



**Course Name:** SPED 4455 The Special Education Program:  
The Self-contained or Inclusive Multicultural Classroom  
**Credit Hours:** 3

**Semester Taught:** Fall 2020

**Time, and Place:** WEB

**Instructor Information:**

<p><b>Instructor:</b> Alberto Mares, EdS, MBA, MA</p>	<p><b>Communication Information:</b> 505-747-2272 <a href="mailto:alberto.mares@nnmc.edu">alberto.mares@nnmc.edu</a></p>	<p><b>Office Hours:</b> Monday 4-6 p.m. Wednesday 6-8 p.m. Friday 8-9 a.m.</p>
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**Required Text:** Pierangelo, Roger and Giuliani, George, *Understanding, Developing and Writing Effective IEPs*, Corwin Press, 2007. ISBN: 978-1-4129-1786-5

**Required Materials or Readings:** State Guidance Manual

<https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/RtI-Manual-most-updated-2.15.pdf>

**E-mail Requirement:** All Students attending NNMC must use their NNMC e-mail account when communicating electronically about NNMC related business. If you are having trouble, please contact IT at 505-747-2259.

**Attendance:** Attendance is required for all class sessions. Since this is an online class, attendance will be measured in discussion posts to classmates and completing assignments on time. Education classes are competency-based, meaning that students must meet New Mexico State Competencies. Any absence during full term classes will require comparable make-up work at the discretion of the instructor.

**Catalog Course Description:**

This course addresses the planning and implementation of effective programs in a Tier I, II, or III setting. Exceptionalities, least restrictive environment, and classroom management are explored through the understanding of human growth and development. Major components include assessment and evaluation, diagnostics, placement and the Individual Education Plan (IEP). An understanding of professional leadership through the role of advocacy is developed through reflective practice. *Prerequisite:* DTE permission. (3, 3T+0L)

**Course Objectives:**

1. Students will gain understanding of effective program planning for students with diverse abilities.
2. Students will gain understanding of the role of the teacher as it relates to IDEA and the three tier system/Response to Intervention
3. Students will understand the components of the IEP process
4. Students will develop an understanding of the role of advocacy and professional leadership as it relates to working with students and families of exceptional abilities

**NM Teacher Competencies (InTASC), Department of Teacher Education’s Conceptual Framework, and the NNMC Student Learning Outcomes.**

**New Mexico Entry Level Teacher Competencies (InTASC):**

**A. Learner Development:**

**A.1** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **A.2a, A.2.b, A.2.c, A.2.d, A.2.e, A.2.f, A.2.g, A.2.h, A.2.i, A.2.j, A.2.k**

**C. Learning environments:**

**C.1** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. **C.2.a, C.2.b, C.2.c, C.2.d, C.2.e, C.2.f, C.2.g, C.2. C, C.2.i, C.2.j, C.2.k, C.2.l, C.2.m, C.2.n, C.2.o, C.2.p, C.2.q, C.2.r**

**I. Professional learning and ethical practice:**



- I.1** The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.  
**I.2.a, I.2.b, I.2.c, I.2.d, I.2.e, I.2.f, I.2.g, I.2.h, I.2.i, I.2.j, I.2.k, I.2.l, I.2.m, I.2.n, I.2.o**

**J. Leadership and collaboration:**

- J.1** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. **J.2.a, J.2.b, J.2.c, J.2.d, J.2.e, J.2.f, J.2.g, J.2.h, J.2.i, J.2.j, J.2.k, J.2.l, J.2.m, J.2.n, J.2.o, J.2.p, J.2.q, J.2.r, J.2.s, J.2.t**

**DTE's Conceptual Framework** - The Conceptual Framework of the College of Education at Northern New Mexico College represents the knowledge, skills and dispositions that all teacher candidates are expected to demonstrate during the program and as practicing teachers. The instruction in each class must reflect the Conceptual Framework in the course topics, assignments, discussions and readings.

**Knowledge Principle-**

5. Assessment: the teacher candidate effectively utilizes student assessment techniques and procedures.
6. Professionalism- the teacher candidate manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.
7. Diversity- the teacher candidate recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.
8. Professionalism- the teacher candidate demonstrates a willingness to examine and implement change as appropriate.
9. Collaboration- the teacher candidate works productively with colleagues, parents and community.

