



EEX 6224

**Developing Individualized Educational Programs for
Students with Disabilities**

91342 900

Fall 2026

Instructor Name

Brenda L Walker

University Course Description

This course represents the second of three integrated instructional blocks with linked field applications or project-based learning. Experiences have been strategically developed, such that teacher candidates are supported in gaining knowledge, skills and dispositions with scaffolded instruction throughout the program of study. Elements of the curriculum are carefully sequenced so that teacher candidates learning is viewed as situated and embedded within activity and context, moving from acquisition of knowledge to application and generalization. The course is designed to build on the foundation of knowledge developed during the previous semester. The over-arching theme and focus for this semester is Developing Individualized Education based on understanding learner needs. Teacher candidates will use their understandings of course competencies including the context of schools, the nature of teaching in K-12 schools, the curriculum, characteristics of students with disabilities, the nature of special education and an overview of the historical influences, the role of the special education teacher, and professional behaviors including self-reflection to solve problems to build their future competence as an educator. Over the course of subsequent semesters teacher candidates will build upon this knowledge

requiring application of their understanding to solve problems, utilize them in practice, and engage in critical reflection in their role as special educators.

Course Requisites

Prerequisite(s):

(EEX 6051 Minimum Grade: C)

Corequisite(s):

Course Format

This course will be held in a hybrid format, with in-person discussions and practical application offered virtually through associated modules.

Student Learning Outcomes

By the end of this course, students will be able to:

1. Analyze Educational Policy Structures Examine how K–12 educational policy decisions are made across federal, state, LEA, and school levels, with emphasis on the roles of key administrative positions and their impact on special education.
2. Evaluate School and State Organizational Systems Describe and assess the organizational structures of the Florida Department of Education and K–12 schools, including day-to-day operations, personnel responsibilities, and safety procedures, particularly as they relate to special education.
3. Apply Curriculum and Instructional Knowledge Demonstrate understanding of state standards and curriculum scope and sequence in core content areas (reading/literacy, math, science, social studies), and apply evidence-based instructional practices to support students with a range of learning needs.
4. Interpret Assessment and Accountability Frameworks Utilize assessment constructs (e.g., intelligence, achievement, behavior, progress monitoring) within Problem Solving/Response to Instruction (PS/RTI) frameworks, including

technology tools and validated instruments for identifying and evaluating students with disabilities.

5. Examine an Integrated Approach to Educational Practices Analyze the concept of integrated educational environments, varied interpretations, and research-based impacts on student outcomes, while considering the instructional and communication needs of students and families from varied linguistic backgrounds.

6. Explain Legal and Ethical Foundations of Special Education Identify and interpret key legislation (IDEA, ADA, Section 504, ESEA) and judicial rulings affecting special education, and evaluate ethical considerations, respectful terminology, and factors that influence identification and service delivery.

7. Reflect on Dispositions Articulate how professional dispositions influence one's role as a special educator, guide professional development, and support collaborative efforts to improve educational outcomes for students with disabilities.

Course Objectives

This course represents the second of three integrated instructional blocks with linked field applications or project-based learning. Experiences have been strategically developed, such that teacher candidates are supported in gaining knowledge, skills, and dispositions with scaffolded instruction throughout the program of study. Elements of the curriculum are carefully sequenced so that teacher candidates' learning is viewed as situated and embedded within activity and context, moving from acquisition of knowledge to application and generalization. The course is designed to build on the foundation of knowledge developed during the previous semester. The overarching theme and focus for this semester is Developing Individualized Education based on understanding learner needs. Teacher candidates will use their understandings of course competencies including the context of schools, the nature of teaching in K-12 schools, the curriculum, characteristics of students with disabilities, the nature of special education and an overview of the historical influences, the role of the special education teacher, and professional behaviors including self-reflection to

solve problems to build their future competence as an educator. Over the course of subsequent semesters teacher candidates will build upon this knowledge requiring application of their understanding to solve problems, utilize them in practice, and engage in critical reflection in their role as special educators.

Required Texts and/or Readings and Course Materials

Bateman, B. D., & Herr, C. M. (2011). *Writing measurable IEP goals and objectives*

(2nd ed.). Attainment Company.

Collins, L.W., Landrum, T.J., & Sweigart, C.A. (2025). *Improving Student Behavior*

and Cultivating Meaningful Relationships: A Teacher's Guide to Positive and Preventive Approaches in Inclusive Classrooms (1st ed.). Routledge. <https://doi.org/10.4324/9781003469599>

Supplementary (Optional) Texts and Materials

*Additional course readings will be provided in Canvas.

