



## Graduate Course Syllabus

### **SPED 561: Consultation and Collaboration**

Center: Online

#### **Course Prerequisites**

SPED 501 & Acceptance into TCP

#### **Course Description**

This course presents the IEP process from referral to completion to include: (1) a review of possible interventions; (2) the determination assessments to provide; (3) collaborating the assessment team; (4) coordinating with parents and the student; (5) determination of disability; (6) working collaboratively to prepare the IEP; (7) monitoring progress as defined in the IEP; (8) using the NH Special Education Identification System (NHSEIS); (9) preparing and training paraprofessionals to support the child's IEP; and (10) providing transition options at each transition stage. Students will be expected to clearly define roles and responsibilities within the school for the special education teacher, paraprofessionals, and other personnel within the school. Additionally, students will examine and develop a process to meaningfully engage parents in the process preschool through age 21. Students will be able to write a formal evaluation report.

Students will:

- Become familiar with concepts, terms, issues, laws, assessment and practices involved with assessing and servicing children with exceptionalities
- Acquire skills in observation and assessment of needs and planning strategies to meet these needs
- Demonstrate knowledge of the practical application of assessment in schools
- Demonstrate knowledge of interpretation of results, diagnosis of a suspected disability
- Understand the IEP process educationally, legally and from the family perspectives
- Learn the approach from identification of a high risk child to placement

#### **Course Outcomes**

- Observe a student and write an objective observation report using behavioral verbs and an approved observation template
- Interpret results in order to diagnose a suspected disability
- Write a formal evaluation report
- Write an IDEA/"NH Rules for the Education of Children with Disabilities"-compliant IEP showing collaboration from all team members, including parents
- Ensure that the IEP has measurable, standards-based goals AND a clear process for determining evidence-based progress

- Describe the range of formal and informal assessment instruments and their purposes in the special education process
- Administer a variety of formal and informal assessment accommodations and modifications for students with disabilities
- Identify and implement national, state, and local assessment accommodations and modifications for students with disabilities
- Demonstrate the ability to comply with federal law, state law, and local policies, including the steps in the referral process, evaluation process, determination of eligibility for special education and educational placement
- Recognize the roles of professional groups and referral agencies in identifying, assessing, and providing services to students with disabilities
- Students will administer an academic standardized assessment, score it by hand, and write a formal evaluation report based on the data

### **Required Materials**

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

#### *Guide to Writing Quality Individualized Education Programs*

Gibb, Gordon S., Dyches, Tina T.

Pearson

2<sup>nd</sup> Edition

2007

9780205495450

#### *Assessment of Exceptional Students: Educational and Psychological Procedures*

Taylor, Ronald L.

Pearson

8<sup>th</sup> Edition

2009

9780205608393

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

Your class interaction with your instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be active in Blackboard at least five days a week, and you will normally communicate with your instructor in the open Blackboard discussion forum so that your questions and the instructor's answers benefit the entire class. You should send emails directly to your instructor only when you need to discuss something of a personal or sensitive nature, and in those cases your instructor will generally provide a response within 24 hours.

## Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	10	14	140
Written Reflections and Short Papers	6	14	84
Working with Assessments	1	125	125
Field Experience			
Initial Plan	1	50	50
Reflection Submission	1	50	50
Critical Task			
Part One	1	100	100
Part Two	1	200	200
		<b>Total Course Points:</b>	749

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

<i>Total Points: 749</i>				
Grade	Numerical Equivalent	Points	Points Equivalent	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4.00	697	749
A-	90-92	3.67	674	696
B+	87-89	3.33	652	673
B	83-86	3.00	622	651
B-	80-82	2.67	599	621
C+	77-79	2.33	577	598
C	73-76	2.00	547	576
F	0-72	0.00	0	546
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 Course Information area in the Assignment Guidelines and Rubrics folder.

## Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. All assignments are due by 11:59 p.m. Eastern Time on the last day of the module week.

