Course Description:

This course provides skills necessary for teaching students with physical, health and multiple disabilities, as well as those with emotional and behavioral disorders. The course focus will be on the systematic instruction for these students, life skills, transitioning, managing behaviors and medical issues. Students complete a one-hour practicum, spending 30 hours in a Life Skills or Behavioral classroom for those students who are not teaching or a special classroom project for those currently teaching in a special education setting.

This course is available at the undergraduate and graduate levels. Undergraduate courses are listed as 4000-level courses; graduate courses are listed as 5000- or 6000-level courses according to university policy.

Course Outcomes:

The students will be able to:

1. state the impact and implications of physical and multiple disabilities and emotional disturbance.

2. conduct assessments to determine instructional needs

3. use teaching strategies to aid in the adaptation and instruction in content areas for students with severe disabilities.

4. use specialized curricula to make accommodations for students to increase personal independence, integration into the community and self-determination

5. state the purpose and steps in functional assessments, as well as the methods for making a functional analysis

6. determine and implement behavioral interventions for various types of behavior.
Course Objectives: (For more details, refer to the Tennessee Professional License Standards)

Primary Objectives

At the conclusion of this course, students will be able to:

1. Understand how students learn and develop and provide learning opportunities that support student intellectual, social and personal development. (DOE Standard 2)
2. Understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners. (DOE Standard 3)
3. Use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom. (DOE Standard 6)
4. Know, understand, and use the central concepts, tools of inquiry and structures of the discipline(s) they teach and can create learning experiences that develop student competence in the subject matter. (DOE Standard 1)

Secondary Objectives

5. Understand and use a variety of instructional strategies to encourage development of critical thinking, problem solving and performance skills in students. (DOE Standard 4)
6. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation. (DOE Standard 5)
7. Plan instruction based on knowledge of subject matter, students, the community, and curriculum goals. (DOE Standard 7)
8. Know, understand and use formal and informal assessment strategies to evaluate and ensure the continuing intellectual, social and physical development of the learner. (DOE Standard 8)
9. Be reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. (DOE Standard 9)
10. Foster relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well-being. (DOE Standard 10)
11. Use technology and technology based resources to facilitate developmentally appropriate student learning. (DOE Standard 11.a.)
12. Use technology to enhance their professional growth and productivity. (DOE Standard
13. Effectively use and manage all technology available to them and explore the uses of emerging resources. Promote the equitable, ethical and legal use of technology resources. (DOE Standard 11.c.)

14. Demonstrate advanced ability to articulate the rationale for non-categorical programming for children with disabilities. (DOE M I.A)

15. Demonstrate advanced knowledge of the etiology of moderately and severely disabling conditions. (DOE C I.A)

16. Demonstrate advanced ability to identify psychological, physical, educational, medical, behavioral, and learning characteristics and needs of individuals with various disabilities. (DOE II.G)

17. Demonstrate advanced ability to describe etiologies and characteristics of mildly disabling conditions, of physical and health disabilities, and of conditions affecting individuals with learning disabilities. (DOE M.I.B)

18. Demonstrate advanced knowledge of cognitive developments, including variable growth and behavior patterns. (DOE I. A)

19. Demonstrate advanced knowledge of seizure disorders and types and transmission routes of communicable diseases.(DOE II. H; CEC 8.K.3)

20. Demonstrate advanced knowledge of common etiologies and the impact of sensory disabilities on learning and experience. (CEC 2.K.5)

21. Demonstrate advanced ability to describe and differentiate between normal and abnormal growth and development. (DOE I.E)

22. Demonstrate advanced knowledge of specialized health care practices, first aid techniques, and for medically relevant interventions necessary to maintain the health and safety of individuals with disabilities in a variety of educational settings. (CEC/FIC 5.K.4)

23. Demonstrate advanced knowledge of legislation, regulations, and litigation related to the field of special education. (DOE II.D)

24. Demonstrate advanced knowledge of the origin, development, and application of the principles of normalization and least restrictive environment. (DOE II.C)

25. Demonstrate advanced ability to identify the prevalence/incidence of individuals with various disabilities; understanding the need to maintain natural proportions in community-based instruction. (DOE II.B)

26. Demonstrate advanced knowledge of the history, educational philosophies, definitions, etiologies, and classification systems for the various handicapping conditions. (DOE II.A; CEC/FIC I.K.2)

