



## Graduate Course Syllabus

### SPED 624: Professional Collaboration

Center: Online

#### Course Prerequisites

SPED 501

#### Course Description

This course has been designed to assist special education teachers in examining their consultative roles and responsibilities when working in inclusive settings. Students will be introduced to and examine the nature of collaboration, developing relationships between general and special educators and paraprofessionals. The focus of the course will be on practical application and establishing strong relationships between general and special educators. The course also includes facilitating engagement of parents and families, as well as appropriate community agencies. The purpose of the course is to prepare special educators to interact and collaborate with a variety of stakeholders that are typically associated with students placed in inclusive settings. In order for special education teachers to be successful they must have the skills and ability to support students in the general education setting, which means collaborative interaction, decision making, accountability, and teamwork. Knowledge of general education curriculum requirements, related assessments, researched-based interventions, and use of data are all topics that will be covered as part of this course.

#### Course Outcomes

- Describe strategies for collaboration with families, school personnel, agencies, and community members in culturally responsive ways to facilitate access for students with disabilities in a variety of settings
- Explore the varied roles and responsibilities of special educators in the general education setting
- Understand characteristics of effective teams and the role of the special education teacher in collaborating with general educators
- Describe strategies for structuring, directing, and supporting the activities of paraprofessionals and volunteers
- Study and identify the dynamics of special educators working in the general education setting: teaming, planning, providing instruction, assessing student progress, and developing, implementing, and monitoring IEPs
- Identify and analyze a variety of research-based intervention models implemented in the general education setting and the role of the special education teacher, including but not limited to response to intervention (RTI), professional learning communities (PLCs), differentiated instruction (DI), positive behavior supports and interventions (PBIS)
- Demonstrate an understanding of Common Core State Standards and the role of the special educator in providing consultation to general education teachers

- Know, understand, and demonstrate effective written and verbal communication skills

### **Required Materials**

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

#### *Collaborative Teaming*

Rachel Janney, Margaret E. King-Sears, & Martha E. Snell

Paul H. Brookes Publishing Co.

3<sup>rd</sup> edition

2015

ISBN: 978-1-59857-656-6

#### *PLCs, DI, & RTI: A Tapestry for School Change*

Judy Stoehr

Sage Publications

2011

ISBN: 978-1-4129-9238-1

### **Diversity, Equity, and Inclusion**

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

### **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment’s due date, or within seven days of a late submission.

## Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	10	25	250
Short Papers	4	45	180
Alternative Field Experience	1	135	135
Critical Task			
Milestone One	1	60	60
Milestone Two	1	60	60
Milestone Three	1	65	65
Critical Task Submission	1	250	250
			<b>Total Course Points: 1,000</b>

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process.

## Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

## Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	Collaboration and Teamwork <i>Collaborative Teaming</i> , Chapter 1 1-1 Discussion: Characteristics of Collaboration 1-2 Short Paper: The Stakeholders 1-3 Critical Task: Review 1-4 Alternative Field Experience: Research Paper Reminder
2	Team Members: Roles and Responsibilities <i>Collaborative Teaming</i> , Chapter 2 and Chapter 3 (pp. 59–63) 2-1 Discussion: Communication Skills 2-2 Milestone One: Roles and Responsibilities
3	Conflict Management and Common Core Standards <i>Collaborative Teaming</i> , Chapter 4 3-1 Discussion: Conflict Management 3-2 Short Paper: Strong Collaboration 3-3 Alternative Field Experience: Reminder
4	Team Dynamics <i>Collaborative Teaming</i> , Chapter 3 (pp. 69–73) 4-1 Discussion: Collaborating With Parents and the Community 4-2 Milestone Two: Team Dynamics
5	The IEP Process <i>Collaborative Teaming</i> , Chapter 5 5-1 Discussion: A Day in the Life of an Educator 5-2 Short Paper: Creating IEP Goals and Implementing the Goals
6	Response to Intervention (RTI) and Professional Learning Communities (PLCs) <i>PLCs, DI, &amp; RTI: A Tapestry for School Change</i> , Chapters 2 and 4 6-1 Discussion: Members of the Professional Learning Communities 6-2 Short Paper: Using Response to Intervention 6-3 Alternative Field Experience: Reminder
7	Implementing the Strategies and Models <i>PLCs, DI, &amp; RTI: A Tapestry for School Change</i> , Chapter 3 7-1 Discussion: Differentiated Instruction 7-2 Milestone Three: Models and Strategies
8	Utilizing Your Assets: Support Outside the Classroom 8-1 Discussion: Special Services 8-2 Alternative Field Experience: Research Paper
9	Collaborating in the Real World 9-1 Discussion: Technology in the Classroom 9-2 Critical Task: Collaboration Model Reflection

Module	Topics and Assignments
10	Application of Strategies 10-1 Discussion: Applying Collaborative Efforts in the Classroom

### **Attendance Policy**

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a graded assignment/discussion during the first week of class, the student is automatically dropped from the course for non-participation. Review the [full attendance policy](#).

### **Late Assignments Policy**

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

### **SNHU Student Handbook**

Review the [student handbook](#).

### **ADA/504 Compliance Statement**

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted this policy to provide for prompt and equitable resolution of complaints regarding any action prohibited by Section 504, the ADA, or the ADAAA.

For questions about **support services, documentation guidelines, general disability issues, or pregnancy accommodations**, please visit the [Online Accessibility Center](#) (OAC).

As a student, you must complete an interactive intake process, with supporting documentation, in order to be granted accommodations. Once reasonable accommodations are approved by the OAC, you will receive an accommodations letter. You are then responsible for sharing the letter with your instructor. Accommodations are not retroactive.

If you feel you've been subject to discrimination on the basis of disability, by any party, you may file a complaint or grievance. For more information on the ADA/504 Grievance Policy, go to the [Disability and Accessibility Services](#) website.

### **Academic Integrity Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

**Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

**SNHU Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).