Course Syllabus – Maymester 2012; 4:30-8:15 PM


COURSE DESCRIPTION
SPED 4330 Individualized Programs For Children with EXCEPTIONALITIES
Emphasis is given to the design and implementation of individualized educational programs (IEP) for children with exceptionalities.

I. RATIONALE
SPED 4330 is designed to provide students with information and practical skills for implementing IEPs.

II. STATE ADOPTED PROFICIENCIES FOR TEACHERS
The state adopted proficiencies for teachers covered in this course are as follows:
Learner-Centered Knowledge. The teacher possesses and draws on a rich knowledge based on content, pedagogy, and technology to provide relevant and meaningful experiences for all students.

Learner-Centered Instruction. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners.

III. TexES COMPETENCIES

STUDENT LEARNING OUTCOMES
Students in the EC-12 Special Education program will:

- demonstrate a depth of knowledge of understanding individuals with disabilities and evaluating their needs;
  (SPED 4310, SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome.)
- demonstrate a depth of knowledge of fostering learning and development for individuals with disabilities;
  (SPED 4320, SPED 4330, and SPED 4335 are linked to this student learning outcome.)
- demonstrate a depth of knowledge of foundations of special education and professional roles and responsibilities of the special education teacher;
  (SPED 4310 and SPED 4330 are linked to this student learning outcome.)
- effectively apply the competencies of a special education teacher in their student teaching experience.
  (SPED 4310, SPED 4320, SPED 4325, SPED 4330, SPED 4335, SPED 4397 and SPED 4398 are linked to this student learning outcome.)

The Special Education (ES 12) Field 161 TexES program competencies covered in this course are as follows:

**DOMAIN I Understanding Individuals with Disabilities and Evaluating their needs.**

**Competency 001**

The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

The beginning special education teacher:

- Knows characteristics of individuals with different types of disabilities, including individuals with different levels of severity and multiple disabilities across eligibility categories, and analyzes the impact of various disabilities on learning experience.
- Knows theoretical explanations for behavioral disorders, and analyzes the varied characteristics of behavioral disorders and their effects on learning.
- Knows different ways that students with and without disabilities learn.

**Competency 002**

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

The beginning special education teacher:

- Applies knowledge of basic terminology used in assessment; knows the uses and limitations of various types of assessment instruments and techniques including methods of monitoring the progress of individuals with disabilities.
- Knows how to interpret and apply information from formal and informal
assessment instruments and procedures, including interpreting various types of scores (e.g., standard scores, percentile ranks, age/grade equivalents).
• Knows how to communicate assessment results appropriately to individuals with disabilities, parents/guardians, administrators, and other professionals.

DOMAIN II Promoting Student Learning and Development

Competency 003
The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.
The beginning special education teacher:

• Knows the role of the Texas Essential Knowledge and Skills (TEKS) in developing Individual Education Program (IEPs) for students with disabilities, and applies skills for sequencing, implementing, and evaluating individual learning objectives.
• Prepares, adapts, and organizes materials to implement developmentally appropriate and age-appropriate lesson plans based on Individual Education Program (IEP) objectives for individuals with disabilities.
• Knows how to collaborate with other professionals to plan, adapt, and implement effective instruction in the least restrictive setting for individuals with disabilities.
• Identifies ways in which technology can assist in planning and managing instruction for individuals with disabilities.

Competency 004
The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.
The beginning special education teacher:

• Applies procedures for ensuring a safe, positive, and supportive learning environment in which diversities are valued, and knows how to address common environment and personal barriers that hinder accessibility for and acceptance of individuals with disabilities.
• Knows how to use instructional time efficiently and effectively for individuals with disabilities.
• Applies procedures for participating in the selection and implementation of assistive technologies, devices, and services for the students with various needs.
• Applies procedures for coordinating activities of related services personnel and has knowledge of directing the activities of paraprofessionals, aides, volunteers, and peer tutors.

Competency 005
The special education teacher knows how to promote students’ educational performance in all content areas by facilitating their achievement in a variety of settings and situations.
The beginning special education teacher:
• Knows how to serve as a resource person for families, general education teachers, administrators, and other personnel in recognizing the characteristics of and meeting the needs of individuals with learning differences in the general education classroom.
• Knows instructional, compensatory, enrichment, and remedial methods, techniques, and curriculum materials, and applies strategies for modifying instruction based on the differing learning styles and needs of students.
• Applies knowledge of techniques for motivating students, including the effects of high teacher expectations on students’ motivation.

