials and questions,
        and are well thought out and well written. Read, Reflect, Write
      No late assignments accepted.

RAP Resources Area Projects (100 points)
Purpose:
The Resource Area Report provides the opportunity to study and research an area in moderate-severe disabilities. The topic must be approved by Dr. Parsons. This might be a particular curriculum area, or approach to teaching. It may also be a particular are of disability. They will be presented the second to the last night of the course. This provide the opportunity to expand the content of the course in areas of specific interest to the classmates.

Criteria for Evaluation:
Follow the format provided in class. Research and write about the topic in depth, and share the work evenly across the group members. An outline and criteria for this project will be provided in class.

Individual Class Resource Binder ((80 points)
Purpose:
There will be many handouts and other resources provided during class session. The binder will help you to organize your work for the course and maintain it as an organized resource for your future reference.

Sections for the Individual Class Binder:

1. Table of Resources: titles of each section with description/list of content.

2. Handouts of Guest Speakers by topic (e.g. parents, agencies, TEACCH, etc.)

3. Handouts from lectures, other resources

4. Handouts must be organized into sections with dividers for easy location

5. Resource Area Reports (group assignment)

6. Practicum Logs and Leisure time Activity Report

WBI Web Based Instruction component on WebCT: 250 points)

Purpose:
The Web Based Instruction (WBI) component of this course enhances the instruction across all areas and topics. Discussion Board (DB) work prepares you for the content to be covered in the class sessions and for the many guest speakers we have from the community. You will also explore and report upon the myriad web sites and web based resources available in the field of moderate – severe disabilities.

Evaluation of Web Based Instruction Policy:
There are two components to the WBI Discussion Board portion of this course. Posting your own response to each of the prompts posted by the professor, and posting responses to the posting of peers when indicated in the professor's prompt. Student postings of responses are well thought out, well written, thorough, address every portion of the professor's prompt, and are posted on time. When asked to respond to the posting of a peer, these are also well formed and professional.

The response to classmates must be thoughtful posts and not just "I agree with my classmate", or "ditto", or "I think the very same thing". Responses to peers should be in complete thoughts and constructed of several sentences. You may want to compose off line in Word and then copy and paste your well thought out responses into the message area of your reply before posting.

WBI components on the course WebCT site are due on the date and time on the course schedule. Later posting will not be accepted.

Please note that "technical difficulties" are not a rationale for late work. You can get internet access in the open labs here at Cal State San Marcos.

Field Based Components of EDMX 634 (110 points)

This advanced practicum is a required portion of the course, if not completed by June 28th with all field reports filed failure of the course will be the result

> Five Daily Logs from Advanced Practicum
> > (these are due **the class session** after completion of the practicum)
>
> One Leisure Time Report
>
> Time Sheet with signatures
>
> Risk Forms
>
> Master Teacher Evaluation Form

CALCULATION OF COURSE GRADE

Points will be totaled for all assignments and percentages will be calculated. Grades are then computed according to the following

GRADING SCALE: (represents percentages of total points)

A	93	A-	90
B+	87	B	83
B-	80	C+	77

Note: Any grade < C+ results in failing the class as courses with a grade < C+ cannot be applied to your credential.

Criteria for Course Grading: (CSUSM General Catalog for l996-97, page G-3)
A (Excellent): Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.

B (Good): Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.

C (Satisfactory): Performance of the student has been at an adequate level, meeting the basic requirements of the course.
NOTE: The minimum acceptable grade for courses in the professional education sequence is C+, but a B average must be maintained.

D (Passing): Performance of the student has been less than adequate, meeting only the minimum course requirements.

F (Failing): Performance has been such that minimal course requirements have not been met.

NOTES:
The Course Schedule Will Be Handed Out In Class

Formats For The Assignments Are Posted To The WebCT Documents Section