Grading Scale

A+ = 97% - 100%

A = 93% - 96%

A- = 90% - 92%

B+ = 87% - 89%

B = 83% - 86%

B- = 80% - 82%

C+ = 77% - 79%

C = 73% - 76%

C- = 70% - 72%

D = 65% - 69%

F = below 65%

Grade Categories and Weights

Evaluation of Student Outcomes

Evaluation of Student Outcomes
Attendance/Class Discussions/ Participation 10%
Reflections 20%
Behavior Intervention Plan (Key Assessment) 30%
Lesson Plan and Implementation Project (Key assessment) 30%
Final Presentation (Lesson Plan and Behavior Intervention Plan) 10%

Instructor Feedback Policy & Grade Dissemination

The instructor will respond to email communication relevant to the subject matter within 48 hours of the date received. Instructor will provide feedback on assignments within one week of the posted deadline, and feedback on final papers within two weeks of the posted deadline. You can access your scores at any time using "Grades" in Canvas. For guidance on how to do this, please visit the [Canvas Guide on How to View Grades](#).

Major Topics and Course Schedule

* Note: The Schedule is subject to revision

Key for Textbook Readings

SB = Improving Student Behavior and Cultivating Meaningful Relationships

IEP =Writing Measurable IEP Goals and Objectives

k	Topic	Readings for Class due before coming to class	Assignment Due Sunday after class by 11:59pm EST
s			
k 1	Semester and Course Overview	SB Ch 1 IEP Part 1	
25			

k 2 1	Behavior 101	Iris Module: https://iris.peabody.vanderbilt.edu/module/bp/challenge/#content	Due Sunday Sept 6: Weekly Reflection on OneDrive
k 3 8	Lesson Planning	SB Ch 2 SB Ch 3	Due Sunday Sept 13: - Weekly Reflection on OneDrive - Begin drafting the key assessment: Lesson Plan
k 4 15	Behavior Assessments	SB Ch 16	Due Sunday Sept 20: - Weekly Reflection on OneDrive - Iris ABC Activity: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Conduct_an_ABC_Analysis.pdf
k 5 22	Prevention Strategies	SB Ch 6, Ch 7 and Ch 8	Due Sunday Sept 27: Weekly Reflection on OneDrive
k 6 29	Behavior Intervention Plans	Iris module https://iris.peabody.vanderbilt.edu/module/bip-sec/cresource/q1/p01/	Due Sunday Oct 4: - Weekly Reflection on OneDrive - Draft intervention plan

k 7 3	Selecting Evidence based interventions	SB Ch 10 SB Ch 14 SB Ch 15	Due Sunday Oct 11: - Weekly Reflection on OneDrive - Draft Hypothesis statement and choose intervention for key assessment BIP - Prepare draft Lesson Plan and BIP for review (one page, or slide deck)
k 8 13	Mid Semester Check In	Bring Lesson Plan and BIP drafts for peer review	Due Sunday Oct 18: Weekly Reflection on OneDrive
k 9 20	Data Collection Progress Monitoring and Data Based Decision making	Iris Data Collection Activity: https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Frequency_and_Interval_Recording.pdf	Due Sunday Oct 25: - Weekly Reflection on OneDrive - Key Assessment Lesson Plan Due
k 27	IEPs: Present Levels of Performance	IEP Part 2.1 *through PLOPs	Due Sunday Nov 1: Weekly Reflection on OneDrive

k 3	IEPs: Writing IEP Goals and Objectives	IEP Part 2.2	Due Sunday Nov 8: Weekly Reflection on OneDrive
k 10 ; in	Reinforcing Behavior	SB Ch 11 SB Ch 12 SB Ch 13	Due Sunday Nov 15: - Weekly Reflection on OneDrive - Key Assessment Behavior Intervention Plan Due
k 17	Final Presentation Preparation Individual Meetings (online)		Due Sunday Nov 22: - Weekly Reflection on OneDrive - Prepare for presentation (slide deck)
k 24	<i>No Class – Thanksgiving/Fall Break</i>		
k 1	Final Presentations		In class: - Final Presentations - Course Reflections

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Course Policies:

Attendance/Professional Behavior:

The LLEEPs Department maintains a professional teacher-training program and as such, all students are expected to conduct themselves in a professional manner during all activities associated with this course, including class and on-line discussions, and teaching and learning at your practicum setting. Appropriate interactions between and among students and instructor are always expected. Disruptions to the academic process will result in disciplinary action.

Regular class attendance is expected. Both absences, late arrival, and leaving early will result in the deduction of class participation points. Written confirmation from your course instructors is required for an absence to be counted as “excused.” In the event of unforeseen circumstances, it is expected that the student will communicate as soon as possible with the instructor (within a week).

Late/Missing Work Policy: All assignments are due on the date listed in Canvas.

There are no late points allowed for missed in-class participation/assignments or key assessment assignments – if submitted late a non-negotiable grade of zero will be applied. For all other assignments submitted late - there will be an automatic grade deduction of 10% per day for up to 3 days.

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Grading Criteria*: Grading consists of letter grades. Assignment of a plus or minus may be implemented according to university guidelines. A grade of Incomplete will be awarded for extenuating circumstances and only if a substantive amount of coursework has been completed and the student is in good standing with the course grade. A minimum grade of "C-" or "S" must be achieved in courses within your major.

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First Day Attendance Policy:

First Day Attendance will be counted as attendance in the first course meeting, and by completion of the in-class survey/assignment. Students who don't complete the first day activity run the risk of being dropped from the course.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's

assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made

available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing.

Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)