**Skills-**

2. Utilization of Planning and Assessment tools

**Dispositions-**

2. A belief that all students can learn
3. Ethical Behavior

**NNMC Student Learning Outcomes**

1. Ability to communicate clearly and effectively
3. Demonstrate commitment to address cultural, social, and ethical responsibilities

Assignment Descriptions/ Assessment Criteria:

Assignment/Assessment	Course Objectives, Conceptual Framework NNMC SLO	Points Earned
Discussion Board	Course objectives 1-4, COE CF- KP 5, 6, 7, 8, 9; S 2, D 2-3, NNMC SLO 1, 3	15 @ 2= 30 pts.
Chapter Summary Reflection	Course objectives 1-4, COE CF- KP 6, 7, 8; S 1, D 2-3, NNMC SLO 3, 4	3 @ 5 =15 pts.
Power Point Demonstration- Program Characteristics <ul style="list-style-type: none"> <li>• Tier I services</li> <li>• Tier II services,</li> <li>• Tier III services</li> </ul>	Course objectives 1-4 COE CF- KP 6-8, S 1, D 1-3, NNMC SLO 3, 4	1 @ 15 =15 pts.
Strategies Toolbox- Select appropriate research-based strategies <ul style="list-style-type: none"> <li>• Tier I services</li> <li>• Tier II services</li> </ul>	Course objectives 1-4 COE CF- KP 6-8, S 1, D 1-3, NNMC SLO 3, 4	1 @ 15 =15 pts.



<ul style="list-style-type: none"> <li>• Tier III services</li> </ul>		
<p>The IEP - Includes and addresses the following criteria</p> <ul style="list-style-type: none"> <li>• Student’s needs as identified by evaluation</li> <li>• Measurable annual goals</li> <li>• Services/supports student will receive</li> <li>• Method/timeframe for monitoring student progress</li> <li>• Mode and frequency for parental communication</li> </ul>	<p>Course objectives 1-4, COE CF- KP 6, 7, 8; S 1, D 2-3, NNMC SLO 3, 4</p>	<p>1 @ 20 =25 pts.</p>
		100 PTS.

<b>Date</b>	<b>Course Topic Weekly Objective</b>	<b>Readings</b>	<b>Assignments/ Due Date</b>
Week #1	Instructions Course Overview: Syllabus Review Inclusive Education	Introductions, Course expectation	08/17/2020 #1 Discussion Board
Week #2	Text: Common Sense Classroom Management Read Chapter 1 Topic Getting Organized	#2 Discussion Board- Two posts required- One to the original prompt and one to a classmate’s response.	08/24/2020 #2 Discussion Board
Week #3	NMPED RTI Guide Manual	#3 Discussion Board- Two posts required- One to the original prompt and one to a classmate’s response. #1 Chapter Summary Reflection	08/31/2020 #3 Discussion Board
Week #4	NMPED RTI Guide Manual Text: Common Sense Classroom Management Read Chapter 2 Topic Organizing Students	#4 Discussion Board- Two posts required- One to the original prompt and one to a classmate’s response.	09/07/2020 #4 Discussion Board
Week #5	Text: Common Sense Classroom Management Read Chapter 3 Topic Classroom and Behavior Management	#5 Discussion Board- Two posts required- One to the original prompt and one to a classmate’s response. Power Point Demonstration- Program Characteristics <ul style="list-style-type: none"> <li>• Tier I services</li> <li>• Tier II services,</li> <li>• Tier III services</li> </ul>	09/14/2020 #5 Discussion Board Student Project #1 Power Point & Critical Reflection
Week #6	<b>Text:</b> Understanding, Developing and Writing Effective IEPs <b>Read Chapter 1,</b> Foundational Issues in Individualized Education Programs (IEPs)	#6 Discussion Board- Two posts required- One to the original prompt and one to a classmate’s response. Focus on: 1.Purpose of an IEP 2.13 Principles of IEP Collaboration	09/21/2020 #6 Discussion Board
Week #7	<b>Text:</b> Writing Measurable IEP Goals & Objectives <b>Read Part I</b> About Goals & Objectives Text: Common Sense Classroom Management	#7 Discussion Board- Two posts required- One to the original prompt and one to a classmate’s response. #2 Chapter Summary Reflection Focus on: Important Guidelines for IEP Development (Specific Topics:	09/28/2020 #7 Discussion Board #1 Reflective Journal



