



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Including Special Education Students in the Classroom

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION:

This course is designed to provide educators with an overview of special education accommodations. Participants will learn a structured approach to assess students' needs, provide appropriate modifications and accommodations as needed, and obtain the suitable support services if needed. Strategies for implementing accommodations will be studied. Sources of accommodations will be examined. Participants will explore accommodations for instruction, assessment, behavior, and more!

COURSE PREREQUISITES: None

LEARNING OUTCOMES:

- Participants will be able to create and implement theories of classroom accommodations for struggling learners.
- Participants will be able to execute strategies for implementing special education accommodations developed through an investigative approach to learning deficits.
- Participants will evaluate and critique major approaches to interventions and accommodations.
- Participants will be able to facilitate the development, articulation, and implementation of major theories for intervention.
- Participants will construct a structured approach to support students' needs.
- Participants will develop appropriate modifications and accommodations as needed and locate and obtain suitable support services if needed.

- Examine and evaluate student support services.
- Participants will be able to discuss, evaluate, and synthesize current research in special education accommodations.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Garnett, K. (2010). Thinking About Inclusion and Learning Disabilities: A Teachers' Guide, pp 7-12. Division of Learning Disabilities of the Council for Exceptional Children.

Including Students with Disabilities in General Education Classrooms. (2001). *Classroom Leadership*, 5(4).

Munk, D.D. & Bursuck, W. (2003, October). *Grading Students with Disabilities*. *Educational Leadership*, 61(2), pgs. 38-43.

Rappaport, N. & Minahan, J. (2012, October). *Cracking the Behavior Code*. *Educational Leadership*, 70(2), pgs. 18-25.

Sharpe, M., & Hawes, M. (2003). Collaboration Between General and Special Education: Making it Work. *Issue Brief Examining Current Challenges in Secondary Education and Transition*, 2(1).

EVALUATION METHODS:

1. **One Page Response Journals:** During some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it? There are 4 papers in this course; each one page and double spaced in length and treating weekly topics on student support services.
2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. **Final Assignment:** For the final assignment, participants will be given a student profile. The assignment is to write a paper determining which accommodations would be most appropriate for the given student, explain why the chosen accommodations would best fit the student profile, and explain how the accommodations can be best implemented within the classroom. Students should choose five accommodations to focus on. Participants' papers should include the integration of course topics and materials.

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final project

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register with the Center for Teaching and Learning. The Center for Teaching and Learning is located in the Diane M. Halle Library room 201 and online at <http://www.endicott.edu/academicresources>.

As a student registered with the Center for Teaching and Learning, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy* of Endicott College.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Students must review the Academic Calendar published by the Registrar's Office online at:

<http://www.endicott.edu/Undergrad/Academic-Calendar.aspx>

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Review Syllabus
- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - What are Special Education Accommodations?

Required Readings For Assignment

Article on What Classrooms Are Like for Students with Learning Disabilities.

Other Assignments

One page written response.

Week Two

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - Instructional Accommodations

Required Readings For Assignment

Article on Collaboration Between Special Education and General Education.

Other Assignments

One page written response.

Week Three

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:

- o Assessment Accommodations

Required Readings For Assignment

Article on Grading Students with Disabilities.

Other Assignments

One page written response.

Week Four

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - o Behavioral Accommodations

Required Readings For Assignment

Article on Behavioral Accommodations.

Other Assignments

One page written response.

Week Five

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - o Implementing Accommodations
 - o Team Collaboration for Student Progress

Assignments

Online discussion.

Week Six

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
 - o Including Students with Severe Disabilities
 - o District and Building Resources
 - o Current Research

TOPICAL OUTLINE:

Instructional Activity	Description of Activity	Time Spent
<p><u>Week One</u></p> <ul style="list-style-type: none"> • Review Syllabus • Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> o What are Special Education Accommodations? <p>Required Readings For Assignment</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>

<p>Article on What Classrooms Are Like for Students with Learning Disabilities.</p> <p>Other Assignments One page written response.</p>		
<p>Week Two</p> <ul style="list-style-type: none"> ● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Instructional Accommodations <p>Required Readings For Assignment Article on Collaboration Between Special Education and General Education.</p> <p>Other Assignments One page written response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Three</p> <ul style="list-style-type: none"> ● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Assessment Accommodations <p>Required Readings For Assignment Article on Grading Students with Disabilities.</p> <p>Other Assignments One page written response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Four</p> <ul style="list-style-type: none"> ● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Behavioral Accommodations <p>Required Readings For Assignment Article on Behavioral Accommodations.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>

Other Assignments One page written response.		
Week Five <ul style="list-style-type: none"> ● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Implementing Accommodations ○ Team Collaboration for Student Progress Assignments Online discussion.	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
Week Six <ul style="list-style-type: none"> ● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> ○ Including Students with Severe Disabilities ○ District and Building Resources ○ Current Research 	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
		Total 135 hours

* Syllabus is subject to change.