27. Demonstrate advanced knowledge of language development, both receptive and expressive. (DOE I.C)

28. Demonstrate advanced knowledge of cognitive development and that early experience of children contribute to individual differences in cognitive development. (DOE I.B)

29. Demonstrate advanced knowledge of psychological and social-emotional characteristics of individuals with disabilities. (CEC/FIC 2.K.3; CEC 2.K.4)

30. Demonstrate advanced knowledge of the continuum of placement and services model, including alternative programs available for individuals with disabilities. (CEC 1.K.4;
CEC/FIC 1.K.3)
31. Demonstrate advanced knowledge of the historical foundations, philosophies, theories and classic studies including the major contributors, and major legislation that underline the growth and improvement of knowledge and practice in the field of special education. (CEC 1.K.4; CEC/FIC 1.K.3)
32. Demonstrate advanced knowledge of current educational terminology and definitions of individuals with disabilities* including the identification criteria and labeling controversies, using professionally accepted classification systems, and current incidence and prevalence figures. (CEC 1.K.1)
33. Demonstrate advanced knowledge of differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare. (CEC 1.K.3)
34. Demonstrate advanced knowledge of the legal system to assist individuals with disabilities. (CEC 1.K.5)
35. Demonstrate advanced knowledge of evolution and major perspectives from medicine, psychology, behavior, and education of the definitions and etiologies of individuals with disabilities. (CEC 1.K.2)
36. Demonstrate advanced knowledge of the impact of language development on the academic and social skills of individuals with disabilities. (CEC 4.K.3)
37. Demonstrate advanced knowledge of the impact of disabilities on auditory skills. (CEC 4.K.4; CEC/FIC 4.K.3)
38. Demonstrate advanced knowledge of common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities. (CEC 6.K.4)
39. Demonstrate advanced ability to articulate the teacher’s ethical responsibility to non-identified individuals who function similarly to individuals with disabilities. (CEC 8.S.2)
40. Demonstrate advanced ability to delineate the principals of normalization versus the educational concept of “least restrictive environment” in designing educational programs for individuals with disabilities. (CEC/FIC 1.S.2)
41. Demonstrate advanced ability to describe and define general developmental, academic, social, career, and functional characteristics of individuals with disabilities as they relate to levels of support needed. (CEC 2.S.1)
42. Demonstrate advanced knowledge of continuum of alternative placements and programs available to individuals with disabilities; state, provincial, and local services available; and the advantages and disadvantages of placement options and programs within the continuum of services. (CEC/FIC 6.K.2)
43. Demonstrate advanced ability to maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities. (CEC/FIC 8.S.4)
44. Demonstrate advanced knowledge of physical development, physical disability, and health impairments as they relate to the development and behavior of individuals with disabilities. (CEC 2.K.1)
Prerequisites and Corequisites:

TEAS 4001, TEAS 4003, TEAS 4004, TEAS 4005, TEAS 4006, TEAS 4007, TEAS 4008. These courses are the foundation for successful completion of this course.

Course Topics:

- Definitions, support, issues and services in schools and communities
- Physical Disabilities
- Health impairments, Infectious diseases and Cerebral palsy
- Assessment of Severe disabilities for instructional purposes
- Curriculum options
- Teaching life skills
- Teaching in the content areas
- Transition and self-determination
- Defining behavior disorders
- High and low incidence behaviors
- Assessment and identification
- Functional assessments
- Managing specific behaviors in the classroom
- Effective teaching of students with ED School wide management programs
- Transitions and issues educating students with behavior disorders

Specific Course Requirements:

- Undergraduate students complete all requirements of the 8 course modules.
Graduate students are required, in addition to the course module requirements, to submit an 8-10 page research paper, double-spaced, and APA style using resources from referred journals no older than 1998. Topic should focus on some pertinent aspect or issue relative to the disability(ies) presented during this course. All topics must be approved by the instructor. (This paper is worth 100 points). The points earned will be added into the overall average for a final course grade.

