

## CMI COURSE CURRICULUM COURSE ACTION

**Course Title:** Individual Education Plan

**Alpha Number:** SPED 263

**CIP No.** 13.01.01

**Type of Action:**

☒ **X** New Course (attach narrative justification for course creation)

☐ Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)

Select all that apply:

☐ Change in number of credit hours

☐ Change in prerequisite

☐ Substantive change in course content

☐ Change to SLOs

☐ Other:

☐ Non-substantive Revision

Select all that apply:

☐ Change in Alpha Number or Title (unless letter abbreviation has not previously been used):

☐ Edit to course description that does not alter the substance of the course

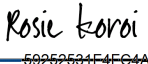
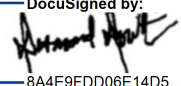
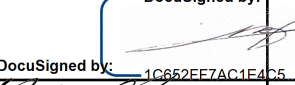
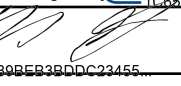
☐ Change to recommended texts

☐ Other: This course is newly developed to improve and complete the SPED certification

☐ Reinstitution of Archived Course (attach narrative justification for reinstitution, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived)

☐ Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence)

**Approvals:**

|                                       | <b>Name</b>          | <b>Signature</b>                                                                                                          | <b>Date</b> |
|---------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Department Chair</b>               | Rosie Koroi          | <br>DocuSigned by:<br>50252531F4FC4A3... | 3/12/2025   |
| <b>Curriculum<br/>Committee Chair</b> | Desmond Doulatram    | <br>DocuSigned by:<br>8A4E9EDD06E14D5    | 3/13/2025   |
| <b>Dean of Academic<br/>Affairs</b>   | Edward Alfonso       | <br>DocuSigned by:<br>1C652FE7AC1E4C5   | 3/14/2025   |
| <b>VPASA</b>                          | Dr. Elizabeth Switaj | <br>DocuSigned by:<br>80BE93BDDC23455... | 3/14/2025   |

## CMI COURSE OUTLINE

**CIP No.** 13.1017

SPED 263

**Version No.** 2

Individual Education Plan

**Alpha Number**

**Course Title**

**Previous Alpha Number:**

**Course Description:** Explores the fundamental concepts, legal requirements, and best practices associated with IEPs. They will delve into the collaborative process involved in developing IEPs, including identifying student needs, setting goals, and selecting appropriate accommodations and modifications. Participants will also learn about the importance of data-driven decision-making and progress monitoring in the context of IEPs.

**Course originally prepared by:** Personnel Retention Grant

February 2024

**Most recent revision by:** Mellessia Crawford

Education Department

March 2025

**Course mode(s):** ☒ Face to Face (including Zoom) ☒ Hybrid ☒ Distance Education

**Credits calculated by:** 3 Credit Hour

       Clock Hour        N/A

**Contact Hours:** 45

| Type                     | No. of Hours | No. of Credits | Maximum No. of Hours Online |
|--------------------------|--------------|----------------|-----------------------------|
| Lecture/Seminar/Workshop | 45           | 3              | 45                          |
| Clinical                 |              |                |                             |
| Practicum                |              |                |                             |
| Lab                      |              |                |                             |
| Fieldwork                |              |                |                             |
| Studio Time              |              |                |                             |
| <b>Total</b>             | 45           | 3              | 45                          |

**Purpose(s) of Course:** Degree Requirement \_\_\_\_\_  
 Degree Elective \_\_\_\_\_  
 General Education \_\_\_\_\_  
 Credit Certification \_\_\_\_\_X\_\_\_\_\_  
 Developmental \_\_\_\_\_  
 CTE/TVET \_\_\_\_\_  
 ABE/Adult HS \_\_\_\_\_

**Distribution Area:** Humanities \_\_\_\_\_  
 Social Sciences \_\_\_\_\_  
 Mathematics (Credit) \_\_\_\_\_  
 Science \_\_\_\_\_

**Prerequisite:** C or Better in SPED 262

**Student Learning Outcomes:** Upon completion of this course, students will be able to:

1. Define by characteristics an IEP in Special Education
2. Develop IEPs from the general curriculum through the methodologies of teaching using UDL to meet the needs of exceptional students through measurable observable assessments integrated in the lesson.
3. Utilize best practice in observation of the legal implication associated with IEPs
4. Gather data for analysis to make informed data-driven decision and progress monitoring for IEPs

