I. COURSE DESCRIPTION: This course provides an introduction and demonstration of specific skills necessary for teaching the exceptional child.

II. RATIONALE: SPED 4325 is a special education delivery system concentration course for Special Education Certification as required by the State of Texas. It will include an introduction of and demonstration of specific skills necessary for teaching the exceptional student. Particular emphasis is placed on developing your understanding of Response to Intervention (RTI) including universal screening, assessment, intervention, and progress monitoring. In addition, we will explore specific interventions and data-based decision making for students with high-incidence disabilities who require more intensive level of supports.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS
   A. 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.
   B. Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs and interests of students, then plans, implements, and assesses instruction using technology and other resources.
   C. Equity in Excellence for All Learners: The teacher responds appropriately to all diverse groups of learners.

IV. TExES COMPETENCIES/STUDENT LEARNING OUTCOMES: Students in the EC-12 Special Education program will:
   A. 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.)
   B. 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.)
   C. 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.)
D. 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.)

E. For TExES study materials, go to [http://texes.ets.org/prepmaterials/](http://texes.ets.org/prepmaterials/)
   1. Review the test tips listed at the beginning of the screen.
   2. Scroll down to find the appropriate manual: Special Education EC-12, #161 (for students seeking initial certification) or Special Education Supplemental, #163 (for students already certified in another area)
   3. Review the test strategies listed at the beginning of the test.
   4. Take the sample test, review the answers, then re-take the test to see if your score improves.

V. Council for Exceptional Children Initial Level Content: Special educators demonstrate their mastery of the following standards:
   A. Initial Content Standard 1, Foundations: Special educators understand the field as an evolving and changing discipline based on:
      1. Philosophies and evidence-based principles and theories;
      2. Relevant laws and policies;
      3. Diverse and historical points of view;
      4. Human issues that influence the field and professional practice;
      5. Issues of human diversity that can impact families, cultures, and schools;
      6. Relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.
   B. Initial Content Standard 2, Development and Characteristics of Learners: Special educators:
      1. Know and demonstrate respect for their students first as unique human beings.
      2. Understand the similarities and differences in human development.
      3. Understand how exceptional conditions can interact with the domains of human development.
      4. Use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs.
   C. Initial Content Standard 3, Individual Learning Differences: Special educators:
      1. Know and understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life;
      2. Utilize active and resourceful means in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition;
      3. Understand learning differences provide the foundation upon which special educators individualize instruction.
   D. Initial Content Standard 4, Instructional Strategies; Special educators:
      1. Possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
      2. Select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula;
      3. Modify learning environments appropriately for individuals with exceptional learning needs;
      4. Enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs;
6. emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

E. Initial Content Standard 5, Learning Environments and Social Interactions: Special educators actively:

1. Create learning environments for individuals with exceptional learning needs.
2. Foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
3. Foster environments in which diversity is valued.
4. Shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy.
5. Help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions.
6. Use direct motivational and instructional interventions.
7. Teach students to respond effectively to current expectations.
8. Intervene with individuals with exceptional learning needs in crisis.
9. Coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

F. Initial Content Standard 6, Language: Special educators:

1. Understand typical and atypical language development
2. Use individualized strategies to enhance language development and teach communication skills
3. Are familiar with augmentative, alternative, and assistive technologies to support and enhance communication
4. Match communication methods to an individual’s language proficiency and cultural and linguistic differences
5. 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.

G. Initial Content Standard 7, Instructional Planning: Individualized decision-making and instruction is at the center of special education practice. Special educators:

1. Develop long-range individualized instructional plans anchored in both general and special education curricula.
2. 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.
3. Emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
4. Modify instructional plans based on ongoing analysis of the individual’s learning progress.
5. Facilitate instructional planning in a collaborative context.
6. Develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts.
7. Use appropriate technologies to support instructional planning and individualized instruction.
H. 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.

1. Special educators use the results of assessments to:
   a) Help identify exceptional learning needs and to develop and implement individualized instructional programs.
   b) Adjust instruction in response to ongoing learning progress.

2. Special educators understand:
   a) Legal policies and ethical principles of measurement, measurement theory and practices.
   b) Appropriate use and limitations of various types of assessments.

3. Special educators collaborate with families and other colleagues to:
   a) Assure nonbiased, meaningful assessments and decision-making.
   b) Conduct formal and informal assessments of behavior, learning, achievement and environments.
   c) Identify supports and adaptations required for individuals.
   d) Regularly monitor the progress of individuals.
   e) Use appropriate technologies to support their assessments.

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

1. To practice ongoing attention to legal matters along with serious professional and ethical considerations.

2. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

J. Initial Content Standard 10: Collaboration:

1. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

2. 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.

VI. COURSE OBJECTIVES AND OUTCOMES: This course is designed to enable students to:

A. identify public laws pertaining to serving individuals with disabilities, and describe their guidelines for implementation.

B. describe implementation of response to intervention.

C. identify factors relating to learning problems.

D. identify and describe three screening devices for detection of learning problems.

E. describe how to use diagnostic information to plan an initiate remedial strategy.

F. develop instructional goals and objectives for performance of specific tasks.

G. use individualized educational program (IEP) to guide service delivery for students with exceptional needs.

H. use task analysis strategies in planning and implementing instruction.

I. identify and describe teaching strategies for remediating oral language difficulties.

J. identify and describe teaching strategies for remediating reading difficulties.

K. identify and describe teaching strategies for remediating written language difficulties.
L. identify and describe teaching strategies for remediating mathematics difficulties.
M. identify and describe teaching strategies for remediating difficulties with other content area instruction.
N. describe strategies for the development of independent life and social skills.
O. plan different classroom environments for students with exceptional needs.
P. modify materials for students with exceptional needs.
Q. describe different programs for delivering services to students with exceptional problems: self-contained, resource, content mastery, consultation, and collaborative models.

