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 4:00-6:00 pm, after class, and by appointment

This course runs M-Th: May 14, 15, 16, 17, 21, 22, 23, 24. The final exam is scheduled for Friday, May 25th. This course meets from 6:00 pm-9:45 pm in O'Connor 258.

I. COURSE DESCRIPTION
This course emphasizes 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 STANDARDS 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 DOMAINS and COMPETENCIES, TExES Standards, and CEC National Standards

DOMAIN I – UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS

DOMAIN II – PROMOTING STUDENT LEARNING AND DEVELOPMENT
DOMAIN III – PROMOTING STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS AND READING AND IN MATHEMATICS

DOMAIN IV – FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

Standard 1: The special education teacher understands the philosophical, historical, and legal foundations of special education.
Standard 2: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
Standard 3: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.
Standard 4: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.
Standard 5: The special education teacher understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.
Standard 6: The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment, including procedures related to the use of assistive technology.
Standard 7: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
Standard 8: The special education teacher understands assistive technology as defined by state and federal regulations.
Standard 9: The special education teacher understands and applies knowledge of transition and issues and procedures across the life span.
Standard 10: The special education teacher promotes students’ academic performance in all content areas by facilitating their achievement in a variety of settings and situations.
Standard 11: The special education teacher promotes students’ performance in English language arts and reading.
Standard 12: The special education teacher promotes students’ performance in mathematics.

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.

IV. TECHNOLOGY STANDARDS
V. COURSE OBJECTIVES/LEARNING OUTCOMES
This course is designed to enable students to:

A. Understand and apply the legislation and litigation that undergirds special education programs and services (Standard 1)
B. Understand and apply the professional roles and responsibilities of special educators in adhering to legal and ethical standards (Standard 2)
C. Understand referral, assessment, and eligibility procedures (Standard 5)
D. Understand the characteristics and needs of students with disabilities and associated educational implications (Standard 4)
E. Understand and apply procedures for developing and using IEPs, including ITPs and BIPs (Standard 3, 6, 7, 8, 9, 10)
F. Understand and apply principles for delivering and evaluating special education services for students with disabilities from birth-21 (Standard 5)

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 4330, SPED 4335, SPED 4340, and SPED 4345 are linked to this student learning outcome.)
- demonstrate a depth of knowledge of fostering learning and development for individuals with disabilities; (SPED 4330, SPED 4335, SPED 4340 and SPED 4345 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 4325, SPED 4330, SPED 4335, SPED 4340, SPED 4345 and SPED 4397 are linked to this student learning outcome.)

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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
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<td>80 – 89</td>
<td>B</td>
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<tr>
<td>70 – 79</td>
<td>C</td>
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<tr>
<td>60 – 69</td>
<td>D</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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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** (Standards 1, 4, 5, 7)

In groups of two/three, 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** (Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

In groups of three/four, 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 XIII. In addition to being present, you are also expected to fully participate in a collegial and professional manner.
**Quizzes** (Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
Quizzes will be given at the start of class. If you are late, you will miss taking the quiz.

**Final Exam** (Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
This exam will be cumulative. Additional details will be provided in class.
X. REQUIRED TEXT

   Available at: https://framework.esc18.net/Documents/ARD_Guide_ENG.pdf

2. IDEA. The Manual for Parents and Students about Special Education Services in Texas (2016).
   Available at: https://www.thearcoftexas.org/wp-content/uploads/2016/10/IDEA-Manual-2016_Search_BoxREV.pdf

3. Parent's Guide to the Admission, Review and Dismissal Process

4. Notice of Procedural Safeguards (April, 2016). Available at:
   https://framework.esc18.net/Documents/Pro_Safeguards_ENG.pdf

Other Readings as Assigned—see Reading/Resources tab in Blackboard

XI. BIBLIOGRAPHY

Course content is supported by the following:


The knowledge bases that support course content and procedures include the following Research Journals:
- American Journal on Mental Retardation
- Exceptional Children
- Journal of Learning Disabilities
- Journal of Special Education
- Teaching Exceptional Children
Helpful Websites:


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

Center for Research on Education, Diversity & Excellence  

Colorín Colorado  
[www.colorincolorado.org](http://www.colorincolorado.org)

National Center on Intensive Intervention  

Office of Special Education Programs  
[https://www2.ed.gov/about/offices/list/osers/osep/index.html](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](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/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Special_Education/Programs_and_Services/Special_Education_Rules_and_Regulations/)

Texas Project First  

The IRIS Center  

U.S. Department of Education IDEA Resources  

What Works Clearinghouse  

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XII. TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Class Topics</th>
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Legal Overview: Major Principles of IDEA; Procedural Safeguards
RTI
Housekeeping: Groups Assigned

| Tuesday, 5/15 | Quiz 1          |
|              | Evaluation and Eligibility |
|              | Culturally and Linguistically Responsive Practice |

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<thead>
<tr>
<th>Wednesday, 5/16</th>
<th>Small Group Work Sessions</th>
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<tr>
<th>Thursday, 5/17</th>
<th>Quiz 2</th>
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<tr>
<td>Case Law Presentations: Rowley v Hendrick Hudson; Irving ISD v. Tatro; Smith v Robinson</td>
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<td>IEP Component Presentations: PLAAFP and Annual Goals</td>
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<th>Monday, 5/18</th>
<th>Quiz 3</th>
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<tr>
<td>Case Law Presentations: Larry P. v Riles; Diana v. State Board of Education</td>
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<td>IEP Component Presentations: Additional Considerations: All Students/Some Students</td>
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<th>Tuesday, 5/19</th>
<th>Quiz 4</th>
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<tr>
<td>Case Law Presentations: Honig v Doe; Schaeffer v Weast</td>
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<td>IEP Component Presentations: Transitions</td>
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<th>Wednesday, 5/20</th>
<th>Quiz 5</th>
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<tr>
<td>Case Law Presentations: Carter v Florence County School District 4; Burlington School Committee v. Department of Education; Zobrest v Catalina Foothills School District</td>
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<tr>
<td>IEP Component Presentations: Accommodations, Modification, and Statewide Assessment</td>
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<th>Thursday, 5/21</th>
<th>Quiz 6</th>
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<tr>
<td>Case Law Presentations: Timothy W. v Rochester New Hampshire School District; Cedar Rapids School District v Garrett F.; Doe v Withers</td>
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<tr>
<td>IEP Component Presentations: ESY and Related Services</td>
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<td>Transportation, Placement, and LRE</td>
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<tr>
<th>Friday, 5/26</th>
<th>Final Exam</th>
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XIII. COURSE POLICIES

**Attendance/tardiness**
This is a fast-paced and highly interactive class. Missing class or arriving late will have a negative impact on your learning and success. Absences accompanied by doctor’s note or similar documentation will be excused. **Arriving late or leaving early** twice during our course (any combination),
will count as an absence. **Be responsible for any materials missed if absent.**
(Get the phone numbers of two peers on the first night of class.)

**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.

**Cell Phone/Electronic Device Usage**
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 the instructor prior to class.

**Navigating Blackboard**
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/). Librarians’ contact information is also on the website and you are encouraged to contact librarians for assistance.

**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.

**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. 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**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamu.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**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 Corpus Christi Hall 116.

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.

**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.

**Blackboard Learning Systems Support**

URL: http://iol.tamu.edu
URL: Island Online Student Resources Webpage: https://distance-education.tamu.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

**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*