SPED 5387 CONTENT AREA STRATEGIES FOR STUDENTS WITH SPECIAL NEEDS
Texas A&M University – Corpus Christi
College of Education
Course Syllabus – Spring 2014
Class Meets Online

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I. COURSE DESCRIPTION
This course focuses on content-area strategies for teaching language majority and language minority exceptional children.

II. RATIONALE
This course is for special education (EC-12) certification and diagnostician certification as required by the State of Texas. It will include an introduction to and demonstration of specific skills necessary for teaching the exceptional student.

III. STATE ADOPTED PROFICIENCIES FOR EDUCATORS
The state adopted proficiencies covered in this course include the following:

1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. 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.

3. Equity in Excellence for All Learners: The teacher responds appropriate to diverse groups of learners.

IV. STUDENT LEARNING OUTCOMES
Students in this graduate program will:

- demonstrate knowledge of individuals with disabilities (SPED 5315, SPED 5320, and SPED 5397 are linked to this student learning outcome);
- evaluate the needs of individuals with disabilities (SPED 5386 and SPED 5387 are linked to this student learning outcome);
- demonstrate knowledge of fostering learning and development for individuals with disabilities (SPED 5320, SPED 5385, SPED 5386, SPED 5387, and SPED 5397 are linked to this student learning outcome);
- demonstrate knowledge of foundations of special education and professional roles and responsibilities of the special education educator (SPED 5385, SPED 5386, SPED 5387, and SPED 5397 are linked to this student learning outcome); and
- develop a behavior intervention/change plan (SPED 5380 is linked to this student learning outcome).
IV. TEXES EXAMINATIONS OF EDUCATOR STANDARDS (TEXES)

Domain I, Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

Domain I, Competency 002: The special education teacher understands and interprets formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

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

Domain II, 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.

Domain II, Competency 005: The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Domain III, Competency 008: The special education teacher promotes students’ performance in English language arts and reading.

Domain III, Competency 009: The special education teacher promotes students’ performance in mathematics.

Domain IV, Competency 010: The special education teacher understands the philosophical, historical and legal foundations of special education.

Domain IV, Competency 011: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Domain IV, Competency 012: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

Domain I, Competency 002: The educational diagnostician understands and applies knowledge of ethnic, cultural, linguistic, and socioeconomic diversity and the significance of individual diversity for evaluation, planning, and instruction.

Domain II, Competency 003: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Domain III, Competency 006: The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.

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 OBJECTIVE AND OUTCOMES

This course is designed to enable students to:
1. Understand and apply special education laws, policies and procedures;
2. Identify and utilize assessment tools for planning and evaluating instruction;
3. Identify and utilize an array of strategies that facilitate communication and collaboration with parents and professionals;
4. Identify and utilize learning strategies, work skills, and organizational skills needed by special needs students to be successful in a general education classroom;
5. Identify and utilize procedures for modifying instruction for diverse learners;
6. Identify and utilize an array of reading strategies and adaptations and explain their impact on content area instruction;
7. Identify and utilize an array of strategies and adaptations for teaching mathematics, science, social studies and study skills; and
8. Describe and apply procedures for adapting testing, and grading for special needs students.

VI. COURSE TOPICS

The major topics to be considered are:
- Least restrictive environment
- Continuum of educational services
- Admission, Review and Dismissal/Individualized Educational Plan
- Evaluation of instruction
- Applied assessment
- Assessment tools/devices
- Study/test taking skills, learning skills, work skills, and organizational skills
- Adaptations of large- and small-group instruction
- Modifications of instruction for diverse learners
- Reading strategies
- Strategies for teaching writing, spelling, and handwriting
- Content area strategies (mathematics, science and social studies)
- Modification of materials
- Adapations testing and grading
- Transition planning
- Consultation
- Collaboration

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

The methods and activities for instruction include the following:
- Lecture and discussion
- Demonstrations
- Assessment previews
- Cooperative learning
- Videos/multi-media
- Presentation of group/individual work
VIII. EVALUATION AND GRADE ASSIGNMENT GRADING POLICY

Unit Quizzes, 10 points per unit* 100
Unit Activities, 10 points per unit* 100
Share a Strategy Intervention Presentation** 200
Final Exam
Total=600; A=540-600; B=480-539; C=420-479; F=below 420

*Lowest grade dropped, highest grade counted twice
**Guidelines and rubric for Share-a-Strategy Presentations will be posted separately.

