



NEW JERSEY CENTER
FOR TEACHING & LEARNING

SPED6250: Curriculum for Students with Disabilities

Primary Student Contact: Dr. Stephanie A. Ramos

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Course Credit: 3.0 NJCTL credits

Dates & Times:

This is a 3-credit, self-paced course, covering 7 modules of content. The exact number of hours that you can expect to spend on each module will vary based upon the module coursework, as well as your study style and preferences. You should plan to spend approximately 15 hours per credit working online, and up to 30 hours per credit working offline.

LMS Link: <https://moodle.njctl.org/course/view.php?id=300>

COURSE DESCRIPTION:

Teachers will learn about curriculum and curriculum development for children with special needs. Specific topics include curriculum planning, curriculum-based assessments, curriculum accommodations and modifications for students with disabilities, learning environments, and materials for students with disabilities.

Prerequisite: SPED6210, SPED6220, SPED6230, SPED6240

STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. differentiate between accommodations and modifications, and determine when to use both.
2. adapt curriculum-based assessments so that they are appropriate for a range of learners.
3. discuss curriculum for students with severe disabilities, including how to manage connecting curriculum outcomes to grade level standards.
4. prepare students for transition from special education into general education, higher education, vocational/trade school or independent living.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text(s):

The open-source textbook below is used throughout this program.

Lombardi, P. (2023). The Roles and Responsibilities of the Special Educator. University System of

New Hampshire Pressbooks. Retrieved from <https://pressbooks.usnh.edu/edc703-803/>

This course also uses presentations and journal articles accessible within each course module. When viewing each module's PowerPoint slideshow, you should review all external links in white boxes *unless* they are denoted as optional. Other links within the slideshow and inserted into the "notes" section are for reference or further information only.

COURSE REQUIREMENTS:

Consistent attendance in your online courses is essential for your success. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact the Dean of Students.

Students should interact with fellow students and course instructor via the discussion boards within the course modules. These discussion boards are monitored by your course instructor, and you can post questions or thoughts on module learning here.

Online classes have assignments and participation requirements just like on-campus classes. Budget your time carefully. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

GRADE DISTRIBUTION AND SCALE:

In order to receive a Passing grade, the participant must complete the following course requirements: all short answer assignments, critical thinking assignments, and the final reflection outlined in the *Assignments* section of the Class Schedule (below).

Grade Distribution:

Proctored Assessments	60%
Critical Thinking Assignments	30%
Final Critical Thinking Assignment	5%
Short Answer Assignments	5%

Grade Scale:

A	93 – 100
A-	90 – 92
B+	86 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D	60.0 – 69.9
F	59.9 or below

GRADING RUBRIC:

The following rubric is used to score:

- Short Answer Assignment – 5% of grade
- Critical Thinking Assignments – 30% of grade

The minimum possible score for this rubric is 18 points, and the score will be converted to the minimum grade available in this module (which is zero unless the scale is used). The maximum score of 60 points will be converted to the maximum grade.

Intermediate scores will be converted respectively and rounded to the nearest available grade. If a scale is used instead of a grade, the score will be converted to the scale elements as if they were consecutive integers.

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	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations	Limited Evidence
		<i>15 points</i>	<i>12 points</i>	<i>9 points</i>	<i>6 points</i>
Requirements	N/A	Includes all of the required components as specified in the assignments	Includes most of the required components as specified in the assignments	Includes some of the required components as specified in the assignments	Includes few of the required components as specified in the assignments
	<i>14 to 15 points</i>	<i>13 points</i>	<i>10 to 12 points</i>	<i>7 to 9 points</i>	<i>4 to 6 points</i>
Content	Demonstrates strong or excellent knowledge of the materials; correctly includes and represents knowledge from the readings and sources.	Demonstrates adequate knowledge of the materials; represents some knowledge from the readings and sources.	Some significant but not major errors or omissions in demonstration of knowledge or expresses your personal experience without reference to the readings and sources.	Major errors or omissions in demonstration of knowledge.	Fails to demonstrate knowledge of the materials.
	<i>19 to 20 points</i>	<i>16-18 points</i>	<i>13 to 15 points</i>	<i>9-12 points</i>	<i>5 to 8 points</i>
Critical Thinking	Demonstrates strong or excellent critical thinking and analysis of concepts and applications, integrating module materials, professional practice and real world experiences to support your thinking. This may include a more global conversation about pedagogical implications and is not limited only to their classroom	Demonstrates good or adequate critical thinking and analysis of concepts and applications, integrating module materials, professional practice and classroom application.	Some significant but not major errors or omissions in critical thinking and analysis.	Major errors or omissions in critical thinking and analysis.	Fails to demonstrate critical thinking and analysis.
		<i>9 to 10 points</i>	<i>7 to 8 points</i>	<i>5 to 6 points</i>	<i>3 to 4 points</i>
Grammar, Style, and Organization	N/A	Project is clearly organized and well-written. Strong sentence and paragraph structure; few errors in grammar and spelling. Proper APA formatting.	Project is fairly well organized and written; it is in proper format (including APA). Reasonably good sentence and paragraph structure; significant errors in grammar and spelling.	Project is poorly organized; does not follow proper paper format (including APA). Inconsistent to inadequate sentence and paragraph development; numerous grammar/spelling errors.	Project is not organized or well written and is not in proper format (including APA). Poor quality work; unacceptable grammar/spelling.

