Texas A&M University  
Departmental Request for a New Course  
Undergraduate + Graduate + Professional  
• Submit original form and attach a course syllabus.  

1. This request is submitted by the Department of  Educational Psychology  

2. Course prefix, number and complete title of course: SPED 641 - Low-Incidence Instruction for Individuals with Significant Support Needs  

3. Course description (not more than 50 words): Examination of how particular types of low-incidence disabilities; including mental retardation, autism, physical disabilities, traumatic brain injury, deafness, blindness, multiple disabilities, and other health impairments, affect academic and job performance. Current methods for teaching individuals with low-incidence disabilities, including an overview of Adaptive/Assistive Technology (AT) solutions.  

4. Prerequisite(s)  

5. Is this a variable credit course?  □ Yes  □ No  If yes, from _____ to _____  

6. Is this a repeatable course?  □ Yes  □ No  If yes, this course may be taken _____ times. Will the course be repeated within the same semester/term?  □ Yes  □ No  

7. Has this course been taught as 289/489/689?  □ Yes  □ No  If yes, how many times?  1  Indicate the number of students enrolled for each academic period it was taught. 18 predicted  

8. This course will be:  
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)  
   M.A. and Ph.D in Educational Psychology  
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)  

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.  Attach approval letters.  

10. Prefix  Course #  Title (excluding punctuation)  
    SPED 641  Low-Incidence Instruction  

    Lect  Lab  SCH  Subject Matter Content Code  Admin. Unit  Acad. Year  FICE Code  
    0  3  0  0  0  3  1  3  1  0  0  7  0  0  0  4  0  9  2  0  0  9  -  1  0  0  0  3  6  3  2  

    Approval recommended by:  

    Head of Department  Date  

    Head of Department (if cross-listed course)  Date  

    Submitted to Coordinating Board by:  

    Director of Academic Support Services  Date  

Questions regarding this form should be directed to Sandra Williams at 845-8836.  
OAR/AS – 04/07
SPED 641
Low-Incidence Instruction for Individuals with Significant Support Needs
Summer 2008
M-F 2:00 – 4:30
HARR 717

Professors:
Laura M. Stough, Ph.D.
Elearning.tamu.edu
Department of Educational Psychology
724 Harrington
(979) 845-8257
E-mail: Use elearning.tamu.edu e-mail

Glenda Byrns, Ph.D.
Elearning.tamu.edu
Department of Educational Psychology
701A Harrington
(979) 862-2289
E-mail: Use elearning.tamu.edu e-mail

Office Hours:
Face to face hours immediately following class. Virtual office hours through e-learning each morning M-F (except holidays).

Course Description:
Examination of how particular types of low-incidence disabilities; including mental retardation, autism, physical disabilities, traumatic brain injury, deafness, blindness, multiple disabilities, and other health impairments, affect academic and job performance. Current methods for teaching individuals with low-incidence disabilities, including a comprehensive overview of Adaptive/Assistive Technology (AT) solutions for persons with special needs.

Prerequisites: Graduate standing, permission of Department Head

Course Objectives:
At the end of this course, students who have successfully completed the requirements will be able to:
- Demonstrate knowledge of three primary areas of educational debate in the area of low-incidence disabilities.
- Identify and describe 10 primary teaching strategies used in teaching and training students with low-incidence disabilities.
- Demonstrate two teaching strategies appropriate for individuals with low-incidence disabilities as part of micro-teach sessions.
- Demonstrate emergent competencies in teaching students with low-incidence disabilities.
- Given a scenario of an individual with moderate to severe disabilities, appropriately suggest and design programming for that individual.
- Gain a broad knowledge of the definition of AT.
- Explore current technology available to assist students with disabilities.
- Demonstrate implementation techniques.
- Understand why assistive technology fails.
- Explore low-end, middle-end, and high-end technology.

Required Text:


**Additional Required Readings:**
Additional course readings are available for purchase at Copy Corner at 2307 Texas Avenue South in College Station.

**Attendance:**
Attendance is essential in that this is part of our Intensive Summer Institute. Your attendance each day is mandatory. This will be a hands-on methods class that incorporates many activities. Also, approximately 50% of the points for the test will come from class lectures or activities. While we do not directly grade your participation in class, it is our expectation that you will contribute frequently and knowledgeably to our discussions. If you know you will be missing a class, please call us or leave a message on our voice mails. Students are expected to provide the instructor with appropriate documentation, according to the Texas A&M University student rules, in order for an absence to be considered excused.