Students are required to complete the following course module assignments/tasks:

1. Read chapters in textbook which correspond to the content in each module. The chapters along with a study guide are listed in the “Module Guide”. Students will then go through the presentations (presentations are based on the important content in the chapter) and will complete activities assigned in the modules which includes a set of reflective questions that students will answer and submit to the assignments Dropbox (10 points each). Each module contains a specific activity which is to be completed and submitted to the Dropbox (10 points each). Information on how to use the Dropbox can be located at the RODP D2L User Guides link located on the left side of the course home page. Modules require participation in online discussions/posting on the discussion boards. (15 points per module) Each module guide contains a specific discussion question or topic to be addressed. The total is 280 points; 8 activities @ 10 points each, 8 sets of reflective questions @ 10 points each, and 15 points for participation with questions/comments to the discussion board for each of the eight modules for a total of 120 points. To meet the participation requirement, there must be at least one original question or comment (10 points) and a response to at least one posting by another person (5 points) for each module for a total of 15 points per module.

2. Complete eight quizzes and a final exam (120 points; 8 quizzes @ 10 points each and a final for 40 points).

The questions on the quizzes and on the final exam will be based on the presentations/reflective questions, textbook readings, and supplemental materials posted in the modules. The common question types on the quizzes will be multiple-choice, true and false and fill-in-the-blanks. The final is comprehensive, i.e., will cover all the modules.

Desire2Learn is the official course management tool for RODP. Students should be skilled in using the tools of Desire2Learn especially the e-mail, discussion board, assignment drop-box, and assessment. An online tutorial website is also available that will explain and demonstrate each of the tools. You may also contact your home university for a hands-on training of how to use Desire2Learn.

Students should be skilled in using WORD, sending and receiving e-mails with attachments. Skilled in using a web browser to connect to websites (Internet Explorer). Skilled in developing PowerPoint presentations and sending them by e-mail attachment.
*Note: Students in need of assistance in acquiring these skills may contact their home university campus content for on-site assistance and training in the noted areas.

Required Textbooks:

Please visit the Virtual Bookstore to obtain textbook information for this course. Move your cursor over the "Books" link in the navigation bar and select "Textbooks & Course Materials." Select your Program, Term, Department, and Course; then select "Submit."

Hardware and Software Requirements:

Minimum hardware requirements can be found here.

Minimum software requirements can be found here.

Common applications you might need:
To read a PDF file download the latest version of Adobe Reader here
Don't have Microsoft Word? Explore an alternative OpenOffice here
Accessing a PowerPoint file? Download the PowerPoint Viewer here

Web Resources:

Purdue OWL Online Writing Lab (for APA, MLA, or Chicago style)
The Writing Center Online Writer's Handbook

Student Resources:

- Technical support information can be found on the TN eCampus Help Desk page.
• Smarthinking virtual tutoring is available **FREE** of charge. to access Smarthinking, visit the course homepage and select Smarthinking under Course Resources. You also view sample sessions to see what Smarthinking offers and how it works.
• Information on other student issues or concerns can be located on the TN eCampus Student Resources page.

**Instructor Information:**

Please see "Instructor Information" in the Getting Started Module for instructor contact information, virtual office hours, and other communication information. You can expect to receive a response from the instructor within 24-48 hours unless notified of extenuating circumstances.

**Testing Procedures:**

All tests will be online and must be taken during the designated testing period of time.

**Grading Procedures:**

Students will be graded on the quality of their work on items that will reflect their competencies of the course objectives. Students will also be graded on their participation in the discussion segment of this course. High achievement in this course will be demonstrated by posting more than the minimum of postings per module that are thought provoking and demonstrate a thorough knowledge of the reading material as well as raising additional questions about the information presented. All assignments should be submitted on time, complete, and are examples of exemplary work.

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<tr>
<th>Undergraduate Assignments</th>
<th>Number of Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Module Activity</td>
<td>Number of Assignments</td>
<td>Points</td>
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<tr>
<td>Module Activity</td>
<td>8 activities A 10 points each</td>
<td>80 points</td>
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<tr>
<td>Reflective Questions</td>
<td>8 set of questions @ 10 points each</td>
<td>80 points</td>
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<tr>
<td>Discussions</td>
<td>8 topics @ 15 points each</td>
<td>120 points</td>
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<tr>
<td>Quizzes</td>
<td>8 quizzes @ 10 points each</td>
<td>80 points</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td>Module Activity</td>
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<td>80 points</td>
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<tr>
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<tr>
<td>Final Exam</td>
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<td>40 points</td>
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<tr>
<td>Paper</td>
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<td>100 points</td>
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<tr>
<td>Total Points</td>
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Grading Scale:

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<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D (This grade is not available at the graduate level at all universities)</td>
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Assignments and Projects:

Students must complete all the assignments noted in each modules. Each module will contain assigned readings, information presentations, activities, and website exploration. Students will complete papers, projects, lesson plans, and quizzes in each module. These assignments will be graded based on specifications which are included within this course.