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

Module	Topics and Assignments
1	Historical, Philosophical and Legal Foundations of Educating Students with Special Needs 1-1 Discussion: Connection between IDEA and NCLB 1-2 Short Paper: Parent Information Center 1-3 Field Experience: Initial Plan
2	Consultation and Collaboration in Schools 2-1 Discussion: The Role of the Teacher 2-2 Short Paper: What Teachers Should Say 2-3 Working With Assessments Assignment
3	The Special Education Process Part One <i>Guide to Writing Quality Individualized Education Programs</i> , Pages 1-8 <i>Assessment of Exceptional Students: Educational and Psychological Procedures</i> , Pages 10-36 3-1 Discussion: A Tiered Delivery Model 3-2 Short Paper: NCLD
4	The Special Education Process Part Two: Referral to Assessment <i>Assessment of Exceptional Students: Educational and Psychological Procedures</i> , Pages 36-90, 100-147 4-1 Discussion: Introduction to Evaluation
5	The Special Education Process Part Three: Formal Assessment of Abilities <i>Assessment of Exceptional Students: Educational and Psychological Procedures</i> , Pages 149-244 5-1 Discussion: Assessment Tools 5-2 Critical Task Part One: Evaluation Report: Begin Work
6	The Special Education Process Part Four: Evaluation for Eligibility <i>Assessment of Exceptional Students: Educational and Psychological Procedures</i> , Chapters 11-14 6-1 Discussion: RTI 6-2 Short Paper: Glutting's Guide 6-3 Critical Task Part One: Evaluation Report: Continue Work <b>NH RESIDENTS: TBD, SPECIAL EDUCATION ASSESSMENT PRACTICE WORKSHOP</b>
7	The Special Education Process Part Five: The IEP Process <i>Guide to Writing Quality Individualized Education Programs</i> , Pages 47-64 7-1 Discussion: The IEP

	7-2 Critical Task Part One: Evaluation Report <b>NH RESIDENTS: TBD, SPECIAL EDUCATION ASSESSMENT PRACTICE WORKSHOP</b>
8	The Special Education Process Part Six: Services, Accommodations and Placement <i>Guide to Writing Quality Individualized Education Programs</i> , Pages 59-89 8-1 Discussion: FAPE 8-2 Short Paper: NICHCY
9	The Special Education Process Part Seven: Monitoring Student/Program Progress <i>Guide to Writing Quality Individualized Education Programs</i> , Pages 67-89 <i>Assessment of Exceptional Students: Educational and Psychological Procedures</i> , Pages 401-416 9-1 Discussion: Dispute Resolution 9-2 Critical Task Part Two: IEP Project 9-2 Critical Task: Chalk and Wire Submission 9-2 Critical Task Part Two: IEP Project Submission
10	The Special Education Process Part Seven: Monitoring Student/Program Progress <i>Guide to Writing Quality Individualized Education Programs</i> , Pages 67-89 <i>Assessment of Exceptional Students: Educational and Psychological Procedures</i> , Pages 401-416 9-1 Discussion: Dispute Resolution 9-2 Critical Task Part Two: IEP Project 9-2 Critical Task: Chalk and Wire Submission 9-2 Critical Task Part Two: IEP Project Submission

### Attendance Policy

Online students are required to post to the Blackboard discussion board during the first week of class. If a student does not submit a posting to the discussion board during the first week of class, the student is automatically withdrawn 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 College of Online and Continuing Education Guide to Student Success

Review the [guide to student success](#).

### Diversity and Disability Statement

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns.

We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services. We look forward to hearing from you. Our contact information is below.

Disability Resource Center (DRC)

(877) 591-4723 (select option 4)

(877) 520-8916 (fax)

[drc@snhu.edu](mailto:drc@snhu.edu)

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns.

### **Academic Honesty 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 honesty 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 College of Online and Continuing Education Withdrawal Policy**

Review the [full withdrawal policy](#).

### **Southern New Hampshire University Policies**

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

### **Assessment Calibration and Student Work Samples**

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at [assessmentcalibration@snhu.edu](mailto:assessmentcalibration@snhu.edu). See [this document](#) for more information.