Graduate Course Syllabus

SPED 525: Critical Issues/Students With Disabilities
Center: Online

Course Prerequisites
None

Course Description
This course provides students with a deep understanding of children with disabilities and specific characteristics of such disabilities. Students will analyze various disabilities and how learning is impacted within the regular curriculum. Students will examine and be prepared to define ways in which such disabilities are diagnosed and possible strategies and techniques (to include assistive technology) to assist the student in the regular classroom. Response to Intervention (RTI) will be discussed as a regular education initiative that can serve the needs of all students. Students will research resources available for families and schools to support the needs of disabled children. The role of the family and school as partners will be developed as a critical technique to serve the needs of disabled students, as well as the importance of facilitating effective meetings and communication efforts that must be part of the role of special educator.

Course Outcomes

- Develop an effective collaboration model (Personal Commitment, Communication Skills, Interaction Process, Programs or Services, and Content), including parents as part of the model
- Identify teaching strategies and resources, both as a consultant and as a co-teacher, that facilitate the education of students with disabilities in an inclusive setting K through grade 12
- Learn how to analyze a learning outcome to identify modifications, accommodations, scaffolding (task analysis) in order to determine appropriate goals for students
- Implement and evaluate individualized learning goals, prioritizing areas of the general curriculum
- Recognize the effects of cultural and linguistic differences on growth, development, and effective communication
- Demonstrate the ability to participate in co-planning for students with disabilities
- Demonstrate the ability to structure, direct, and support to K-12 students (one-on-one or in groups) within an inclusive classroom under the direction of the classroom teacher
- Turn theory into practice by completing ten hours of related field experience

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.

The Inclusive Classroom: Strategies for Effective Differentiated Instruction
Mastropieri & Scruggs
Prentice Hall
Fifth Edition
2014
9780133386301

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	19	10	190
Lesson Plan Assignment	1	200	200
ADPRIMA Assignment	1	100	100
Final Project: Resource Strategy Notebook	1	300	300
Alternative Field Experience	1	190	190
		Total Course Points:	980

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

Total Points. 980				
Grade	**Numerical Equivalent**	**Points**	**Points Equivalent**	
			Lower	*Upper*
A	93-100	4.00	911	980
A-	90-92	3.67	882	910
B+	87-89	3.33	853	881
B	83-86	3.00	813	852
B-	80-82	2.67	784	812
C+	77-79	2.33	755	783
C	73-76	2.00	715	754
F	0-72	0.00	0	714
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	Introduction to Inclusive Teaching Practices Reading: *The Inclusive Classroom*, Chapter 1 1-1 Discussion: Should All Students Be Included? 1-2 Discussion: Support Services 1-3 Final Project: Review and Begin Part 1
2	Collaboration: Partnerships and Procedures in the Special Education Process Reading: *The Inclusive Classroom*, Chapter 2 2-1 Discussion: Collaboration

	2-2 Discussion: Building Support
	2-3 Final Project Milestone No. 1: Thirteen Areas of Disability
	2-4 Alternative Field Experience Milestone No. 1: Allied Professions
3	High-Incidence Disabilities, Part I
	Reading: *The Inclusive Classroom*, Chapter 3
	3-1 Discussion: Communication Disorders
	3-2 Discussion: Intellectual Disabilities
	3-3 Final Project Milestone No. 2: WebQuest
	3-4 Final Project Milestone No. 3 Differentiation Strategies: Motivation & Affect/Attention & Memory
4	High-Incidence Disabilities, Part II
	4-1 Discussion: Top 10 Behavior Problems
	4-2 Discussion: Social and Behavioral Skills
	4-3 Reflection: Behavioral Challenges
	4-4 Final Project Milestone No. 4: Differentiation Strategies: Behavior, Study Skills and Math
5	Low-Incidence Disabilities
	5-1 Discussion: Mainstreaming Hearing Impaired Students: What Are the Pros and Cons?
	5-2 Discussion: Appropriate Technology
	5-3 Final Project Milestone No. 5: Differentiation Strategies
6	Diverse Learning Needs
	Reading: *The Inclusive Classroom*, Chapter 5
	6-1 Discussion: Gifted and Talented
	6-2 Discussion: Reducing Overrepresentation of Diverse Students
	6-3 Final Project Milestone No. 6: Differentiation Strategies
7	Writing Objectives and Differentiated Instruction
	Reading: *The Inclusive Classroom*, Chapter 6
	7-1 Discussion: Multiple Intelligences
	7-2 Explore: ADPRIMA Assignment
8	Behavior Management
	Reading: *The Inclusive Classroom*, Chapter 8
	8-1 Discussion: Bullying
	8-2 Discussion: Behavior Management
	8-3 Website: NECAP Research
	8-4 Assignment: Lesson Plan
9	Strategies for Success
	Reading: *The Inclusive Classroom*, Chapters 10, 11, and 12
	9-1 Discussion: Goal Setting
	9-2 Discussion: Memory and Attention
	9-3 Final Project Milestone No. 7: Differentiation Strategies
10	Content Areas: Reading, Writing, and Arithmetic
	Reading: *The Inclusive Classroom,* Chapters 14, 15, and 16

	10-1 Discussion: Literacy
	10-2 Discussion: Mathematics
	10-3 Final Project Milestone No. 8: Resource Strategy Notebook

Final Project: Resource Strategy Notebook

The final project for this course is the creation of a **research strategy notebook**. Students will research and develop a resource strategy notebook that will increase students' skills in an inclusive classroom.

This includes at least two "best practice" differentiation strategies in each of the following areas:

1. Motivation and Affect
2. Behavior
3. Attention and Memory
4. Study Skills
5. Mathematics
6. Science and Social Studies
7. Literacy: Text comprehension
8. Literacy: Reading fluency
9. Literacy: Decoding
10. Literacy: Encoding
11. Writing: Structures of Language: Applying Understanding of Sentences, Paragraphs, and Text Structures
12. Reading-Writing Connection: Writing in Response to Literary or Informational Text
13. Gifted and Talented

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
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.