Department of Special Education
SPED 450-02
Classroom Adaptations for Special Populations (2 units)
Spring 2014 – Online
Instructor: Angela S. McIntosh, Ph.D.
Office: NE 97
Office hours: office or online meetings by appointment
Phone: (619) 594-4814 (messages only)
Email: mcintosh@mail.sdsu.edu (preferred method of contact)

Section and Enrollment Information
Class meeting: This course is delivered completely online.
Schedule number: 23028

Course Description

Special Education 450 is designed to prepare teachers to work effectively with special populations in general education classrooms. This course provides general education credential candidates with the basic knowledge, skills, and strategies for adapting curriculum, differentiating instruction, meeting social and behavioral needs, and modifying assessments for students with disabilities and/or gifted and talented students served in general education classrooms. SPED 450 course content fulfills California Commission on Teacher Credentialing SB 2042-Standard 13 requirements for preliminary multiple and single subject teaching credential candidates.

This course is open to upper division or post-baccalaureate students as a prerequisite to entry into preliminary multiple or single subject teaching credential programs. It is also open to those students who are completing requirements for the preliminary BCLAD teaching credential.

This is a fully online course and there are no requirements for face-to-face meetings. Live online class sessions may be scheduled through the Wimba feature of Blackboard. If live sessions are scheduled the specific dates and times will be announced on Blackboard and you are encouraged to attend. If you are unable to attend a live online session the archives will remain available through the end of the current semester. Specific instructions on how to access the online class sessions via Wimba are provided on Blackboard. Online class activities may include some or all of the following: mini-lectures, discussions, class polling questions, explanations of course assignments, links to online resources related to course content and brief videos. Opportunities to earn extra credit points may occur during live online sessions.
Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates demonstrate a basic level of knowledge and skills in: a) assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; b) providing appropriate differentiated instruction that ensures all students access to the core curriculum; c) selecting and using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom; and d) identifying when and how to address social integration needs of students with disabilities who are included in the general education classroom.

Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students.

Candidates learn about the role of the general education teacher in identifying and teaching students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher’s role and responsibilities in developing and implementing tiered interventions.

Candidates demonstrate skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom and demonstrate skill in collaborative planning and instruction with education specialists and other school professionals.


Student Learning Outcomes

At the completion of this course, students will be able to:

1) Describe major categories of disabilities and the impact on educational needs.

2) Discuss relevant state and federal laws pertaining to the education of exceptional populations, as well as the general educator’s role and responsibilities in developing and implementing tiered interventions and in the Individual Education Program (IEP) process, including: identification; pre-referral intervention; referral; assessment before and after referral; collaborative IEP planning, implementation, and evaluation.

3) Demonstrate a basic level of knowledge and skills in assessing the learning and language abilities of students in order to identify those who would benefit from special educational services, Section 504 services, or gifted and talented education programs.

4) Demonstrate an understanding of Universal Design for Learning (UDL) as well as basic knowledge, skills, strategies, and strengths-based approaches for teaching the full range of
students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students.

5) Demonstrate the skills to plan and deliver differentiated instruction that ensures all students access to the core curriculum.

6) Select and use appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom.

7) Identify when and how to address social integration needs of students with disabilities who are included in the general education classroom.

8) Demonstrate skills in collaborative planning and instruction with special educators and other school professionals to create positive, inclusive climates of instruction for all students with special needs in general classrooms.

Course Materials

Required Text:

The textbook is available in the campus bookstore bundled with the access code, and additional options for acquisition of the textbook with access code are available at: http://tinyurl.com/8z3gqjv

Required Readings and Materials will be presented on Blackboard
Assessment and Grading

Required Course Assignments and Activities, and Exams

Please refer to the Course Schedule (Appendix A) for Module opening and closing dates, as well as due dates for specific assignments.

1. **Webquest Case Study (25% of final grade)**

   The major assignment for this course is a modified Webquest. Students will use library and Internet resources to a) analyze the potential classroom needs of individuals from special populations, b) suggest strategies for adapting curriculum and modifying instructional interventions based on Universal Design for Learning, and c) identify pre-referral and assessment strategies and develop evaluation plans based on response to intervention (RTI). Specific guidelines for this project will be provided. Assignments must be submitted in **Microsoft WORD only**. Assignments submitted in other formats may be inaccessible to the instructor and may receive a grade of zero.

