SPE 544: Adaptations, Modifications, and Assistive Technology:
Access to the Curriculum

CEDAR CREST COLLEGE
1867

SPE 544 56 2

Semester Hours: Three
Course Format: online

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Office Hours: Appointments may be scheduled as requested via email

Course Description: Today's educational world is inclusive and diverse. This course will introduce educators to the range of expectations required to accommodate the special education and Section 504 qualifying students. Historical and legal aspects of special education are reviewed, including the evaluation and individual educational plan process. Research-based practices to support students with high and low incidence disabilities are explored through journal reviews. Students will design, modify lesson plans, and prepare a research review in an area of linked interest to this course.

Course Textbook and Resources:
Westling, D. L., McLeskey, J., & Rosenberg, M. S., &., 3rd Edition (2018). *Inclusion: Effective Practices for All Students.* Upper Saddle River, NJ: Pearson Education.

- ISBN-13:   9780134530048

Supplemental handouts are on *Cedar Crest Online - Canvas.*

Technology Support Resources:

Please refer to the Information Technology Support Center website and the IT HelpDesk for Cedar Crest College computer, software, and other technology resources available to students. The IT Support Center resources are available at the following website:

https://cedarcrest.teamdynamix.com/TDClient/Home/.

The IT HelpDesk is located at the Bridge of the Student Success Center on the main floor of Cressman Library (610-606-4635 and helpdesk@cedarcrest.edu).

Course Student Learning Outcomes:

A. Behavioral – students will:
1. Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive teaching of appropriate behaviors that facilitate learning.

B. Cognitive – students will:

1. Delineate how individuals acquire and process information. Design learning environments to facilitate encoding, storage, and retrieval of knowledge and information for memory, attention, perception, action, and problem-solving.
2. Delineate how individuals acquire and process information. Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge, and its formation, reasoning, decision-making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control.

C. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings – students will:
1. Use research supported methods for academic and non-academic instruction for students with disabilities.
2. Develop and implement universally designed instruction.
3. Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no-tech, low-tech, high-tech).

D. Literacy Development and Instruction in Core and Intervention Areas – students will:
1. Demonstrate an understanding of the evidence-based connection between literacy and behavior.
2. Demonstrate an understanding of the challenges that students with specific disabilities face in content area literacy.
3. Assess the readability of content area reading materials.
4. Demonstrate the ability to adapt content area material to the student's instructional level.

E. Positive Environments for Learning for Students with Disabilities – students will:
1. Implement positive behavioral interventions based on a functional analysis of behavior.
2. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and equipment.

F. Social – students will:
1. Initiate, maintain and manage positive social relationships with a range of people in a range of contexts. Recognize areas of development for students with disabilities and plan effectively for: interpersonal processes, forming and maintaining relationships (including parent/child, caregiver, peer, friend, sibling), and attachment models and their effects on learning.
2. Initiate, maintain and manage positive social relationships with a range of people in a range of contexts. Apply principles in social competence, social withdrawal, social role formation and maintenance, and pro-social behaviors, and aggression as they affect learning.

Assessment of Student Learning Outcomes:

Assessments are aligned with course outcomes. The course requirements are designed to assess student mastery of the material, including knowledge, comprehension, application, analysis, synthesis, and evaluation.

A. Students researches and writes a position paper on the topic of "A Case for Inclusion." The student uses a variety of resources to support their affirmative position for this instructional design. A rubric is used to value the student's work. The student is required to use APA format. (Course outcomes C., E., and F.)
B. Given a classroom scenario of struggling students academically, socially, and emotionally, the participant will identify concerns, design plausible interventions, and develop a plan. (Course outcomes A., B., C., D., E., F.)
C. The student will respond to multiple forums and activities demonstrating their understanding of the text and related media sources. (Course outcomes C., E., and F.)

D. Students are required to read and interact with the text assigned to this course. The student's level of comprehension and application of the information via the text are challenged by way of a mid and summative evaluation. (Course outcomes A., B., C., D., E., F.)
E. Students will complete quizzes demonstrating their comprehension of low and high incidence disabilities. (Course outcomes A., B., C., D., E., F.)
F. Students will read several peer-reviewed research-based articles on topics of reading, writing, and math strategies and write professional-level responses (APA format) (Course outcomes C., E., and F.)

Course Assignment Descriptions:

Grading will be assigned based on points collected throughout the course. Additional assignments and quizzes MAY occur throughout the course.