The following rubric used to score the Final Reflection Critical Thinking assignment (5% of grade):

The minimum possible score for this rubric is 4 points, and the score will be converted to the minimum grade available in this module (which is zero unless the scale is used). The maximum score of 25 points will be converted to the maximum grade.

	Meets Expectation	Approaches Expectation	Below Expectation	Limited Evidence
	<i>7 points</i>	<i>5 points</i>	<i>3 points</i>	<i>1 point</i>
Content	Demonstrates excellent knowledge of concepts, skills, and theories relevant to topic.	Demonstrates fair knowledge of concepts, skills, and theories.	Demonstrates incomplete or insubstantial knowledge of concepts, skills, and theories.	Demonstrates little or no knowledge of concepts, skills, and theories.
Depth of Reflection	Content is well supported and addresses all required components of the assignment.	Content is partially supported; addresses most of the required components of the assignment.	Content contains major deficiencies; addresses some of the required components of the assignment.	Content is not supported and/or includes few of the required components of the assignment.
Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
	<i>4 points</i>	<i>3 points</i>	<i>2 points</i>	<i>1 point</i>
Writing Quality	Writing is well-organized, clear, concise, and focused; no errors.	Some minor errors or omissions in writing organization, focus, and clarity.	Some significant errors or omissions in writing organization, focus, and clarity.	Numerous errors in writing organization, focus, and/or clarity.

The proctored assessments are not scored using a rubric. These assessments are scored using percentage correct to assign a letter grade.

ACADEMIC STANDING:

NJCTL has established standards for academic good standing within a student's academic program. Students enrolled in any NJCTL online course must receive an 80 or higher to successfully complete a course and receive credit for that course. An 80 is equivalent to a GPA of 2.7 or B-. Additionally, students in an endorsement program must receive a cumulative GPA of 3.0 for all courses combined in order to successfully complete the program.

ACADEMIC INTEGRITY:

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work, unauthorized possession of academic materials, and unauthorized collaboration.

CITING SOURCES WITH APA STYLE:

All students are expected to follow proper writing and APA requirements when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. Resources for doing so can be found [here](#).

DISABILITY SERVICES STATEMENT:

We are committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Dean of Students, Melissa Axelsson, for additional information to coordinate reasonable accommodations for students with documented disabilities (melissa@njctl.org).

NETIQUETTE:

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.

READING SCHEDULE:

Required readings are available within each module by clicking the links where materials are listed under the "Required Readings" tab. Many modules in this course offer choice. The list of readings, podcasts, and videos are inclusive. Students have significant choice in their supplementary materials as noted in the module's PowerPoint.

Module	Assignments
1 – Curriculum Considerations for Special Educators	Short Answer (Q&A): Why might a teacher need to implement curricular adaptations for students? Provide a scenario where adaptations would be necessary and explain why.
2 – Accommodations of Curricula	Short Answer (Q&A): Accommodations and modifications play a critical role in ensuring equitable access to education for all students. Reflecting on this module's learning, define the difference between accommodations and modifications. Provide an example of each that you've used or might use in your classroom. Critical Thinking: Select a past or future lesson you've taught or plan to teach. Think about these students: • A student with significant cognitive delays who benefits from simplified language and concrete tasks. • A student with dyslexia who is otherwise verbally highly functioning. • A student with fine motor impairments that cause difficulty writing legibly. Identify parts of the lesson which will be challenging to each student. Write a 200–300-word reflection that explains the aspects of the lesson that you feel would be challenging for each student, including why you think these aspects will be challenging. Proctored Assessment 1 (Modules 1 and 2)
3 – Modifications of Curricula	Short Answer (Q&A): Modifications help students with significant learning needs access and benefit from the curriculum. Reflecting on this module's learning, discuss the following: Think about a real or hypothetical student who requires modifications to succeed. Briefly describe their learning profile and suggest one modification you would implement to support their needs. How would this modification help them achieve their learning goals? Critical Thinking: Think about the lesson you identified in the last module's critical thinking assignment, and the aspects of the assignment you thought might be challenging for the three identified students.