**SLO Mapping:**

| Prerequisite Course SLO           | Linked SLO from this Course                                                            | Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7. Administer reading assessments | 2. Develop IEPs from the general curriculum to meet the needs of exceptional students. | Administering reading assessments should be done from an IEP implementation perspective so that each student can receive fairness in the process and outcomes and data generated from these assessment outcomes can be used to inform decisions and improve future IEPs. Creating IEP through the use of Universal Design for Learning (UDL) will help learners to equip themselves with the necessary skills needed to support students with exceptionalities. |

**Links to Program Learning Outcomes:**

| <b>SLO</b> | <b>Linked PLO</b>                                                                                                                           | <b>I/P/M</b> | <b>Explanation of Link</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1          | 4. Apply current knowledge of effective practices in special education.                                                                     | <b>P</b>     | <p>Educators' current knowledge of the characteristics of IEP will help them to know how to effectively plan for each student and meet their needs accordingly.</p> <p>Deliverables will be designed taking into consideration the characteristics of IEP with regards to demonstrating best practice by ensuring that adequate support is also provided for each student with special needs.</p>                                                                                                                                                                                                                                                                                                                           |
| 2          | 3. Include persons who are physically or intellectually diverse.                                                                            | <b>P</b>     | <p>Students with exceptionalities are considered diverse, therefore instructional designs are done to facilitate each student according to their abilities.</p> <p>Educators are equipped with the necessary skills to accommodate students of diverse challenges without making changes to the general curriculum so that students can be empowered through mainstreaming and feel equally valued.</p> <p>Students with special needs should be dignified and shown equal respect. Therefore, one of the many roles of the educator is to ensure that all their students are integrated in the teaching-learning process regardless of their level of abilities, ethnicity, creed or culture.</p>                          |
| 3          | <p>2. Dignity and respect students with special learning needs.</p> <p>3. Include persons who are physically or intellectually diverse.</p> | <b>P</b>     | <p>All educators should endeavor to utilize best practice by treating students with special needs equally and humanely. Additionally, respect should be given to diverse students with special needs considering the legal implications associated with IEPs.</p> <p>“Every child can learn, every child must learn” (MOH Jamaica, Policy on Special Education, 2017). Therefore, students with special learning needs also have human rights and should be treated as such without discrimination, stereotypes, or indifference. It is the responsibility of educators to ensure that regardless of the disability type, all students should be included and treated equally by any reasonable means of accommodation.</p> |

|   |                                                                                                                                    |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---|------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | <p>1. Practice ethically and morally valid decision making</p> <p>2. Dignify and respect students with special learning needs.</p> | P | <p>When working with diverse special needs, a class session can take a different trajectory owing to change in behavior, consequently IEPs integrated help to create a balance in classroom management. Progress monitoring of students with special needs is also important through data gathering from instructional sessions, administering assessments such as performance outcomes or from observation of any student that may require additional support can be used to also help students to be informed of their progress to motivate them to continue to do well or to obtain additional support.</p> <p>Students with special learning needs should be treated with respect. Developing IEPs and monitoring students progress should be done in such a way that it does not make them feel singled out or embarrassed</p> <p>When all students are accommodated through mainstreaming despite their disability type, this makes room for psychosocial empowerment of each student in the process coupled with family support. Data gathered from special needs</p> |
|---|------------------------------------------------------------------------------------------------------------------------------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Course Content:** Students in this course will be introduced to/understand/master:

1. Elements and importance of the Individual Disability Education Act (IDEA)
2. Roles and responsibilities of IEP team members/educators.
3. Theories of special education
4. PSS Curriculum and the essential parts of IEP goal for students with special needs
5. PSS special education student survey
6. Present level of academic achievement and functional performance
7. Data collection and analysis (academic)
8. Planning worksheets for IEP
9. Measurable annual goals according to the PSS Curriculum
10. Create IEPs with the support of Universal Design for Learning (UDL) to tailor lessons to effectively meet the needs of students with special needs through measurable observable assessments integrated in the lesson. **(Ebook is available)**
11. Progress monitoring facilitating IEP meetings
12. Special Education services

**Higher Order Thinking Skills:** Students in this course will experience:

- ☒ Analyzing the basic elements of an idea, experience, or theory
- ☒ Making judgments about the value or soundness of information, arguments, or methods
- ☒ Applying theories or concepts to practical problems or in new situations