Assignments	Points
Forum 1.1 - Person First	5
Forum 1.2 – LRE	5
Forum 1.3 – A system of supports and services	5
Forum 1.4 – Well-designed inclusive programs and the team	5
Forum 1.5 – That's a great question!	15
Activity 1.1 CASE LAW Position Paper - A Case for Inclusive Practices	16
Forum 1.6 - Deinstitutionalization	16
Forum 1.7 – Compare and Contrast – Mainstreaming and Inclusion	3
Activity 2.1 - Evidence-Based Practices	15
Forum 2.1 – Systematic Instruction	3
Activity 2.2 – Using Differentiating Instruction to Support All Learners	10
Activity 2.3 – Enhancing Effective Inclusive Education Through Collaboration	10
Activity 2.4 – Debunking the Myth	10
Activity 2.5 – High Incidence Disabilities	15
Assignment 3.1 – The Inclusion Project	10
Assignment 3.2 -Careers for People with Intellectual Disabilities	10
Activity 3.3 – Autism Diagnosis	5
Activity 3.4 – Autism Meltdowns	10
Activity 3.5 – Chapter 5 Quiz – Sensory Impairments	5
Assignment 3.6 – TBI	10
Activity 3.7 – Becoming a Culturally Responsive Teacher	15

Activity 4.1 – Collaborative Disposition	12
Activity 4.2 – A Positive Approach to Dealing with Conflict	15
Activity 4.3 – Co-Teaching – A Response to Effective Co-teaching	15
Activity 4.4 – The IEP Quiz	5
Activity 4.5 – Section 504 Plans	10
Activity 5.1 – Personalized Greetings	5
Activity 5.2 – Physical Design of the Classroom - Critique	5
Activity 5.3 – Significant Behavioral Concerns	5
Activity 5.4 – The Analysis	15
Activity 5.5 – Interview a Colleague or Another Teacher	15
Activity 5.6 – Hattie Influences and Effect Size	15
Activity 5.7 – Effective Tier 1 Strategies	15
Activity 5.8 – Focused Tier 2 Strategies	15
Activity 5.9 – Intensive, Individualized Tier 3 Strategies	15
Activity 6.1 – School Wide Integrated Framework for Transformation (SWIFT)	15
Activity 6.2 – Tier 1 Assisting Students Who Struggle	15
Activity 6.3 – Teaching a Strategy for Tier 2 Vocabulary Words	15
Activity 6.4 – Using Technology to Support Instruction	15
Activity 6.5 – Balancing the Writing Approach for Students with Learning Disabilities: Using the Writing Process	15
Activity 6.6 – Early Math Issues	25
Activity 6.7 – Solving Word Problems	20

TOTAL POINTS 465

Course Grading Policy:

This course is grades based on a percentage system of the number of points earned out of the number of points possible. There are not extra credit options within this course. This course is taught in an online format and includes multiple discussion boards and discussion forums. A rubric below provides details on how discussions will be evaluated.

Discussion Board/Forum Rubric:

Discussions and demonstrations of understanding will occur through discussion boards/forums whereby class participants will provide relevant dialogue in threaded discussions. The professor will evaluate the quality of the student's response using the following rubric to calibrate the response. Most of the points achieved on any of the discussion forums is valued up to 3 points and will contribute to the student's overall grade for the course. Failure to respond to a forum within

the class timeframe will result in a score of 0 for the forum. Some of the forums will have greater value and will be evaluated base on the rubric as described below.

RUBRIC – Discussion Forums

Noted on activity	75% of the value	50% of the value	0
Comments and posting are reflective and relevant. The posting demonstrates curiosity and a deeper level of understanding. Information is accurate. References are included, when appropriate. Postings motivate the community (colleagues) in their thinking.	Responds appropriately to the forum (as requested), and provides respectful and meaningful comments to colleagues (if required).	Responds with minimum effort, no feedback to colleague (if required), short or irrelevant remarks offered.	No posting or the post was made after the required timeframe.

The course grade is earned based the percentage of points gained throughout the semester. Assignments, presentations, papers, and projects are assessed through rubrics. Quizzes and tests are assessed through traditional methods of multiple choice, true/false, essay, etc. Due dates must be respected. Late work risks a loss of points.