IX. COURSE SCHEDULE AND POLICIES SCHEDULE
TENTATIVE COURSE OUTLINE AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Activities</th>
<th>Due Dates</th>
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| **Unit 1: Introduction to SPED 5387** | Unit Activities  
• Introduce yourself to your classmates, include an image that will help us get to know you  
• Respond to the introductory video on the discussion board  
Unit Quiz  
• Take the syllabus quiz online | Jan 22-Jan 27 |
| **Unit 2: Teaching Students with Learning and Behavior Problems in the Word of RTI** | Read Chapters 1 and 3 of the text  
Unit Activities (to be posted)  
Take unit quiz | Jan 28-Feb 10 |
| **Unit 3: The Nuts and Bolts of Learning and Behavior** | Read Chapter 2 and 4 of the text  
Complete unit activities (to be posted)  
Take unit quiz | Feb 11-Feb 24 |
| **Unit 4: Working Effectively with Others** | Read Chapter 5 of the text  
Complete unit activities (to be posted)  
Take unit quiz | Feb 25-Mar 3 |
| **Unit 5: Language and Learning—Assessing and Teaching Oral Language** | Read Chapter 6 of the text  
Complete unit activities (to be posted)  
Take unit quiz | Mar 4-Mar 17  
(includes Spring Break) |
| Mid-Term | Complete study guide and take mid-term exam | Mar 18-Mar 24 |
| **Unit 6: Reading is Fundamental—Phonological Awareness, Phonics and Word Identification** | Read Chapter 7 of the text  
Complete unit activities (to be posted)  
Take unit quiz | Mar 25-Mar 31 |
| **Unit 7: Reading is Fundamental—Fluency and Comprehension** | Read Chapter 8 of the text  
Complete unit activities (to be posted)  
Take unit quiz | Apr 1-Apr 7 |
| **Unit 8: Improving Writing Expression: Content and Conventions of Writing** | Read Chapter 9 of the text  
Complete unit activities (to be posted)  
Take unit quiz  
Submit Share a Strategy Presentation Topic | Apr 8-Apr 14 |
| **Unit 9: Effective Content Area Instruction—Vocabulary, Study Skills, Adaptations** | Read Chapter 10 of the text  
Complete unit activities (to be posted)  
Take unit quiz | Apr 15-Apr 21 |
<p>| <strong>Unit 10: Math—Numeracy,</strong> | Chapter 11 | Apr 23-Apr 28 |</p>
<table>
<thead>
<tr>
<th>Computation and Problem Solving</th>
<th>Complete unit activities (to be posted) Take unit quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share-a-Strategy Presentation</td>
<td>Arrange a face-to-face, Skype or phone conference with instructor (may be done earlier in the semester) Apr 29-May 6</td>
</tr>
<tr>
<td>Final Exam/Share-a-Strategy Feedback</td>
<td>Complete study guide and take final exam Provide feedback to assigned peers on Share-a-Strategy Presentations May 7- May 13</td>
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</tbody>
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X. TEXTBOOK

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.

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](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 Rule 13.02.99.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 CCH 117.

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

Syllabus Disclaimer
This syllabus should serve as your guide to the online course and is as accurate as possible. However, all information is subject to change; changes will be posted via Blackboard announcements.

Blackboard Learning Systems Support
URL: http://iol.tamucc.edu
URL: Island Online Student Resources Webpage: https://distance-education.tamucc.edu/student_resources.html
“Help” At the bottom of the Course Management Control Panel in the course menu on the left-hand column of the course interface.
Phone: Help Desk (361) 825-2825

Technology Requirements
To prepare your computer for using Blackboard 9.1, go to https://iol.tamucc.edu/techreq.php for computer requirements.

To view .pdf files you will need the Adobe Reader. Download it at: http://get.adobe.com/reader/.

To view flash (.flv) files from sites such as You Tube, download the Flash player at http://get.adobe.com/flashplayer/.

Navigating Blackboard 9.1
Once you are in the course, read the “Announcements” on the home page. Check this each time you enter your course. You will see a Course Menu on the left of the page. The menu is a list of links that connect to materials and tools associated with the course. Blackboard has several features
and tools for communicating content delivery that you should use almost daily. Links to information about how to use these tools include: Bb Help, which contains a complete guide to learning how to use the many tools and features in Blackboard, and Bb Video Tutorials, which links to a page with videos to show you how to do tasks such as submitting an assignment.

Library resources (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course reserves, and databases. It includes information such as Ask a Librarian, research tools, remote access information and tutorials, information about plagiarism and copyright, and interlibrary loan (http://rattler.tamucc.edu/distlearn/). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact information is also on the website and you are encouraged to contact librarians for assistance.

In the event of a campus evacuation I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement, Messages, Collaboration, Discussions, Blogs, Journals, and/or Wikis tools. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as each other online. You will also be able see your grades on assignments, quizzes, and tests using the My Grades tool.

Online Course Guidelines
Students will practice respect and responsibility as a part of this learning community. Here are some things you can do to exhibit an attitude of respect and responsibility:

- Post assignments on time. Early is even better.
- Work to get to know other classmates.
- Reach out through email Blackboard Messages, Discussions, etc., support each other. If you have good info/tips on what is working for you/resource ideas, please share with the group so we can help each other out.
- Respect other classmates by watching what you say.
- Add your opinions to/participate in the discussions.
- Check the assignments every week. Don’t wait until the last minute.
- Be helpful to other students.
- Don't get behind. If you get behind in an online course it is harder to get back on track than it is in a traditional course.
- Stay focused and stay connected.
- Keep up with your assignments and your grades. It is not the teacher's responsibility to tell you what you have or haven't turned in. Your grades will be available in Blackboard so all you have to do is regularly check to make sure you have grades posted for all work.

Student login expectations—Students are required to login often – once every three days at a minimum. It is recommended that students check daily for updates. (Specific login instructions are available at Blackboard Login https://bb9.tamucc.edu)

Instructor Feedback—During the week (exclude weekends), I will generally respond to online requests within 24 hours. If you have not received a response to a question within 48 hours, please resubmit your inquiry.
Instructor availability to support students—I maintain a consistent web presence and am available to meet in my office, online or via phone.

XII. BIBLIOGRAPHY

Course content is supported by the following:


Helpful Websites:


Discovery Lesson Plans, Customized Puzzles, K-12 with Modifications [http://discoveryschool.com](http://discoveryschool.com)


Illuminations [http://illuminations.nctm.org/](http://illuminations.nctm.org/)
Intervention Central  http://www.interventioncentral.org

MathTools  http://www.mathforum.org/mathtools/

The IRIS Center  http://iris.peabody.vanderbilt.edu/

The Meadows Center for Preventing Educational Risk  http://www.meadowscenter.org/

PBS Teacher Source for Lesson Plans  http://www.pbs.org/teachersource/