VII. COURSE TOPICS: The major topics to be considered are:
A. Individuals with Disabilities Education Act
B. Americans with Disabilities Act
C. Response to Intervention
D. Learner centered assessment and diagnosis
E. Instructional goals and objectives
F. Basic teaching strategies
G. Cooperative Learning
H. Task analysis
I. Oral language teaching strategies
J. Written language teaching strategies
K. Reading teaching strategies
L. Mathematics teaching strategies
M. Content teaching strategies
N. Strategies for development of life and social skills
O. Adaptive physical education
P. Classroom environments
Q. Modification of materials
R. Consultation
S. Collaboration
T. Different delivery models

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES: The methods and activities for instruction include the following:
A. Lecture and discussion
B. Simulations
C. Demonstrations
D. Assessment Previews
E. Cooperative Groups
F. Videos/multi-media
G. Small Group Work/Activities
H. Presentation of Individual and Group Work
IX. EVALUATION AND GRADE ASSIGNMENT: Methods of evaluation and the criteria for grade assignment are:

- **A. Reading Quizzes** *(9 quizzes, 10 points each; highest grade doubled)* 100 points
- **B. Activities** — short assignments given throughout the semester *(4 activities, 25 points each)* 100 points
- **C. Share a Strategy Presentation** 100 points
- **D. Reading or Math Intervention Plan** 100 points
- **E. Final Exam** 100 points

Total=500; A=450-500; B=400-449; C=350-399; F=below 350

**Reading Quizzes** will be taken online and must be completed by 4 p.m. each Wednesday; quizzes will cover chapter(s) assigned to be discussed in class that evening. Each quiz will consist of ten multiple-choice questions that must be completed in 15 minutes. The quizzes are designed to assess your knowledge and provide practice with assessment items similar to those on TExES certification examinations.

**Activities** will enable you to demonstrate your understanding of course content by applying concepts in a variety of formats including case studies, participation in discussion forums, etc. The four activities will be assigned throughout the semester and will be due one week after they are assigned.

**Share-a-Strategy Presentation** will allow you to present a strategic intervention in reading, math, writing or one of the content areas. Detailed instructions and rubric will be provided under separate cover.

**Reading or Math Intervention Plan** will enable you to design a target intervention for an individual student in a key content area. Detailed instructions and rubric will be provided under separate cover.

**Final Exam** will be taken online and will include 40-50 multiple choice items (at least 50% of which will be drawn from unit quizzes).

IX. COURSE SCHEDULE AND POLICIES

TENTATIVE COURSE OUTLINE AND ASSIGNMENTS

**August 24**  
Introductions/Overview of Course Requirements  
Chapter 1/ Monitoring and Teaching for Understanding

**August 31**  
Chapter 2/ Approaches to Learning and Teaching  
Chapter 3/ Response to Intervention  
Reading Quiz 1

**September 7**  
Chapter 4/ Managing Behavior  
Reading Quiz 2  
Activity 1 Assigned
CLASS POLICIES

The student is expected to:

1. **Be prompt and attend class.** Absences accompanied by doctor’s note or similar documentation will be excused. For each unexcused absence, 25 points will be deducted from your semester total.

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

3. **All written work turned in must be typewritten.** Now is the time to work on your professional writing.
4. **Professional conduct will be expected of you during class time!** Participate positively with cooperative learning groups as well as in-class discussion and activities. Professional conduct will be required and greatly appreciated.

5. **All cell phones will be turned off or in the inaudible mode 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 advise me prior to class.

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. See website [http://judicialaffairs.tamucc.edu/](http://judicialaffairs.tamucc.edu/).

**Submission of Work**
Late work will not be accepted unless prior arrangements have been made in advance with the instructor or documentation is provided of a medical or family emergency.

**Online quizzes must be completed by 4:00 p.m. on the due date.**

**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. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website [http://www.tamucc.edu/academics/academic_cal.html](http://www.tamucc.edu/academics/academic_cal.html).

**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://judicialaffairs.tamucc.edu/studentcofc.html](http://judicialaffairs.tamucc.edu/studentcofc.html).

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**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](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 116. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/).

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.

**Blackboard Learning Systems Support**
URL: [http://iol.tamucc.edu](http://iol.tamucc.edu)
URL: Island Online Student Resources Webpage: [https://distance-education.tamucc.edu/student_resources.html](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](https://iol.tamucc.edu/techreq.php) for computer requirements.


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

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.

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

*Required by SACS

XII. BIBLIOGRAPHY
Course content is supported by the following:


Helpful Websites:

AIMSweb  http://www.aimsweb.com/

American Institute for Research, The Access Center  
http://www.kbaccesscenter.org/training_resources/math.asp

Center for Research on Education, Diversity & Excellence  
http://manoa.hawaii.edu/coe/crede/?p=79

Division for Culturally and Linguistically Diverse Exceptional Learners  
http://community.cec.sped.org/DDEL/homepage

Crayola Lesson Plans  http://education.crayola.com/lessons/  

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

Gateway to Educational Materials  http://www.thegateway.org/

Illuminations  http://illuminations.nctm.org/  

Intervention Central  http://www.interventioncentral.org

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

National Center on Intensive Intervention  http://www.intensiveintervention.org/  

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

Texas Project First  http://www.texasprojectfirst.org/  

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

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