94-100 A		77-79 C+
90-93 A-		74-76 C
87-89 B+		70-73 C-
84-86 B		67-69 D+
80-83 B-		63-66 D

Tutoring and Academic Support Resources:

The Student Success Center, located on the main floor of Cressman Library, offers writing and tutoring resources to all Cedar Crest students with the goals of assisting students in achieving academic success and becoming effective, independent learners. Smarthinking, on-line tutoring service, is also available to all Cedar Crest students. For information about all available tutoring services and scheduling information, please refer to the Tutoring and Support Resources page on MyCedarCrest, located under the "Academic Services" page in the "Current Students" Section: my.cedarcrest.edu/ICS/Current_Students/Academic_Services/Tutoring__Support_Resources.jnz.

The Student Success Center may also be contacted at 610-606-4628 or advising@cedarcrest.edu.

Cedar Crest College Honor Philosophy:

The Cedar Crest College Honor Philosophy states that students shall uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. It is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Cedar Crest College Diversity Statement:

Founded under the mission to expand women's access to higher-education, Cedar Crest College values difference in a diverse, inclusive, and equitable learning environment. The College is committed to educational excellence, leadership, and civic engagement in a pluralistic society. We thus embrace an inclusive community that brings together students, faculty, and staff of different racial and multi-racial, ethnic and multi-ethnic, gender and sexually diverse, religious and nonreligious, economic, and national identities and ages. Our educational mission includes students who have been historically underrepresented in higher education, such as students of color, first-generation college students, international students, students of varying ability or disability, and other identities.

Classroom Protocol:

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The College's community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.

The college expects students to conduct themselves in a manner that best realizes their own and other students' education, as consistent with the Cedar Crest College Honor Code. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by the instructor and departmental guidelines, as appropriate to the educational goals of the learning environment.

Academic Integrity:

Academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written or visual) completed as part of a Cedar Crest education.

Cedar Crest College reserves the right to define, in its sole discretion, what constitutes academic misconduct. Examples of academic misconduct include, but are not limited to, cheating, plagiarism, collusion, falsification, sabotage, and impersonation. This list is not exhaustive, and other acts in violation of the Cedar Crest Honor Code or academic standards of integrity may be deemed academic misconduct by an instructor or by the college.

Students who violate these standards are subject to sanctions imposed by the course instructor, department chair, the Provost's office, or the Board of Trustees. In this course, instances of academic conduct will result in a thorough investigation/review.

When an instructor determines that a student has engaged in academic misconduct, the instructor is obligated to report the incident to the Provost's office. Reports are recorded in the Provost's office, which will notify the student of their receipt and the College's policies regarding academic misconduct. For more information, please refer to the Student Handbook, Section IV: Community Standards for Academic Conduct.

VeriCite Citation Verification/Plagiarism Detection:

Cedar Crest College uses a citation verification service (VeriCite, www.vericite.com) to help teach proper citation techniques and to ensure the integrity of written academic work. By enrolling in this course,

students agree to the submission of their written assignments to such a citation verification service, the use of which is subject to the Terms of Use posted on the provider's website. Written work submitted to a citation verification service will become part of its database for the purposes of future citation verification.

Attendance:

Attendance or participation in all forums is expected and a vital part of the learning process. If an illness or emergency occurs during the semester, the student is responsible for contacting the instructor by email or telephone in advance of the scheduled class and arrangements for completing missed timelines. Students are responsible for the content and assignments covered in all class sessions. Unexcused absences will impact the final grade.

Class Cancellation Policy:

This is a fully online class with due dates so the student is able to plan for their personal schedule. Communication occurs via email notifications.

Resources for Students with Disabilities:

Cedar Crest College is committed to ensuring students with disabilities are welcomed as a part of our diverse community and that they have equal access to participate in all programs and services offered by the College, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the National Rehabilitation Act. If you have a disability and require accommodations to access any portion of the design, instruction, or experiences that comprise this course or any other campus activity, please contact Disability Resources (610-606-4628; advising@cedarcrest.edu; Student Success Center in Cressman Library) to set up an appointment to discuss your need for accommodations. Please note that accommodations are not retroactive and may require advance notice to implement. Please refer to the Disability Resources page on MyCedarCrest for more information (https://www.cedarcrest.edu/ada_file.shtm).

Accommodations will not be provided unless the instructor receives an official Cedar Crest College Accommodations Letter. If you are already receiving accommodations, please remember to have a confidential conversation (in person, via email, or phone call) with your instructor to discuss the approved accommodations you intend to use for this course and how they may be implemented.