	Read Chapter 4 Topic Special Education Instructional Planning	Measurability. Measurable, Givens, Criterion or Level of Performance, and Non-measurable)	
Week #8	Text: Common Sense Classroom Management Read Chapter 5 Topic General Education Instructional Planning	#8 Discussion Board- Two posts required- One to the original prompt and one to a classmate's response.	10/05/2020 #8 Discussion Board Student Project #2- Code of Ethics and My Philosophy of Education
Week #9	Text: Common Sense Classroom Management Read Chapter 6 Topic Record Keeping and Information Management	#9 Discussion Board- Two posts required- One to the original prompt and one to a classmate's response.	10/19/2020 #9 Discussion Board
Week #10		#10 Discussion Board- Two posts required- One to the original prompt and one to a classmate's response. Strategies Toolbox- Select appropriate research-based strategies <ul style="list-style-type: none"> <li>• Tier I services</li> <li>• Tier II services</li> <li>• Tier III services</li> </ul>	10/26/2020 #10 Discussion Board
Week #11	Text: Common Sense Classroom Management Read Chapter 7 Topic Legal Issues	#11 Discussion Board- Two posts required- One to the original prompt and one to a classmate's response.	11/02/2020 #11 Discussion Board #2 Reflective Journal
Week #12	<b>Text:</b> Understanding, Developing and Writing Effective IEPs Read Chapter 4, IEP Team Meetings Text Writing Measurable IEP Goals & Objectives Read Part II Writing Goals and Objectives	#12 Discussion Board- Two posts required- One to the original prompt and one to a classmate's response. #3 Chapter Summary Reflection Focus on 1.Guidelines for Running the IEP meeting Focus on: 1.Writing Measurable Goals and Objectives	11/09/2020 #12 Discussion Board
Week #13	<b>Text:</b> Common Sense Classroom Management Read Chapter 8 Topic Working With Families	#13 Discussion Board- Two posts required- One to the original prompt and one to a classmate's response. #3 Reflective Journal	11/16/2020 #13 Discussion Board #3 Reflective Journal
Week #14	Text: Common Sense Classroom Management Read Chapter 9 Topic Working With Support Staff	#14 Discussion Board- Two posts required- One to the original prompt and one to a classmate's response.	11/23/2020 #14 Discussion Board
Week #15	Text: Common Sense Classroom Management Read Chapter 10	Lesson Plans (2)- Includes and addresses a student population that includes multiple disabilities (2-3).	11/30/2020



	Topic Working With Teacher Assistants	<ul style="list-style-type: none"> <li>• Include diverse student characteristics</li> <li>• Include CCSS addressed in lesson plan</li> <li>• Include accommodations</li> <li>• Include use of technology as a tool for learning</li> </ul> Include assessment	
Week #16	Tying it altogether	#15 Discussion Board- Two posts required- One to the original prompt and one to a classmate's response.	12/07/2020 #15 Discussion Board

**Grading**

A+ 4.33 Outstanding

B+ 3.33 Above Average

C+ 2.33 Average, Passing

D+ 1.33 Below Passing

F 0.00 Not Passing

A 4.00 Outstanding

B 3.00 Above Average

C 2.00 Average, Passing

D 1.00 Below Passing

A- 3.67 Outstanding

B- 2.67 Above Average

C- 1.67 Average, Passing

D- 0.67 Below Passing

**Late Work:** Your work is due on the date indicated on the syllabus. Any exceptions are at the discretion of the professor and must be agreed to in advance.

**Students with Disabilities:** Northern New Mexico College recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact Verna Trujillo, Coordinator of Accessibility and Resource Center at 505-7472152 or [v.trujillo@nmmc.edu](mailto:v.trujillo@nmmc.edu) to inquire about appropriate accommodations. After your eligibility is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you.

**NNMC Incomplete Policy:** The grade of 'I' is given for course work that could not be completed due to circumstances beyond the student's control. This means a serious illness or accident, not poor planning. If a significant crisis prevents your timely completion of the requirements of this course, please make an appointment with your instructor. Once an Incomplete is given, it is the STUDENT'S responsibility to complete the work according to the parameters of the deadline. If you do not complete your work, the 'I' automatically becomes an 'F' when the deadline passes.

**Academic Ethics:** Dishonesty in connection with tests, quizzes, or coursework assignments may be cause for dismissal from the College. Plagiarism is the most common type of academic dishonesty. Plagiarism consists of any representation of another person's work as one's own without proper acknowledgment. Examples include but are limited to 1) submitting as one's work a paper which includes a part copied from a book or article without identifying the quote selection and/or sources, 2) presenting an author's ideas as though they were your own original ideas, or 3) using work by another student with your name as the author. When an instructor suspects a student of academic dishonesty, the instructor will bring it to the student's attention. If the problem is not resolved to the instructor's satisfaction, the incident will be reported to the Dean for follow-up action.

Students are responsible for referring to the Student Handbook for specific policies and procedures.



