

**EDMX 634: Working with Students with Severe Disabilities**  
**First Six Week Summer Session, 2004 4 credit hours**  
**Tuesdays & Thursdays from 4:00 – 9:50 p.m. May 25<sup>th</sup> through July 3<sup>rd</sup>, CRN# 30181**

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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.

**CLAD Infusion**

In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

**COURSE DESCRIPTION:**

This is the capstone course for completion of the credential in moderate-severe Disabilities at CSU San Marcos. Students will enter this course from a variety of backgrounds and with varying levels of teaching experience. Registration is upon consent of the instructor. You will participate in a variety of field experiences requiring observation and teaching of students with moderate-severe disabilities in the schools, and leisure time activities in the community.

**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/or their equivalent or approval of the instructor, and EDMX 633. 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.

**CATALOG 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. (2000). *Instruction of students with severe disabilities* (5<sup>th</sup> 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.**

**Required Materials:**

CSUSM Print Card      Large D-Ring Binder      Zip Diskette      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	M/M/S	M/S	M/S	M/S
13	24	25	26	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 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, 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 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,
- 13) 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.

## Administrative Requirements

**Coe Attendance Policy:** A good student is one who adheres to standards of dependability and promptness. This course is comprised of eight F2F class sessions across a six week session. Students who miss more than one of the eight 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).

Students are required to keep up with the Web Based Instruction (WBI) component of this course. **Due to the fast pace of this course, DB prompt MUST be posted in the week they are due. Late postings will not receive full points.** Be sure to check the Discussion Board for the prompts and assignments for each 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 syllabus course schedule.

**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.**

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

**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.** These 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.

**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.**

**Discussion Board Postings:** Students must post responses to the Discussion Board prompts before the end of that session of class (by the Monday prior to the next Tuesday evening F2F session). These specific dates are listed on your syllabus. Every student is also required to read and respond to at least one posting of peers in the class each session as indicated.

**Evaluation of Postings:** 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.

**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**

<b>Face 2 Face Components (F2F)</b>	<b>340</b>
Collaboration/Participation (8 F2F 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 Class Resource Binder Check Off:	60
<b>Web Based Instruction (WBI) Components</b>	<b>250</b>
<b>Participation in discussion board postings</b>	
Response to Instructor's Prompts	150
(5 sessions @ 30 points each)	
Response to postings of peers	50
(10 points per session)	
<b>Course Reflection:</b> sent via course mail	50
<b>Field Based Components (FBC)</b>	<b>110</b>
<b>Practicum Participation Log:</b>	
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	10
Time Sheet (signed)	10
<b>TOTAL POINTS:</b>	<b>700</b>

\*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.

**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 (20 points per class session)**

**(If you have extenuating circumstances/emergencies, please speak with Dr. Parsons)**

**Purpose:** A good student is one who adheres to standards of dependability and promptness.

This course is comprised of eight F2F class sessions across a six week session. Students who miss more than one of the eight 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).

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 stated above under administrative requirements. 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. 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.

**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.

Late assignments will receive reduced credit.

**\*Sections for the Individual Class Binder:**

**Table of Resources: titles of each section with description of content.**

Resource Area Reports (group assignment)

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

**Practicum Participation Log on practicum work in the field: (keep these in a folder):**

Daily Reports (5) (these are due **one session** after completion of the practicum)

**The following reports are due by June 29<sup>th</sup>.**

Five Daily Logs from Advanced 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 1996-97, 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**