2. **Module Exams (25% of final grade)**

   An online exam will be given at the end of each of the five course modules. Module exams may contain multiple choice, true/false, matching, or other objective-type questions, as well as short answer or brief essay items. Module exams will assess the entire content of a module, including all assigned chapters or other information presented. Module exams will be given online via Blackboard and must be completed within time frames indicated in the course schedule. Five exams @ 50 points each will be given across the semester, for a total possible value of 250 points in this area. Most module exams will include extra credit points. **In order to avoid technical problems when taking tests or quizzes on Blackboard, it is extremely important to comply with all “do’s and don’ts” posted on the quiz page on Blackboard. Incomplete, unsubmitted or missed module exams cannot be repeated for any reason.**

3. **Module-specific enrichment activities, assignments, and/or Discussion Boards (25% of final grade)**

   Web-based enrichment activities and Discussion Board topics will be assigned within course modules. You must respond to all assignments within designated timeframes (before the close of the related module). Point values for enrichment activities and discussion boards will vary, and will equal approximately 50 points per module. Some modules may include major assignments or assignments totaling more than 50 points to provide the opportunity to earn extra credit. Points earned in this category will be assessed and added at the end of the semester. Assignments must be submitted through Blackboard or Coursemate, and will not be accepted by email. In order to earn credit for these assignments, please review and adhere to General Guidelines for Module Enrichment Assignments (Appendix B). Assignments must be submitted in **Microsoft WORD only**, and those submitted in other formats may be inaccessible to the instructor and may receive a grade of zero.
4. **Chapter Interactive Quizzes (10% of final grade)**

Chapter Interactive Quizzes are located on the CourseMate website at [https://login.cengagebrain.com/cb/login.htm](https://login.cengagebrain.com/cb/login.htm) where you must set up an account and log in using the access code packaged with your textbook. Here you will also find resource information and review questions related to each textbook chapter. **After** reading the assigned chapter, review and complete the INTERACTIVE QUIZ question set for each chapter. Remember to read the assigned chapter and use the online review materials **before** taking the Interactive Quiz for each chapter.

Before completing Interactive Chapter quizzes you must register at CourseMate using the access code packaged with your textbook, and you must also enroll in this course within CourseMate using the following course key: **CM-9781133490890-0000072**

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You can earn a maximum of 100 points in this area based on your average percentage score across all 15 Interactive Quizzes. Your points will be determined by adding your scores on the Interactive Quiz of each chapter and dividing by 15 to achieve your average across all chapter Interactive Quizzes. For example, if your average score across all chapter quizzes is 100, you will earn 100% of possible points, or 100 points. If your average is 80, your will earn 80%, or 80 points in this area. **A score of zero will be entered for any chapter for which you do not complete the Interactive Quiz.**

Points earned in this category will be assessed and added at the end of the semester. Chapter Interactive Quizzes must be submitted **during/within** the related module. Interactive Quiz results submitted before the opening date of the related module or after the module closes will not be accepted.

(See additional instructions regarding enrollment in CourseMate on Blackboard)

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5. **Group Collaboration Activity (10% of final grade)**

Students will engage in a collaborative group project to demonstrate competencies in collaboration and consultation to address the social, behavioral, and academic needs of individuals with disabilities. Assignments MUST be completed with the designated group members and **individual student work on this assignment will not be accepted.** Specific guidelines will be posted on Blackboard within the appropriate module. Assignments must be submitted in **Microsoft WORD only.** Assignments submitted in other formats may be inaccessible to the instructor and may receive a grade of zero.
6. **Syllabus Exam (5% of final grade)**
   The syllabus exam will include objective test items to evaluate your understanding of the course procedures and assignments, as well as to measure how well you understand your responsibilities as a student in an online course. Review all documents on the Blackboard site to prepare for this exam.

