

**NORFOLK STATE UNIVERSITY**  
**Special Education Department**  
**Fall 2006**

**SPE 545: Collaboration, Inclusion, Transition, and Other Curricular Adjustments for Exceptional Learners**  
*(Hybrid/Blended via Blackboard)*

**Credits: 3 Semester Hours**

**Instructor:**

**Office Hours:**

**Course Description:**

This course is designed to increase the competence of teacher in meetin the instructional needs of exceptional learners. Its focus is on current issues and trends for accommodating variances in abilities through cooperation with persons from other disciplines and agencies. A twenty-hour clinical experience is require.

**Course Rationale:**

Given the increasingly focused interest on what the education field expects of well-trained teachers and other practicing professionals in special education, this course reinforces the necessary knowledge, skills, and dispositions through exemplars and direct references to the professional standards of CEC, PRAXIS, and the various licensure requirements of the Virginia Department of Education.

**Course Goal:** The major goal to be achieved by this course is that the student will become a more effective and reflective practitioner who is able to think critically about values, beliefs, and practices and to refine professional practices to facilitate the learning of all students.

**Learning Outcomes:**

Students completing SPE 545 will be able to –

1. Explain the basic terminology including collaboration, consultation, inclusion, transition, and best practices.
2. Describe characteristics, models and dimensions of successful consultation and collaboration. (CEC-10)
3. Select, adapt and use instructional strategies and materials according to the characteristics of the learner. (CEC-4)
4. Use procedures to increase the student's self-understanding and management of varied cognitive strategies including self assessment and problem solving. (CEC-4)
5. Describe the roles, responsibilities and culturally responsive communication strategies used by the learners, their parents and family, teachers, para-educators, community members and other school personnel in planning individualized education programs and coordinating the

delivery of services (instruction and intervention) in collaborative teaching and learning environments. (CEC-7, 10)

6. Develop, implement, and evaluate instructional content strategies and resources that teach self enhancing behavior in a sequenced and integrated academic curriculum that respond to cultural, linguistic, and gender differences. (CEC-7)
7. Specify culturally responsive factors that promote effective communication and collaboration with exceptional learners, families, school personnel, and community members. (CEC-10)
8. Identify and prioritized instructional areas employing task analysis, group problem solving, and functional assessment in intervention plans to facilitate maintenance and generalization of skills across learning environments in the general curriculum. (CEC-4,7,10)
9. Employ strategies and the effective use of instructional time and observations to facilitate integration in various settings and promote successful transitions. (CEC-7)
10. With consideration for cultural diversity, simulate a comprehensive, longitudinal individualized education program, i.e. long term planning career development, life skills and community resources for collaboration and communication with students, their families, school personnel, and community members to prepare the students for transition, including adjustment in post-secondary training, secondary transition planning, employment, and independent living. (CEC-7, 10)
11. Describe the community, local, state, and federal resources accessible to individuals with disabilities; identify networks and organizations that provide services to individuals with disabilities including career, vocational education and transition; and specify cooperative measures to facilitate student progress.
12. Demonstrate facility in technology integration to maximize learner performance in the teaching and learning environment. (CEC-7)
13. Discuss contemporary issues in adapting instruction to students who are identified as gifted and/or disabled.

**Methods to Engage Students:**

Primary methods of instruction will include lectures, electronic discussions, collaborative exercises, context simulations, readings, electronic searches, web-enhanced instruction and multimedia presentations. As a web-enhanced class, you will progress through four (4) modules, each with two (2) assignments designed to accomplish the learning outcomes of the course. You will have access to only one assignment at a time. Please work to have all assignments completed well before the due date.

**\*Course Activities/Calendar/Assessment Methods – Fall 2006:**

ACTIVITY	Course	Student	Colleague	
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	<b>Document Posted</b>	<b>Papers Due</b>	<b>Postings Due</b>	

*\*The activity calendars subject to change at the discretion of the instructor or depending upon the progress of the class.*

**Evaluation:** Grading Point Scale (*See Course Activities/Calendar/Assessment Methods*)

A	=	780+	B-	=	679 – 675
A-	=	779 B 745	C+	=	674 – 670
B+	=	744 B 700	C	=	669 – 665
B	=	699 B 680	C-	=	Failing

*The instructor reserves the right to revise the grading criteria as appropriate and will make a reasonable attempt to notify students as time permits.*

**Related University-Wide and Course-Specific Requirements:**

This undergraduate course provides additional opportunities to improve the following –

1. student *writing* by producing texts appropriate for their purposes and audiences as reflected in form, organization, content development, and language usage and style;
2. *technology/informational literacy* by (1) using computers, software applications, and other resources to achieve a variety of academic, professional, and personal goals and (2) using a set of abilities to solve problems, collect data, manage information, communicate with others, create effective presentations, and make informed decisions; and
3. *critical thinking* by evaluating sources of information and making informed decisions.

**Academic Integrity Standards:**

Consult the *NSU 2006 – 2007 Graduate Catalog* regarding matters including regulations, policies and procedures.

**ADA Statement:**

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990, if you have a disability or think you have a disability, we ask you to please contact the supporting Students through Disability Services (SSDS) office.

**Location:** 2<sup>nd</sup> Floor/LLB Library

**Room:** 240

**Contact Person:** Marian E. Shepherd, Disabilities Service Coordinator

**Telephone:** 757-823-2014

**Email:** [mshepherd@nsu.edu](mailto:mshepherd@nsu.edu)

**Blackboard Instruction:**

Accessibility information and student tutorials can be found at [www.nsu.edu/elearning](http://www.nsu.edu/elearning) or contact the Blackboard Site Support Coordinator at 823-2753. Consult with the Help Desk at 823-8678 regarding information technology issues at Norfolk State University (email access,etc).

**University Assessment Statement:**

As part of NSU=s commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university=s programs and services maintain a high level of quality and meet the needs of the students. Students will not be identified in an analysis of results. Unless indicated otherwise by the instructor, results from University assessment activities will not be computed in student grades.

**Academic Support Services:**

The Academy for Collegiate Excellence and Student Services (ACCESS) is a multi-faceted, comprehensive program designed to provide academic support services to all students. Contact: [access@nsu.edu](mailto:access@nsu.edu)