



Graduate Course Syllabus

SPED 501C: Students With Exceptionalities

Center: Online

Course Prerequisites

None

Course Description

Students will be introduced to the issues related to children with disabilities and the educational implications for participation within the general education classroom will be examined. The course includes the history of special education, as well as current trends and research. Federal and state legislation will be reviewed as well as the New Hampshire State Standards for Children with Disabilities. Students will review the Individuals with Disabilities Act as it relates to the Elementary Secondary Education Act (ESEA) reauthorized as No Child Left Behind (NCLB), the Americans with Disabilities Act (ADA) including title II of the ADA and section 504 and the Rehabilitation Act Amendments of 1973, as amended.

Course Outcomes

- Identify characteristics of disabilities and the subsequent impact the disabilities have on all aspects of the student's life
- Describe effective strategies, techniques, and resources to use with students with disabilities and their families
- Identify appropriate augmentative, alternative, instructional, and assistive technology that could be used in an educational program
- Describe how issues of human diversity can impact families, cultures, and schools in the delivery of special education services
- Turn theory into practice by completing five 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.

Exceptional Learners: An Introduction to Special Education

Hallahan, D., Kauffman, J. & Pullen, P.

Pearson

13th Edition

2015

Cases for Reflection and Analysis for Exceptional Learners: Introduction to Special Education

Hallahan, D., Kauffman, J. & Pullen, P.

Pearson

11th Edition

2009

ISBN: 978-0-205-60965-9

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	15	150
Short Papers	8	25	200
Field Experience			
Proposal	1	50	50
Reflection Paper	2 (Summative)	150	150
Developmental Capture	1	100	100
Critical Task			
Milestones	2 (Summative)	50	50
Support Plan	1	300	300
		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

Grade	Numerical Equivalent	Points
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 are to be submitted to Chalk & Wire, the university's ePortfolio system. These items will be used as files for the Professional ePortfolio when completing the degree program. For additional information and instructions for accessing, creating a portfolio, and submitting an assignment to Chalk & Wire, please visit the [School of Education Portal](#) and click on "CW for Students" on the left-hand side of the page. With questions regarding Chalk & Wire, please contact the SNHU Instructional Support Helpdesk, available on mySNHU.

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	Ethics, Special Education Law, and Response to Intervention <i>Exceptional Learners: An Introduction to Special Education</i> , Chapter 1 and pages 35 and 36 (in Chapter 2) 1-1 Discussion: Response to Intervention in Schools 1-2 Critical Task: Review 1-3 Field Experience: Review
2	Inclusion, Identifying Students With Disabilities, and Support of Positive Outcomes <i>Exceptional Learners: An Introduction to Special Education</i> , Chapter 2 2-1 Discussion: Views on Inclusion 2-2 Short Paper: IDEA and RTI in Schools Today 2-3 Field Experience: Identify Interviewees

3	<p>Families, Parents, and the Multicultural and Bilingual Aspects of Special Education</p> <p><i>Exceptional Learners: An Introduction to Special Education</i>, Chapters 3 and 4</p> <p>3-1 Discussion: Issues in Assessing Students From Diverse Backgrounds</p> <p>3-2 Short Paper: Resources for Parents and Teachers</p> <p>3-3 Field Experience: Begin Work on Proposal</p> <p>3-4 Critical Task: Begin Work on Proposal</p> <p>3-5 Developmental Capture: Review</p>
4	<p>Intellectual Disabilities and Multiple Disabilities</p> <p><i>Exceptional Learners: An Introduction to Special Education</i>, Chapters 5 and 13</p> <p><i>Cases for Reflection and Analysis</i>, "Should I Take Juanita Pope?"</p> <p>4-1 Discussion: Should I Take Juanita Pope?</p> <p>4-2 Short Paper: Intellectual Disabilities</p> <p>4-3 Critical Task: Continue Work on Proposal</p> <p>4-4 Field Experience: Submit Proposal</p>
5	<p>Learning Disabilities and Attention Deficit/Hyperactivity Disorder</p> <p><i>Exceptional Learners: An Introduction to Special Education</i>, Chapters 6 and 7</p> <p><i>Cases for Reflection and Analysis</i>, "More than LD"</p> <p>5-1 Discussion: More Than LD</p> <p>5-2 Short Paper: Learning Disabilities</p> <p>5-3 Critical Task Milestone One: Proposal</p> <p>5-4 Field Experience: Continue Work</p>
6	<p>Autism Spectrum Disorders</p> <p><i>Exceptional Learners: An Introduction to Special Education</i>, Chapter 9</p> <p><i>Cases for Reflection and Analysis</i>, "Getting to Know Chase"</p> <p>6-1 Discussion: Getting to Know Chase</p> <p>6-2 Short Paper: Autism Spectrum Disorder</p> <p>6-3 Field Experience: Continue Work</p>
7	<p>Emotional/Behavior Disorders</p> <p><i>Exceptional Learners: An Introduction to Special Education</i>, Chapter 8</p> <p>7-1 Discussion: Discipline for Students With Emotional/Behavior Disorders</p> <p>7-2 Short Paper: Emotional/Behavior Disorders</p> <p>7-3 Field Experience: Submit Rough Draft (Non-Graded)</p> <p>7-4 Critical Task: Continue Work</p>
8	<p>Communication Disorders and Physical Disabilities</p> <p><i>Exceptional Learners: An Introduction to Special Education</i>, Chapters 10 and 14</p> <p>8-1 Discussion: Augmentative/Alternative Communication</p> <p>8-2 Short Paper: Communication Disorders or Physical Disabilities</p> <p>8-3 Critical Task Milestone Two: Rough Draft (Non-Graded)</p> <p>8-4 Developmental Capture: Philosophy of Education Chalk & Wire Submission</p> <p>8-4 Developmental Capture: Philosophy of Education Course Submission</p>

9	Sensory Impairments <i>Exceptional Learners: An Introduction to Special Education</i> , Chapters 11 and 12 9-1 Discussion: Considerations for Students With Sensory Impairments 9-2 Short Paper: Sensory Impairments 9-3 Field Experience: Reflection Paper Chalk & Wire Submission 9-3 Field Experience: Reflection Paper Course Submission
10	Students With Special Gifts and Talents <i>Exceptional Learners: An Introduction to Special Education</i> , Chapter 15 10-1 Discussion: Filling Mr. K's Shoes—Not 10-2 Critical Task: Support Plan Chalk & Wire Submission 10-2 Critical Task: Support Plan Course Submission

Critical Task: Support Plan

The critical task for this course is the creation of a support plan. Throughout the course, you will learn about specific exceptionalities that impact today's students. For this assignment, you will focus on one exceptionality and design a support plan for a student around that exceptionality. A support plan documents the accommodations you will implement in the classroom to support a student with a particular exceptionality.

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'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 email assessmentcalibration@snhu.edu.