SPED 4330 INDIVIDUALIZED EDUCATIONAL PROGRAMS FOR STUDENTS WITH EXCEPTIONALITIES
Texas A&M University – Corpus Christi
College of Education
Syllabus Maymester 2017

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OFFICE HOURS: M-TH 4:30-6:00 pm and by appointment

This course runs M-Th: May 15, 16, 17, 18, 22, 23, 24, 25. The final exam is scheduled for Friday, May 26th. This course meets from 6:00 pm-9:45 pm in O’Connor 258.

I. COURSE DESCRIPTION
Emphasis is given to the design and implementation of individualized educational programs (IEP) for children with exceptionalities.

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

III. 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.

IV. TExES COMPETENCIES/STUDENT LEARNING OUTCOMES:
Students in the EC-12 Special Education program will:

Students in the EC-12 Special Education program will:

- demonstrate a depth of knowledge of understanding individuals with disabilities and evaluating their needs;
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:
• Recognizes ways in which teacher attitudes and behaviors and personal cultural bias influence the behavior of students.
• Incorporates social skills instruction across settings and curricula and knows how to design, implement, and evaluate instructional programs that enhance 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.

V. CEC National Standards
TAMUCC Special Education Program is aligned with the National Council for Exceptional Children (CEC) Standards.

Council for Exceptional Children: Initial Level Content 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.

VI. COURSE OBJECTIVES AND OUTCOMES
This course is designed to enable students to:
A. Understand and apply the legislation and litigation that undergirds special education programs and services (IV. 010, 011)
B. Demonstrate an understanding of referral, assessment, and eligibility procedures (I. 001, 002)
C. Apply procedures for developing and using IEPs (II. 003)
D. Understand and apply principles for delivering and evaluating special education services for students with disabilities from birth-21 (II. 007)

VII. COURSE TOPICS
The major topics to be considered are the following:
• Historical perspectives
• Inclusion
• Diversity
• Special Education Laws
• Collaboration
• Service Delivery Models
• Assessment
• Team Planning
• Modifications & Accommodations
• Specialized Curricula
• Cooperative Structures
• Student Support Networks

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES
The methods and activities for instruction include the following:
• Lecture and discussion
• Simulations
• Demonstrations
• Multimedia
• Cooperative groups
• Student Presentations

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

Grade Schedule

90 – 100 = A
80 – 89  = B
70 – 79  = C
60 – 69  = D
Below 60 = F

Case Law Presentation 10 points
IEP Component Presentation 20 points
Attendance & Participation 10 points
Six Quizzes 42 points
Final Exam 18 points
Total 100 points

Case Law Presentation
In groups of two, you will develop a legal summary of a Landmark Court Decision. You will have 10 minutes to present the main issues in the case, the court’s ruling, and the influence of that ruling on our understanding and provision of special education services. You will provide your peers with a handout summarizing this information.
**IEP Component Presentation**

In groups of three, you will teach a component of the IEP to the class using ALL the resources provided and any additional resources you deem appropriate. Presentations must include: component information, an activity, and an assessment. On the day of the presentation, each group will also submit hardcopies of all materials used in your presentation along with three questions (and correct answers) regarding your topic that may be used on the final exam. Each presentation should be 60 minutes.

**Attendance and Participation**

See attendance policy in section IX. In addition to being present, you are also expected to fully participate in a collegial and professional manner.

**Quizzes**

Quizzes will be given at the start of class. If you are late, you will miss taking the quiz.

**Final Exam**

This exam will be cumulative. Additional details will be provided in class.
# X. TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Class Topics</th>
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| Monday, 5/15  | Introduction—  
Case Law Presentations: Brown v Board of Education, Parc v Commonwealth of Pennsylvania; Mills v Board of Education of the District of Columbia  
Legal Overview: Major Principles of IDEA; Procedural Safeguards |
| Tuesday, 5/16 | Quiz 1  
Response to Intervention  
Evaluation and Eligibility  
Culturally and Linguistically Responsive Practice |
| Wednesday, 5/17 | Small Group Work Sessions |
| Thursday, 5/18 | Quiz 2  
Case Law Presentations: Rowley v Hendrick Hudson; Irving ISD v. Tatro; Smith v Robinson  
IEP Component Presentations: Transitions |
| Monday, 5/22  | Quiz 3  
Case Law Presentations: Burlington School Committee v. Department of Education; Larry P. v Riles; Diana v. State Board of Educations  
IEP Component Presentations: PLAAFP and Annual Goals |
| Tuesday, 5/23 | Quiz 4  
Case Law Presentations: Honig v Doe; Timothy W. v Rochester New Hampshire School District  
IEP Component Presentations: Additional Considerations |
| Wednesday, 5/24 | Quiz 5  
Case Law Presentations: Zobrest v Catalina Foothills School District; Carter v Florence County School District  
IEP Component Presentations: Accommodations, Modification, and Statewide Assessment |
| Thursday, 5/25 | Quiz 6  
Case Law Presentations: Doe v Withers; Cedar Rapids School District v Garrett F.; Schaeffer v Weast (PR)  
IEP Component Presentations: ESY and Related Services  
Transportation and Placement |
| Friday, 5/26  | Final Exam |
XI. REQUIRED TEXT


Other Readings as Assigned

XII. 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/.

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.
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.

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 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 116. See website 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
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.

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

XIII. BIBLIOGRAPHY
Course content is supported by the following:


The knowledge bases that support course content and procedures include the following Research Journals:
Helpful Websites:

AIMSweb  http://www.aimsweb.com/

American Institute for Research, The Access Center  
http://www.k8accesscenter.org/training_resources/math.asp

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

Colorín Colorado  
www.colorincolorado.org

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

Office of Special Education Programs  
https://www2.ed.gov/about/offices/list/osers/osep/index.html

Texas Classroom Teachers Association: Special Education  
https://tcta.org/teacher_resources/students/special_education

Texas Education Agency Special Education Rules and Regulations  
http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Programs_and_Services/Special_Education_Rules_and_Regulations/


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