**Course Expectations:**
Your grade will be based on a 100-point scale. We do not curve grades. For each assignment or exam, you will receive the amount of points described below. At the end of the semester we will assign a grade as follows:

- 90-100 pts. = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- 59 and below = F

While our expectations are high regarding written work and your participation during class, we are quite willing to answer any and all questions you might have about an assignment and to work with you in developing your ideas. Our primary goal is that you are 1) knowledgeable about issues relating to and characteristics of individuals with low-incidence disabilities, and 2) able to appropriately design instruction for students with low-incidence disabilities, and that you can apply what we do in class in your roles as teachers and service providers.

**Assignments:**
Assignments should be handed in at the beginning of class to me on the day that they are due. They should be typed, completed to APA standards, and should follow the format described for that assignment. Late assignments (those handed in within one week of the due date) will receive half credit. After one week late assignments are not accepted. For excused absences, make-up assignments will need to be arranged with the instructor for any assignment that is missed.

Points given for each assignment for the course follows:
1. Case Study Assignment 20 points  
2. Universal Design Lesson 20 points  
3. Test 20 points  
4. Instructional and AT Design Project 40 points  
TOTAL 100 points

College of Education and Human Development on Tolerance: 
We, the faculty of the College of Education and Human Development, value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A&M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence, or hate crimes, and we insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community.

Texas A&M Academic Integrity Statement:  
“An Aggie does not lie, cheat, or steal or tolerate those who do.” Please become familiar with the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor. All assignments MUST be turned in with the following statement typed on them and signed by the student:  
“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Signature of Student

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Students with Special Needs: Any student who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

Plagiarism Statement: The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, works, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issues of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 9th</td>
<td>Lecture 1</td>
<td>Characteristics of students with significant support needs</td>
<td>Westling &amp; Fox chapter 1</td>
<td></td>
</tr>
<tr>
<td>June 10th</td>
<td>Lecture 2</td>
<td>Planning Instructional Programs &amp; Conducting Assessments</td>
<td>Westling &amp; Fox chapters 5 &amp; 6</td>
<td></td>
</tr>
<tr>
<td>June 11th</td>
<td>Lecture 3</td>
<td>General Instructional Strategies</td>
<td>Westling &amp; Fox chapters 7 &amp; 8</td>
<td></td>
</tr>
<tr>
<td>June 12th</td>
<td>Lecture 4</td>
<td>Teaching Communication Skills</td>
<td>Westling &amp; Fox chapter 9</td>
<td></td>
</tr>
<tr>
<td>June 13th</td>
<td>Lecture 5</td>
<td>Teaching Personal Care Skills</td>
<td>Westling &amp; Fox chapter 15</td>
<td></td>
</tr>
<tr>
<td>June 16th</td>
<td>Lecture 6</td>
<td>Teaching Recreation and Leisure Skills</td>
<td>Westling &amp; Fox chapter 16</td>
<td>Case Study Assignment Due</td>
</tr>
<tr>
<td>June 17th</td>
<td>Lecture 7</td>
<td>Teaching Academic Skills</td>
<td>Westling &amp; Fox chapter 17</td>
<td></td>
</tr>
<tr>
<td>June 18th</td>
<td>Lecture 8</td>
<td>Teaching Community &amp; Domestic Skills</td>
<td>Westling &amp; Fox chapter 18</td>
<td></td>
</tr>
<tr>
<td>June 19th</td>
<td>Lecture 9</td>
<td>Universal Design</td>
<td>CEC text</td>
<td></td>
</tr>
<tr>
<td>June 20th</td>
<td>Lecture 10</td>
<td>Assistive Technology: Introduction and Legal Aspects</td>
<td>Westling &amp; Fox chapter 19</td>
<td></td>
</tr>
<tr>
<td>June 23rd</td>
<td>Lecture 11</td>
<td>Universal Design Lesson</td>
<td>Handouts</td>
<td>Universal Design Lesson Due</td>
</tr>
<tr>
<td>June 24th</td>
<td>Lecture 12</td>
<td>Assessment for Assistive Technology: Application to Cases</td>
<td>QIAT, SETT, WATI, GPAT &amp; Texas 4-Step</td>
<td></td>
</tr>
<tr>
<td>June 25th</td>
<td>Lecture 13</td>
<td>Assistive Technology Solutions</td>
<td>Handouts</td>
<td></td>
</tr>
<tr>
<td>June 26th</td>
<td>Lecture 14</td>
<td>Instructional and AT Design Project Presentations</td>
<td>Handouts</td>
<td>Instructional and AT Design Projects Due</td>
</tr>
<tr>
<td>June 27th</td>
<td>Final Exam</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>