**Competency 006**

The beginning special education teacher:
• Recognize ways in which teacher attitudes and behaviors and personal cultural bias influences the behavior of students.

• Incorporates social skills instruction across settings and curricula and knows how to design, implement, and evaluate instructional programs that enhance and individuals social control, self-management, self-reliance, and self-confidence.

**Competency 007**

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

The beginning special education teacher:

• Knows how to plan, facilitate, and implement transition activities as documented in Individualized Family Services Plans (IFSPs), Individual Education Programs (IEPs) and Individual Transition Plans (ITSPs).

• Knows how to collaborate with students, the family, and others to design and implement transition plans that meet identified student needs and ensure successful transition.

**DOMAIN IV – Foundation and Professional Roles and Responsibilities**

**Competency 010**

**The special education teacher understands the philosophical, historical, and legal foundation of special education.**

The beginning special education teacher:
• Understands factors that influence the overrepresentation of culturally and/or linguistically diverse students in programs for individuals with disabilities.

• Applies current educational terminology and definitions regarding individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures.

**Competency 011**

The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

The beginning special education teacher:

• Knows legal and ethical issues (e.g.: liability) relevant to working with individuals with disabilities, and knows how to conduct instructional and other professional activities consistent with requirements of laws, rules, regulations, and local district policies and procedures, including complying with local, state, and federal monitoring and evaluation requirements.

• Applies procedures for safeguarding confidentiality with regards to students with disabilities (e.g.: by maintaining the confidentiality of electronic correspondence and records, ensuring confidentiality of conversations), and recognizes the importance of respecting students’ privacy.

**Competency 012**

The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

The beginning special education teacher:

• Applies knowledge of the collaborative and consultative roles of special education teachers, paraprofessionals, and other school personnel in integrating individuals with disabilities into the general educational setting.

• Knows how to collaborate with teachers in the general educational setting and other school and community personnel to integrate individuals with disabilities into various learning environments.

• Knows how to serve as a resource person for families, general education teachers, administrators, and other school personnel regarding the characteristics and needs of individuals with disabilities.

**IV. (continued) Council for Exceptional Children: Initial Level Content Standards**

TAMUCC Special Education Program is aligned with the National CEC standards:
Beginning special educators demonstrate their mastery of the following standards:

Initial Content Standard 1: Foundations
Special educators understand the field as an evolving and changing discipline based on:
- philosophies and evidence-based principles and theories
- relevant laws and policies
- diverse and historical points of view
- human issues that influence the field and professional practice
- issues of human diversity that can impact families, cultures, and schools
- relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies

Initial Content Standard 2: Development and Characteristics of Learners
Special educators:
- know and demonstrate respect for their students first as unique human beings
- understand the similarities and differences in human development
- understand how exceptional conditions can interact with the domains of human development
- use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs

Initial Content Standard 3: Individual Learning Differences
Special educators:
- know and understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life
- utilize active and resourceful means in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition
- understand learning differences provide the foundation upon which special educators individualize instruction

Initial Content Standard 4: Instructional Strategies
Special educators:
- possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
- select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula
- modify learning environments appropriately for individuals with exceptional learning needs
- enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs
• promote increased student’ self-awareness, self-management, self-control, self-reliance, and self-esteem

• emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

Initial Content Standard 5: Learning Environments and Social Interactions
Special educators actively:
• create learning environments for individuals with exceptional learning needs
• foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement
• foster environments in which diversity is valued
• shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy
• help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions
• use direct motivational and instructional interventions
• teach students to respond effectively to current expectations
• intervene with individuals with exceptional learning needs in crisis
• coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Initial Content Standard 6: Language
Special educators:
• understand typical and atypical language development
• use individualized strategies to enhance language development and teach communication skills
• are familiar with augmentative, alternative, and assistive technologies to support and enhance communication
• match communication methods to an individual’s language proficiency and cultural and linguistic differences
• provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

Initial Content Standard 7: Instructional Planning
Individualized decision-making and instruction is at the center of special education practice. Special educators:
• develop long-range individualized instructional plans anchored in both general and special education curricula
• systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors

• emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.