7. **Surveys (2% of final grade)**
   One or more surveys will be presented throughout the course. Completion of all surveys within a designated time frame is required to earn points in this area. Points earned in this category will be assessed and added at the end of the semester.

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### Assignment Guidelines

**Late work will be rejected or penalized.** Module-specific assignments will not be accepted after the close of the module. Under compelling circumstances, other assignments may be accepted after the due dates. Assignments that are submitted late for any reason are subject to a loss of points equal to 10% of the possible points for each 24 hour period beyond the assignment due date and time.

**Academic integrity** is one of the fundamental principles of a university community. San Diego State University expects the highest standards of academic honesty from all students. Violations of academic integrity include the following: (1) unauthorized assistance on an examination (2) falsification or invention of data (3) unauthorized collaboration on an academic exercise (4) plagiarism (5) misappropriation of research materials (6) unauthorized access of an instructor’s files or computer account and (7) any other serious violation of academic integrity as established by the instructor.

If your academic integrity is not maintained on a test or assignment, you will automatically receive a grade of zero for that test or assignment and you will be reported to the Dean’s Office, in accordance with SDSU academic integrity policy. Penalties can be severe. More specific information is available in the SDSU Bulletin, both in print and on-line.

Unless otherwise specified, all assignments for this course are to be completed independently. Assignments must be submitted in **Microsoft WORD only**. Assignments submitted in other formats will receive a grade of zero! Assignments should be neat, clearly written, and free of misspellings and grammatical errors. When appropriate, careful attention should be given to attribution.
Grading

The final course grade will be based upon total number of points earned on course assignments and activities as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webquest Case Study Project</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>Module Exams (5 @ 50 pts. each)</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>Module/chapter enrichment activities and discussion boards</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>Chapter Interactive Quizzes (Average score across 15 chapters)</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Group Collaboration Activity</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Syllabus Exam</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>Surveys</td>
<td>2%</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>102%</td>
<td>1020*</td>
</tr>
</tbody>
</table>

*extra credit points may be available within various assignments throughout the course, so final number of earned points may be greater

<table>
<thead>
<tr>
<th>Points</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>940-1000</td>
<td>A</td>
</tr>
<tr>
<td>900-939.9</td>
<td>A-</td>
</tr>
<tr>
<td>870-899.9</td>
<td>B+</td>
</tr>
<tr>
<td>830-869.9</td>
<td>B</td>
</tr>
<tr>
<td>800-829.9</td>
<td>B-</td>
</tr>
<tr>
<td>770-799.9</td>
<td>C+</td>
</tr>
<tr>
<td>730-769.9</td>
<td>C</td>
</tr>
<tr>
<td>700-729.9</td>
<td>C-</td>
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<td>D+</td>
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<tr>
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<td>D</td>
</tr>
<tr>
<td>600-629.9</td>
<td>D-</td>
</tr>
<tr>
<td>Less than 600</td>
<td>F</td>
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Course Policies

Your Responsibilities as a Student in this Online Course

Please read the following carefully. The information in this section is essential to your success in this course. As a student in this online course, it is your responsibility to:

♦ Read and remain appraised of ALL course information, assignments, due dates, etc. presented within Blackboard, in the course syllabus, in the course schedule, or sent via email from the instructor. It is sometimes helpful to have a peer buddy to help you keep track of assignments and due dates.
♦ Access and review **ALL** course content and materials. Unless otherwise specified, **ALL** assignments must be completed independently.

♦ Follow the course schedule and information provided on Blackboard regarding the content of each module and the due dates for assignments.

♦ Log in to Blackboard at least every other day to ensure that you access current information about assignments, submission dates, etc.

♦ Ensure that your email address is accurate within Webportal, and check your email frequently for messages regarding this course.

♦ Use “SPED 450” in the subject line of all email communications to avoid mail being flagged as junk or spam. Be aware that Hotmail and Yahoo email accounts experience a higher rate of delivery issues on the SDSU email server.

♦ Adhere to timelines for course activities and submission of assignments.

♦ Follow all instructions and guidelines carefully, especially those regarding test-taking in Blackboard and submission of assignments.