Audio Recording:

Students with disabilities may be approved to audio record lectures in this course in order to be provided meaningful access to the lecture material and to the educational experience. Students who are approved for this accommodation may only use this material for personal academic use and may not share the recording with anyone else. Dissemination of class recordings is only permitted with the speaker's explicit written consent. Note: audio recording may be prohibited, at the instructor's sole discretion, during portions of the lecture or discussion that may involve personal, self-disclosure by other students. Please see your instructor if you have any questions or concerns about this policy.

Credit Hour Equivalency:

As a 3-credit course in an online format, this course meets the credit equivalency by the following activities. These do not include such class preparation as reading the assignment, nor do they include the out-of-class activity of research or writing papers.

Course Activities or Assignments		Equivalent Instructional Hours
Lectures and Video Recordings		14 hrs
Developing Instructional Products		5 hrs
Written Responses to Participants		5 hrs
Discussion Boards		10 hrs
Project Production		5 hrs
Assessments		6 hrs

Total: 45

Course Schedule:

Note: The Instructor may find it necessary to revise the syllabus and course schedule in order to meet course objectives.

Be sure to view all Screen Cast Video (if provided to you by your instructor). These are instructional videos that provide further explanation to course content and related assignments.

Questions regarding assignments or any aspect of this course may be directed to the professor via email – dwhartma@cedarcrest.edu

This course is taught in six modules of instruction in an online format. The due dates are suggested based on a six-week accelerated calendar.

Week of	Assignments	Points	Outside Reading
Class 1	Forum 1.1 - Person First	5	Chapters 1 & 2
	Forum 1.2 – LRE	5	
	Forum 1.3 – A system of supports and services	5	
	Forum 1.4 – Well-designed inclusive programs and the team	5	
	Forum 1.5 – That's a great question!	15	
	Activity 1.1 CASE LAW Position Paper - A Case for Inclusive Practices	16	
	Forum 1.6 - Deinstitutionalization	16	
	Forum 1.7 – Compare and Contrast – Mainstreaming and Inclusion	3	
Class 2	Activity 2.1 - Evidence-Based Practices	15	Chapters 3 & 4
	Forum 2.1 – Systematic Instruction	3	

	Activity 2.2 – Using Differentiating Instruction to Support All Learners	10	
	Activity 2.3 – Enhancing Effective Inclusive Education Through Collaboration	10	
	Activity 2.4 – Debunking the Myth	10	
	Activity 2.5 – High Incidence Disabilities	15	
Class 3	Assignment 3.1 – The Inclusion Project	10	Chapters 5 & 6
	Assignment 3.2 -Careers for People with Intellectual Disabilities	10	
	Activity 3.3 – Autism Diagnosis	5	
	Activity 3.4 – Autism Meltdowns	10	
	Activity 3.5 – Chapter 5 Quiz – Sensory Impairments	5	
	Assignment 3.6 – TBI	10	
	Activity 3.7 – Becoming a Culturally Responsive Teacher	15	
Class 4	Activity 4.1 – Collaborative Disposition	12	Chapters 7 & 8
	Activity 4.2 – A Positive Approach to Dealing with Conflict	15	
	Activity 4.3 – Co-Teaching – A Response to Effective Co-teaching	15	
	Activity 4.4 – The IEP Quiz	5	
	Activity 4.5 – Section 504 Plans	10	
Class 5	Activity 5.1 – Personalized Greetings	5	Chapters 9 & 10
	Activity 5.2 – Physical Design of the Classroom - Critique	5	
	Activity 5.3 – Significant Behavioral Concerns	5	
	Activity 5.4 – The Analysis	15	
	Activity 5.5 – Interview a Colleague or Another Teacher	15	
	Activity 5.6 – Hattie Influences and Effect Size	15	
	Activity 5.7 – Effective Tier 1 Strategies	15	
	Activity 5.8 – Focused Tier 2 Strategies	15	
Class 6	Activity 6.1 – School Wide Integrated Framework for Transformation (SWIFT)	15	Chapters 11 & 12

	Activity 6.2 – Tier 1 Assisting Students Who Struggle	15	
	Activity 6.3 – Teaching a Strategy for Tier 2 Vocabulary Words	15	
	Activity 6.4 – Using Technology to Support Instruction	15	
	Activity 6.5 – Balancing the Writing Approach for Students with Learning Disabilities: Using the Writing Process	15	
	Activity 6.6 – Early Math Issues	25	
	Activity 6.7 – Solving Word Problems	20	
	TOTAL POINTS	**465**	