### **Recommended Methods of Instruction**

- ☒ Demonstration
- ☒ Lecture
- ☒ Small group discussion
- ☒ Class discussion
- ☒ Audio-Visual Aids
- ☒ Laboratory
- ☐ Supervised
- ☐ Practice
- ☐ Field Trips
- ☐ Other:
- ☒ Assigned readings
- ☒ Field research (Interview with schools' principal or administrator)
- ☒ Group project
- ☒ Observations
- ☒ Presentations
- ☒ Small and large groups discussions
- ☐ Case studies and critique
- ☐ Movie Critique
- ☒ Learning games

### **Recommended Assessment Tool Type(s):**

- ☒ Case Study
- ☒ Critique of Performance
- ☒ Exam/Quiz In-Course
- ☒ Exam/Quiz Standardized (attach narrative describing development and validation process)
- ☐ Focus Group
- ☒ Group Project
- ☒ Individual Project
- ☒ Observation
- ☒ Portfolio Review
- ☒ Presentation
- ☒ Simulation
- ☒ Skill Performance
- ☐ Supervisor Evaluation
- ☒ Survey

- ☒ Written Assignment
- ☐ Other:
- ☒ Individual and group papers (Issues in exceptionalities)
- ☒ Field-work research assignment completion
- ☒ Self and peer-assessment
- ☒ Article review peer-critique

**Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses (Select at Least Two):**

- ☒ Direct instruction through: Oral Presentations
- ☒ Live video lectures
- ☐ Live audio-only lectures
- ☐ Live text chats
- ☐ Assessing or providing feedback on a student's coursework
- ☐ Providing information or responding to questions about the content of a course or competency through:
  - ☒ Live video discussions
  - ☐ Live audio-only discussions
  - ☐ Live text chats
  - ☒ Asynchronous message boards or text chats
  - ☐ Facilitating a group discussion regarding the content of a course or competency through:
    - ☒ Live video discussions
    - ☒ Live audio-only discussions
    - ☐ Live text chats
    - ☒ Asynchronous message boards or text chats
    - ☐ Other, specify:

**Note:** for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

**Equipment and Materials:**

## Recommended texts:

Murawski, W. W; and Scott, K. L. (2019). *What Really Works with Universal Design for Learning*. Corwin: SAGE Publication Company, UK. **(Ebook is available)**

Night Zookeeper (2011-2024). *Make reading and writing fantastically fun*.

<https://www.nightzookeeper.com/>

Piske, Ribeiro. F.H; Collins, K.H; & Arnstein, K.B. (2022). *Critical Issues in Servicing Twice Exceptional Students: Socially, Emotionally and Culturally Framing Learning Exceptionalities*. Springer

Wilhmurst, L & Bruce, A.W. (2018). *The Complete Guide to Special Education Expert Advice on Education, IEPs and Helping kids Succeed*. (3<sup>rd</sup> ed). Josey-Bass.

## Other Sources:

### Recommended Text: Google Text E-book & Links

Make Special Education Work. (2024). The essential parts of an IEP goal.

<https://www.makespecialeducationwork.com/blog/the-three-essential-parts-of-an-iep-goal#:~:text=Putting%20it%20All%20Together,need%20to%20support%20each%20other>. [Blog]

Marks, L. J. (n.d). Unit Organizer: Phonemic Awareness.

<https://www.youtube.com/watch?v=WS39gDt8K8k>

Odom, S. L. (2016). *The role of theory in early childhood special education and early intervention*. In B. Reichow, B. Boyd, E. Barton, & S. Odom (Eds.), *Handbook of early childhood special education* (pp. 21-36). Cham, Switzerland: Springer.

<https://fpg.unc.edu/publications/role-theory-early-childhood-special-education-and-early-intervention#:~:text=Behaviorism%2C%20constructivism%2C%20sociocultural%20theory%2C,understanding%20children's%20learning%20and%20development>.

Open Society Foundation. (2024). <https://www.opensocietyfoundations.org/publications>

<https://www.opensocietyfoundations.org/publications/special-schools-resource-inclusive-education>

Piske, Ribeiro. F.H; Collins, K.H; & Arnstein, K.B. (2023). *Critical Issues in Servicing Twice Exceptional*

*Students: Socially, Emotionally and Culturally Framing Learning Exceptionalities*. (Kindle Edition).

