



Graduate Course Syllabus

SPED 624C: 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 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.

Collaborative Teaming

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

Paul H. Brookes Publishing Co.

Third 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

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.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	10	25	250
Short Papers	4	45	180
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
		Total Course Points:	1,000

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.

Chalk & Wire

Specific assignments in this course will be submitted to Chalk & Wire, the ePortfolio system for this program. These items will be used as artifacts for the professional ePortfolio when completing the degree program. For additional information and instructions for accessing a portfolio, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the Chalk & Wire module in the course Table of Contents menu. For questions regarding Chalk & Wire, please contact the SNHU Technology Help Desk, available on mySNHU. Your advisor can also provide additional assistance if needed.

Note: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

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	<p>Collaboration and Teamwork</p> <p><i>Collaborative Teaming</i>, Chapter 1</p> <p>1-1 Discussion: Characteristics of Collaboration</p> <p>1-2 Short Paper: The Stakeholders</p> <p>1-3 Critical Task Review</p> <p>1-4 Field Experience: Interview Reminder</p>
2	<p>Team Members: Roles and Responsibilities</p> <p><i>Collaborative Teaming</i>, Chapter 2 and Chapter 3 (pp. 59–63)</p> <p>2-1 Discussion: Communication Skills</p> <p>2-2 Milestone One: Roles and Responsibilities</p>
3	<p>Conflict Management and Common Core Standards</p> <p><i>Collaborative Teaming</i>, Chapter 4</p> <p>3-1 Discussion: Conflict Management</p> <p>3-2 Short Paper: Strong Collaboration</p> <p>3-3 Field Experience: Reminder</p>
4	<p>Team Dynamics</p> <p><i>Collaborative Teaming</i>, Chapter 3 (pp. 69–73)</p> <p>4-1 Discussion: Collaborating With Parents and the Community</p> <p>4-2 Milestone Two: Team Dynamics</p>
5	<p>The IEP Process</p> <p><i>Collaborative Teaming</i>, Chapter 5</p> <p>5-1 Discussion: A Day in the Life of an Educator</p> <p>5-2 Short Paper: Creating IEP Goals and Implementing the Goals</p>
6	<p>Response to Intervention (RTI) and Professional Learning Communities (PLCs)</p> <p><i>PLCs, DI, & RTI: A Tapestry for School Change</i>, Chapters 2 and 4</p> <p>6-1 Discussion: Members of the Professional Learning Communities</p> <p>6-2 Short Paper: Using Response to Intervention</p> <p>6-3 Field Experience: Reminder</p>
7	<p>Implementing the Strategies and Models</p> <p><i>PLCs, DI, & RTI: A Tapestry for School Change</i>, Chapter 3</p> <p>7-1 Discussion: Differentiated Instruction</p> <p>7-2 Milestone Three: Models and Strategies</p>
8	<p>Utilizing Your Assets: Support Outside the Classroom</p> <p>8-1 Discussion: Special Services</p> <p>8-2 Field Experience: Interview Reflection Chalk & Wire Submission</p> <p>8-2 Field Experience: Interview Reflection</p>
9	<p>Collaborating in the Real World</p> <p>9-1 Discussion: Technology in the Classroom</p> <p>9-2 Critical Task: Collaboration Model Reflection Chalk & Wire Submission</p> <p>9-2 Critical Task: Collaboration Model Reflection</p>
10	<p>Application of Strategies</p> <p>10-1 Discussion: Applying Collaborative Efforts in the Classroom</p>

Critical Task: Collaborative Efforts in the Classroom

The critical task for this course is the creation of a collaboration model reflection. The final project represents an authentic demonstration of competency, as you will examine the nature of collaboration and developing relationships between general and special educators and paraprofessionals. The critical task will prepare you, as a future educator, to interact and collaborate with a variety of stakeholders who are typically associated with students placed in inclusive settings.

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 posting to the graded assignment/discussion 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 Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

As soon as you become aware of a disability, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC. Note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: oac@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability Services](#) webpage.

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](#).

Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you would like to withdraw permission for use of your work, please complete the [Student Work Sample Survey](#).