	Now, rewrite the lesson to include adaptations (at least 2 per student). Upload the lesson with the adaptations identified, and a 200-300 word written reflection about why you selected the adaptations you did, and how those adaptations would be appropriate for each student.
4 – Curriculum-Based Assessments	Short Answer (Q&A): Why is it important to document assessment accommodations and modifications? What details would you include to ensure clear communication among educators, families, and service providers? Critical Thinking: Throughout this module, you explored the critical role documentation plays in supporting students with assessment accommodations and modifications. • Create and complete a graphic organizer that includes the following (use a current, past, or hypothetical student that requires accommodations and modifications on assessments) • Student Information: Name, grade level, and relevant IEP goals. • Type of Support: Clearly differentiate between accommodations and modifications. • Description of Strategy: Briefly explain the specific accommodation or modification being used (e.g., extra time, simplified questions, alternative assessment format). • Implementation Date: Record when the strategy was introduced. • Effectiveness Notes: Include space to document outcomes, observations, and whether the strategy was successful. • Next Steps: Provide space to suggest adaptations, changes, or continued use. Then reflect on how this tool can help you: • Plan and implement accommodations and modifications effectively. • Collaborate with other educators, families, and service providers. • Track the progress and evolving needs of students. Your reflection should be 200-400 words. Proctored Assessment 2 (Modules 3 and 4)
5 – Curriculum Design for Individuals with Severe Disabilities	Short Answer (Q&A): How would you explain severe disabilities to someone unfamiliar with the concept? Share an example of a challenge students with severe disabilities might face and suggest strategies to address it in the classroom. Critical Thinking:

	The purpose of this assignment is to demonstrate your ability to create or modify assignments to meet the diverse needs of students with severe disabilities while aligning with grade-level standards. Your submission should be 500-700 words. Select a Grade-Level Standard Choose a standard from a subject and grade level of your choice (e.g., ELA, Math, Science). Include the text of the standard in your submission and briefly explain its intended learning outcome. Create Modifications for an Assignment Describe a lesson aimed at general education students to meet this standard. Then discuss modifications for these three hypothetical students with different severe disabilities: • Student X: A student with significant cognitive delays who benefits from simplified language and concrete tasks. • Student Y: A student with severe physical disabilities who uses assistive technology for communication and participation. • Student Z: A student with autism spectrum disorder (ASD) who experiences 3. Write a reflection addressing the following: • How does the modified assignment align with the chosen standard? • How do the modifications ensure accessibility for each student? • What challenges might educators face when creating or modifying assignments for students with severe disabilities, and how can they overcome these challenges? • How can data collection and documentation be incorporated into the assignment to track student progress?
6 – Curriculum, Instruction & Transition in Special Education	Short Answer (Q&A): Reflect on the process of creating measurable benchmarks and goals for students with disabilities. How do you ensure these goals are both realistic and ambitious enough to support students' progress toward grade-level objectives? Share a specific example of a benchmark or goal you have written (or could write) and explain how it meets the criteria of being appropriate, reasonable, and measurable. Critical Thinking: In this assignment, you will demonstrate how to create meaningful goals, foster self-advocacy, and develop effective transition plans for students with disabilities. Using a real student or hypothetical student, address the following with 500- 700 words: Instructions:

	● Briefly describe your chosen student (age, grade, and needs). ● Create two measurable goals aligned with their IEP and grade-level objectives. ● Explain how these goals are appropriate, reasonable, and measurable to track progress. ● Discuss two strategies you would use to teach self-advocacy skills, tailored to the student's developmental level. ● Identify one transition goal (e.g., post-secondary education, employment, or life skills). ● Discuss key supports and considerations for achieving the goal, including collaboration with families and outside agencies. ● Reflect on how goal-setting, self-advocacy, and transition planning work together to support the whole student. Proctored Assessment 3 (Modules 5 and 6)
7 – Final Reflection	Final Reflection: This course focused on curricular adaptations, including those for students with severe disabilities. Discuss your understanding of accommodations and modifications, including how they are different. Discuss why each is needed and when they should be used. Finally, discuss the lingering questions you have and lay out a plan you can execute to learn more about the subject of these questions. You should use at least 3 references in this paper and they should be identified with proper in-text citations and in a reference list at the end of your paper.