SPED 4330 INDIVIDUALIZED EDUCATIONAL PROGRAMS FOR STUDENTS WITH EXCEPTIONALITIES
Texas A&M University – Corpus Christi
College of Education
Course Syllabus – Maymester 2018
Monday-Thursday, 5:15-9:00 pm, O’Connor 222

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OFFICE HOURS: M-TH 4:00-5:00 pm, after class, and by appointment

This course runs M-Th: May 16, 20, 21, 22, 23, 28, 29, 30. The final exam is scheduled for Friday, May 31st. This course meets from 5:25 pm-9:00 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. 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
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 36 points
Final Exam 24 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


4. Notice of Procedural Safeguards (December, 2017). 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 base that supports course content and procedures includes the following Research Journals:
• American Journal on Intellectual and Developmental Disabilities
• Behavior Disorders
• Exceptional Children
• Journal of Learning Disabilities
• Journal of Special Education
• Teaching Exceptional Children
• Multiple Voices for Ethnically Diverse Exceptional Learners

Helpful Websites:
AIMSweb  http://www.aimsweb.com/


Center for Applied Special Technology  http://www.cast.org

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/


### XII. TENTATIVE CLASS SCHEDULE

<table>
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<tr>
<th>Session</th>
<th>Class Topics</th>
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| Thursday, 5/16  | Introduction—  
Legal Overview: Major Principles of IDEA; Procedural Safeguards  
RTI  
Housekeeping: Groups Assigned                                                                 |
| Monday, 5/20    | Quiz 1  
Evaluation and Eligibility  
Culturally and Linguistically Responsive Practice                                                                                            |
| Tuesday, 5/21   | Small Group Work Sessions                                                                                                                   |
| Wednesday, 5/22 | Quiz 2  
Preschool Programs and  
Case Law Presentations: Rowley v Hendrick Hudson; Irving ISD v. Tatro; Smith v Robinson  
IEP Component Presentations: Transitions                                                                                                     |
| Thursday, 5/23  | Quiz 3  
Case Law Presentations: Larry P. v Riles; Diana v. State Board of Education  
IEP Component Presentations: PLAAFP and Annual Goals  
Prekindergarten Guidelines                                                                                                                 |
| Tuesday, 5/28   | Quiz 4  
Case Law Presentations: Honig v Doe; Schaeffer v Weast  
IEP Component Presentations: Additional Considerations: All Students/Some Students (all but ESY, Related Services)  
English Language Proficiency Standards                                                                                                    |
| Wednesday, 5/29 | Quiz 5  
Case Law Presentations: Carter v Florence County School District 4; Burlington School Committee v. Department of Education; Zobrest v Catalina Foothills School District  
IEP Component Presentations: Accommodations, Modification, and Statewide Assessment                                                     |
Thursday, 5/30
Quiz 6
Case Law Presentations: Timothy W. v Rochester New Hampshire School District; Cedar Rapids School District v Garrett F.; Endrew F. v Douglas County School District; Doe v Withers
IEP Component Presentations:
ESY and Related Services (including transportation)
Placement and LRE

Friday, 5/31
Final Exam

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. For each unexcused absence, 2 points will be deducted from your attendance and participation grade. **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 during first week of class.)

**Late Work**
**All written work turned in must be typewritten.** Now is the time to work on your professional writing. **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 Data 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 me prior to class.

**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, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of
academic dishonesty include one or more of the following: 1. Written reprimand; 2. Requirement to re-do work in question; 3. Requirement to submit additional work; 4. Lowering of grade on work in question; 5. Assigning grade of “F” to work in question; 6. Assigning grade of “F” for course; 7. Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question. The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years.

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
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.

**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.

**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.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 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, such as a major hurricane 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.

*Required by SACS or HB2504

**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.