Springer

[https://www.google.com/books/edition/Critical\\_Issues\\_in\\_Servicing\\_Twice\\_Exceptional/150SEAAAQBAJ?hl=en&gbpv=1&printsec=frontcover](https://www.google.com/books/edition/Critical_Issues_in_Servicing_Twice_Exceptional/150SEAAAQBAJ?hl=en&gbpv=1&printsec=frontcover)

Rao, Indumathi, Prahladrao, S. & Pramod, V. (2010). Moving Away from Labels Inspired. Village School Authors.

[https://www.researchgate.net/publication/234126587\\_A\\_Self\\_help\\_Text\\_book\\_on\\_Inclusive\\_Education?enrichId=rgreq-a322725def1e5d18f8dc3b3246de4a9b-XXX&enrichSource=Y292ZXJQYWdlOzIzNDEyNjU4NztBUzo5ODU0ODU0ODg5ODg0MEAxNDAwNTA3MjEzOTcx&el=1\\_x\\_2&esc=publicationCoverPdf](https://www.researchgate.net/publication/234126587_A_Self_help_Text_book_on_Inclusive_Education?enrichId=rgreq-a322725def1e5d18f8dc3b3246de4a9b-XXX&enrichSource=Y292ZXJQYWdlOzIzNDEyNjU4NztBUzo5ODU0ODU0ODg5ODg0MEAxNDAwNTA3MjEzOTcx&el=1_x_2&esc=publicationCoverPdf)

Teach Thought (2023). 15 Assistive Technology Tools & Resources For Students With Disabilities. Technology / Exceptional Child Education Resources, Mobile Learning, Resources. <https://www.teachthought.com/technology/assistive-technology/>

#### 1. **Equipment/Facilities:**

- a. Lecture room
- b. Tables and Chairs
- c. Computers
- d. Ramp to facilitate wheelchair entering classroom
- e. Text Books
- f. Rulers
- g. Course handbooks
- h. Supplemental articles
- i. PowerPoint Presentation
- j. Websites
- k. Videos

#### 2. **Materials and Supplies:**

- a. Lesson Plan Template
- b. Notebook for personal portfolio
- c. Writing tools (pens, markers, pencils, highlighters)
- d. Colored sticky notes page markers
- e. Dictionary: hardcopy, E-dictionary
- f. Markers
- g. Crayons
- h. Scissors
- i. Staple machine and Staples
- j. Paper clips
- k. Thumb Tacks
- l. Highlighters
- m. Stencils
- n. Construction paper

- o. Supplemental articles
- p. Folder leaves
- q. Blank Leaves
- r. Index cards
- s. Glue

### **Connection to College Mission:**

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.

*(EC approved 4th Nov, 2020*

*BOR approved 1st December, 2020)*

### **Justification of how the new course creation serves the College Mission:**

The creation of this new course serves to carry out the college mission to provide equal access to higher education and further educational services for special needs in relevant academics for students in elementary school settings in Micronesia and the Public-School Systems (PSS). The creation of this course is also with the aim to equip educators with the necessary knowledge and skills to provide students with special needs the opportunity to receive specialized care from an individual perspective through the implementation and execution of IEPs that will empower and equip special needs students to build autonomy through measurable observable assessments integrated in the lesson and demonstrate their abilities without fear of discrimination.

### **Connection to Department Mission:**

The mission of the I Education Department is to develop students' abilities necessary for success in college credit programs. The main areas of focus are English reading, writing, listening, speaking, and student engagement. The completion of developmental education courses will facilitate students' competencies in college level courses, in addition to providing for lifelong learning success.

*(Accepted by CC March 5, 2018)*

### **Justification of how the new course creation serves the Department Mission:**

The course change serves to further carry out the department's mission through its design to promote inclusion in a more diverse manner by giving students the opportunity to receive specialized care from an individual perspective through the implementation and execution of IEP that will empower and equip students to build their autonomy through measurable observable assessments integrated in the lesson so that students with special need can demonstrate their abilities without fear of discrimination and acquire

competency to express themselves. Educators can apply their knowledge and skill in providing the necessary academic support to students with special needs helping them to achieve a higher level of proficiency that will add to their human capital for successful sustainable outcomes in all spheres.