



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

SPED 555: Advanced Methods for Special Education

CRN #: 20457 Section: 1AS

Semester Taught (including year): Spring 2019

Professor: Dr. Nancy G Burton

Credit Hours: 3

Office Location: Admin 104B

Office Hours: MWR 10:00 am - NOON

**Prerequisites: Graduate Admission
Successful Completion of BOTH SPED 503 and SPED 505**

Course Time (if applicable): Asynchronous

Email: ngburton@concord.edu

Building and Room Number (if applicable): N/A

Phone: 304-384-5273

Office Fax: 304-384-5398

College/Department Website: www.concord.edu/education

Course Description/Rationale:

Candidates learn a variety of pedagogical strategies and teaching techniques designed to meet the needs of students with special learning needs. The course focuses on multiple pedagogical models of instruction at levels K-12. Topics include, but are not limited to, the following: characteristics of effective special educators, designing, implementing and assessing instruction, and models of instruction in inclusive classroom environments: co-teaching, multiple intelligences and learning styles model, differentiated instruction, etc. Candidates are expected to identify: the academic, social and behavioral characteristics of all students – including those with special learning needs, the components of the Support for Personalized Learning (SPL) process as it is used to design appropriate instruction and as the means by which students with specific learning disabilities are identified, and multiple methods of designing differentiated instruction as well as multiple methods of assessing student learning and/or progress.

A 25- hour clinical experience is embedded in the course and will be conducted under the supervision of the course professor.

Course Management System: Blackboard

Hardware/Software Needed (include privacy policies, if applicable):

Concord University has purchased the site license for “LiveText” – an electronic program designed to assist students in their compilation of electronic artifacts representative of their coursework. Therefore, an active LiveText account is a required resource for this course because at least one assignment *must* be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use.

Text requirements:

Gregory, G.H. & Chapman, C. (2013). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. 3rd ed. Corwin Press: Thousand Oaks, California.

Sousa, D.A. (2007). *How the Special Needs Brain Learns*. 2nd ed. Corwin Press: Thousand Oaks, California.

Concord University Educational Goal(s) This should address at least one of the areas (skills, knowledge, or attitude) for each course. Similar courses with different sections should have the same goal(s).

The graduate educational programs of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

1. Skills: Demonstrate advanced skills in a student's respective program of study.
2. Knowledge: Demonstrate advanced knowledge in a student's respective program of study.
3. Attitude: Demonstrate advanced ethical principles in a student's respective program of study.

Learning Outcomes and National Standards (if applicable) For example, NCTM, IRA, CAEP, etc.

Course Objectives	Standards Addressed						
	Assessment Activity	CEC	WVPTS	NBPTS	ISTE-NETS	SPED PRAXIS (0543)	CU CONCEPTUAL FRAMEWORK
Demonstrate in-depth understanding of the eligibility/IEP process from pre-referral to implementation. Include the SPL Process.	Case Study	2, 3, 4, 8	2A	3		1, 2	Competent Intentional
Demonstrate in-depth understanding of the instructional process (core, target, intensive) from pre-assessment to lesson design to post-assessment.	Case Study	2, 3, 4, 8	1D, 1E, 3E, 5C	3	2D	2, 4	Competent Intentional
Design and implement content-specific instructional strategies.	Lesson Plans		4	3	1C, 2A	3	Intentional
Prepare lesson plans that reflect an understanding of the need for modifications to meet the individual learning needs of all students in inclusive classroom settings.	Lesson Plans	4, 5, 7	1C, 1D, 2A, 3A, 3F	1, 2, 3	1D, 2B, 2C	2, 3	Competent Intentional Culturally Responsive
Design lesson plans that reflect an ability to implement instruction from a variety of pedagogical perspectives (i.e., co-teaching, differentiated instruction, problem based learning, learning styles/multiple intelligences, etc.)	Unit and Lesson Plans	5, 7	1B, 3F, 5C	1, 2, 3	1A	2, 3	Competent Intentional Culturally Responsive Leading

Course Requirements

All assignments, including those submitted electronically, must be submitted on time. Be aware that your course instructor will communicate with you via your mycu email account. A list serve for each class has been developed so that all class members can be contacted easily. It is your responsibility, therefore, to both know your Concord email (your primary email for this course) and to check it on a regular basis.