Class Participation:
Class participation represents a portion of your grade and is measured by your participation in the weekly discussion board. The weekly discussion is based on the assigned readings and other projects and student answers must indicate a thorough understanding of those readings and projects. Answers must be thoughtful, reflective, and thorough. Students will receive a grade for discussion posting. It is each student's responsibility to submit assignments for each module on time. Modules must be completed in numeric order.

Late Policy:

Students are expected to log in a minimum of four to five times per week. All assignments must be completed on or before the due dates.

Course Ground Rules:

The following two statements (1., 2.) were derived from the TBR System-wide Student Rules document, released January 2012:

RULES OF THE TENNESSEE BOARD OF REGENTS STATE UNIVERSITY AND COMMUNITY COLLEGE SYSTEM OF TENNESSEE SYSTEMWIDE STUDENT RULES CHAPTER 0240-02-03 STUDENT CONDUCT AND DISCIPLINARY SANCTIONS

Read the document in its entirety here.

1. Standards of Conduct:

   • Students are required to adhere to the same professional, legal and ethical standards
of conduct online as on campus. In addition, students should conform to generally accepted standards of "netiquette" while sending e-mail, posting comments to the discussion board, and while participating in other means of communicating online. Specifically, students should refrain from inappropriate and/or offensive language, comments and actions.

2. **Review the TN eCampus Academic Integrity/Academic Honesty Policy**:

   - In their academic activities, students are expected to maintain high standards of honesty and integrity. Academic dishonesty is prohibited.

Such conduct includes, but is not limited to:

- an attempt by one or more students to use unauthorized information in the taking of an exam
- to submit as one’s own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person,
- or to knowingly assist another student in obtaining or using unauthorized materials.

Plagiarism, cheating, and other forms of academic dishonesty are prohibited.

Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are subject to disciplinary action through the regular procedures of the student’s home institution. Refer to the student handbook provided by your home institution to review the student conduct policy.

In addition to other possible disciplinary sanctions that may be imposed, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course.

**Other Course Rules:**

Students are expected to:

- Participate in all aspects of the course
- Communicate with other students
- Learn how to navigate in Brightspace
- Keep abreast of course announcements
- Use the assigned course management (Brightspace) email address rather than a personal email address
- Address technical problems immediately:
  - [Contact Technical Support](#)
  - [View Term Calendar here](#)
- Observe course netiquette at all times.
Guidelines for Communications:

Email:

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Do not send large attachments without permission.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members

Discussions:

- Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
- Try to maintain threads by using the "Reply" button rather starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other’s ideas.
- Be patient and read the comments of other group members thoroughly before entering your remarks.
- Be cooperative with group leaders in completing assigned tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

Library:

The Tennessee Virtual Library is available to all students enrolled in TN eCampus programs and courses. Links to library materials (such as electronic journals, databases, interlibrary loans, digital reserves, dictionaries, encyclopedias, maps, and librarian support) and Internet resources needed by learners to complete online assignments and as background reading will be included within the course modules. To access the Virtual Library, go to the course homepage and select the Virtual Library link under Course Resources.

Students with Disabilities:

Qualified students with disabilities will be provided reasonable and necessary academic accommodations if determined eligible by the appropriate disability services staff at their home
institution. Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility for specific accommodations from the disability services staff at the home institution. It is the student's responsibility to initiate contact with their home institution's disability services staff and to follow the established procedures for having the accommodation notice sent to the instructor.

**Syllabus Changes:**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course bulletin board.

**Disclaimer**

The information contained in this syllabus is for general information purposes only. While we endeavor to keep this information up-to-date and accurate, there may be some discrepancies between this syllabus and the one found in your online course. The syllabus of record is the one found in your online course. Please make sure you read the syllabus in your course at the beginning of the semester. Questions regarding course content should be directed to your instructor.