• modify instructional plans based on ongoing analysis of the individual’s learning progress

• facilitate instructional planning in a collaborative context

• develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts

• use appropriate technologies to support instructional planning and individualized instruction

Initial Content Standard 8: Assessment
Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments:

• to help identify exceptional learning needs and to develop and implement individualized instructional programs

• to adjust instruction in response to ongoing learning progress

Special educators understand:

• legal policies and ethical principles of measurement

• measurement theory and practices

• appropriate use and limitations of various types of assessments

Special educators collaborate with families and other colleagues to:

• assure nonbiased, meaningful assessments and decision-making

• conduct formal and informal assessments of behavior, learning, achievement and environments

• identify supports and adaptations required for individuals

• regularly monitor the progress of individuals

• use appropriate technologies to support their assessments.

Initial Content Standard 9: Professional and Ethical Practice
Special educators are guided by the profession’s ethical and professional practice standards to:

• to practice ongoing attention to legal matters along with serious professional and ethical considerations

Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.
Initial Content Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways and promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.

V. COURSE OBJECTIVES AND OUTCOMES
This course is designed to enable students to:
1. Applies procedures for developing and using Individual Education Programs (IEP) with the objective to plan instruction for individuals with disabilities. (II, 003)

VI. COURSE TOPICS
The major topics to be considered are the following:
• Historical perspective
• Inclusion
• Special Education Laws
• Collaboration
• Service Delivery Models
• Assessment
• Team Planning
• Modifications
• Specialized Curricula
• Cooperative structures
• Student support networks

VII. INSTRUCTIONAL METHODS AND ACTIVITIES
The methods and activities for instruction include the following:
• Lecture and discussion
• Multimedia
• Cooperative groups for assigned activities, including simulation

VIII. EVALUATION AND GRADE ASSIGNMENT
The methods of evaluation and the criteria for grade assignments are:

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<th>Grade Schedule</th>
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<tr>
<td>1000–900</td>
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<td>800-899</td>
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<td>700-799</td>
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<td>600-699</td>
<td>= D</td>
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<td>Below 600</td>
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Exceptionality Video Review and Presentation Assignment 300 points
Group Project

Course Work Reading Material:
- Group Presentation of assigned section 200 points
- Table of Contents developed by student/s 200 points

Attendance & Participation 200 points
Final Exam 100 points

Total points 1000
IX. COURSE SCHEDULE AND POLICIES

Class Policies

The student is expected to:

1. Be prompt and attend class. Your grade will be lowered by one letter for each class missed after two absences. Late arrivals and early departures from class will be recorded cumulatively and can add up to result in an absence of record.

2. Be responsible for any materials missed if absent. (Get the phone numbers of two peers during first week of class.)

3. Participate in class discussion and activities and put forth honest effort in-group work with peers. The professor will evaluate your participation in large and small group throughout the semester. **Excessive private discussion during lecture disrupts the class and will negatively affect your grade. If you find that you are a person who talks excessively to your peers during class lecture and other activities where this is inappropriate, please elect to move and don’t sit by your friend. The discipline this requires is greatly appreciated.**

4. All cell phones will be turned off or to the inaudible mode during class. Do not answer a call during class. Do not read or compose texts during class. Do not leave the classroom to answer a call, unless you anticipate an emergency call and warn me prior to class.

X. TEXTBOOK & OTHER MATERIALS

Students to purchase a packet of miscellaneous reading from university bookstore

No Textbook

BIBLIOGRAPHY

The knowledge bases that support course content and procedures include:

Research Journals
- American Journal on Mental Retardation
- Exceptional Children
- Journal of Learning Disabilities
- Journal of Special Education

XI. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. May __, 2011 is the last day to drop a class with an automatic grade of "W" this term.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
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 call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS
SPED 4330 Tentative Class Schedule

May 10  Introductions and Orientation to Course
        Syllabus/Schedule

        Group Membership/Selections; assignment to be given

May 11  Group Work

May 14  Group Work

May 15  Group Work

May 16  Group Presentations (exceptionality presentation)

May 17  Group Presentations (exceptionality presentation)

May 18  Overview Response to Intervention (Pre-referral) through Referral Process (The Education Process)

        Professor Presentation- Bring purchased materials, highlighters and post-it notes to class

May 21  Overview Response to Intervention (Pre-referral) through Referral Process (The Education Process)

        Professor Presentation- Bring purchased materials, highlighters and post-it notes to class

May 22  Overview Response to Intervention (Pre-referral) through Referral Process (The Education Process)

        Professor Presentation- Bring purchased materials, highlighters and post-it notes to class

May 23  Group Presentations of Sections/Selections; assignment to be given
May 24  Final Exam & Table of Contents due (course readings)