♦ Give your full attention to this course and the content presented herein at the same level that you would give to a face-to-face class.

♦ Acknowledge and accept personal accountability for the acquisition of course content and your performance in this course.

♦ Acknowledge that your previous academic preparation and experiences (e.g., ability to work independently; writing, time management, organizational, and study skills) will affect your performance in this course.

♦ Allocate the time and resources required to be successful in this online course, at least 3 hours per week.

♦ Understand that engagement in this online course will be demonstrated by the submission of assignments related to the course content within each module.

♦ Evaluate your competencies related to computers and technology, and acknowledge that the computer equipment and software you use, as well as your computer skills and competencies, will affect your ability to access course content and submit assignments, and could ultimately impact your performance in this course.

♦ Seek assistance with computer hardware, software, or skill development via the appropriate university or private resources outside of this course.
Accept the consequences of your actions if you fail to do what you should do to be successful in this course.

Be flexible and willing to adjust to changes in schedule or content that may occur in this online environment in the same ways that might occur in face-to-face settings.

My Responsibilities as the Instructor of this Online Course

I will treat you with the courtesy and respect due to all human beings.

I will ensure that your grade reflects the quality, timeliness, and completeness of your work.

I will manage the class in a professional manner; that may include educating you in professional and ethical behaviors related to the teaching profession.

I will provide course information, content, and activities that facilitate accomplishment of the course objectives and reflect best practices in the field of special education.

I will provide notification of changes to the course schedule or content by email and/or through Blackboard announcements.

I will do my best to respond to email messages from you in a timely manner, which means within 48 hours for email messages received Monday through Friday. I will reply to messages received on weekends during the following week, and as much as possible, I will inform you in advance when I will be unavailable by email.

I will be open to your feedback about the class, but I am more interested in what you learned than how you feel.

Students with Disabilities

Students who need accommodation of their disabilities should contact me privately, to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, but have not registered with Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me.
To access the Blackboard Wimba Live Classroom, after logging in to the SDSU Blackboard site, simply:
(1) click on link for this course
(2) once inside the course Blackboard site, click on the Communication button on the left
(3) click on the Live Classrooms link
(4) click on the SPED 450 Live Classroom link
(5) before proceeding, run the Setup Wizard by clicking on the setup wizard link on the right side of the screen and following the on-screen instructions
(6) after completing the Setup Wizard successfully, click on the Enter Room link on the left side of the screen.

Key Topic Areas

1. Diversity in the classroom: Typical classroom needs of students with high incidence disabilities (e.g., learning disabilities, speech and language impairments, behavioral disorders), students with low incidence disabilities (e.g., mental retardation, autism, physical impairments), gifted and talented students, and culturally and linguistically diverse students who have a disability and/or special gifts and talents [15% of course]
2. Legal guidelines for the education of students in special populations (e.g., federal laws such as IDEA, ADA, Section 504) [5% of course]
3. Roles and responsibilities of general educators, including participation in the educational planning process (i.e., development of the IEP or Individualized Education Program) with particular attention to the development of culturally and linguistically appropriate learning goals and benchmarks [5% of course]
4. Enhancing the acceptance of students in special populations in general education classrooms [5% of course]
5. Identifying special learning and behavior needs, including gifted potential [5% of course]
6. Response to intervention processes including the ongoing processes of assessment, intervention, and progress monitoring [10% of course]
7. Classroom assessment procedures (e.g., curriculum-based assessment, curriculum-based measurement, functional behavioral assessment) [5% of course]
8. Selecting and implementing validated instructional approaches, including approaches utilizing assistive technologies [10% of course]
9. Applying UDL principals to differentiate instruction to meet diverse learning needs within the classroom [10% of course]
10. Analyzing curricular standards and modifying curriculum, when appropriate [10% of course]
11. Using positive behavioral supports to improve classroom behavior [5% of course]
12. Making assessment accommodations to allow students with disabilities to participate in classroom and high stakes testing [5% of course]
13. Monitoring student progress in the core curriculum [5% of course]
14. Establishing collaborative partnerships with families of students from special populations [5% of course]