Many of the assignments for this course require the use of the Internet and a word processor. You will need access to both. Computer labs and library computers are available to you at specified times. If you do not have a computer of your own, please take note of those times and plan accordingly.

All work is to be submitted within Blackboard in the appropriate section (Assignment, Discussion Board, etc.) Everything you send via Blackboard should be also saved to your hard drive, a disc, or a jump drive. It would also be wise to print a “hard” copy as well.

Grading Policy and Scale, Make-up Policy, Late Work

Grading Scale:

A	=	90-100
B	=	80-89
C	=	70-79
D	=	60-69
F	=	Below 60

Attendance Policy:

While there is no attendance policy for students who take this course online, there is the requirement of frequent access and completion of assignments as stipulated within Blackboard. It is each student's responsibility to keep up with assigned activities and discussions. Failure to do so may result in loss of opportunity to complete work and/or a loss of points for missed work.

Due to the nature of the coursework you will be completing, a grade of "incomplete" will be reserved for extreme circumstances. No incomplete will be given without a conference with the course professor to determine the justification of the incomplete, the conditions of the incomplete, and the subsequent removal of the incomplete.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

SPED 555: Advanced Methods for Special Education

NOTE: All items and/or due dates included in this schedule are subject to change at the discretion of the course professor. Students will be notified of any changes made.

ALL Modules and their accompanying assignments are available at the start of the term (JAN 14); however, each module will **CLOSE** on the designated dates below (unless you are notified by the course professor of changes). The closing time for each close date is 11:59 PM.

WEEK	Date	Topic/Module Title	Required Reading	Due Date	Close Date
1	JAN 14	One Size Doesn't Fit All	Reading: Sousa: Chapters 1 & 2 Gregory/Chapman: Chapter 1 Assignments: Four Corners Four Corners (Discussion) Support for Personalized Learning RTI v SPL	JAN 18	JAN 20
2	JAN 21	Understanding the Learning Climate	Reading: Gregory/Chapman: Chapter 2 Assignments: Parallel Processor Set up a Prezi account Emotional Intelligence Technology Tools: Prezi (Discussion) Good Morning Miss Tolliver	JAN 25	JAN 27

3	JAN 28	Understanding Learning Problems Attention Disorders	Reading: Sousa Text: Chapter 3 Changes to DSM-IV Assignments: Avoiding ADHD-Like Behavior Play Therapy Behavior Therapy and ADHD	FEB 1	FEB 3
4	FEB 4	Speech Disabilities	Reading: Sousa Text: Chapter 4 Assignments: Language-Based Learning Disabilities Speech Disabilities (Discussion)	FEB 8	FEB 10
5	FEB 11	Reading Disabilities	Reading: Sousa Text: Chapter 5 Assignments: Strategies for Teaching Students with Reading Problems Reading Strategies Assignment 1 Reading Strategies Assignment 2	FEB 22	FEB 24
6	FEB 18				
7	FEB 25	Writing Disabilities	Reading: Sousa Text: Chapter 6 Assignments: Writing Disabilities	MAR 1	MAR 3
8	MAR 4	Mathematical Disabilities Part 1	Reading: Sousa Text: Chapter 7 Assignments: General Guidelines for Teaching Mathematics	MAR 8	MAR 10
SPRING BREAK MARCH 11-15					
9	MAR 18	Mathematical Disabilities Part 2	Assignments: Math Strategies Assignment 1 Math Strategies Assignment 2	MAR 22	MAR 24
10	MAR 25	Emotional and Behavioral Disorders	Reading: Sousa Text: Chapter 8 Assignments: Establishing Positive Emotional Climate (Discussion)	MAR 29	MAR 31
11	APR 1	Autism Spectrum Disorders	Reading: Sousa Text: Chapter 9 Assignments: Interventions for Children with ASD	APR 5	APR 7
12	APR 8	FIELD EXPERIENCE ACTIVITIES The Instructional Models: Backward Design The Instructional Models: Co-Teaching Model The Instructional Models: Differentiated Instruction/SPL The Instructional Models: Differentiated Instruction/Learning Styles POISE ACTIVITIES		MAY 3	
13	APR 15				

14	APR 22	Evidence: Designing and Delivering Instruction Evidence: Ability to Collaborate	MAY 3
15	APR 29	FINAL WEEK OF CLASSES MAY 3 LAST DAY OF CLASS	MAY 3
EXAM WEEK MAY 6-10, 2019			

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."