

Course Syllabus

Idaho State University - Albion Institute

A Classroom for Everyone: Understanding Disabilities in the Inclusive Classroom (PD)

EDUC 5597 - 0100

Description

A Classroom for Everyone: Understanding Disabilities in the Inclusive Classroom prepares K-12 educators and school leaders to better understand and support students with learning disabilities in inclusive educational settings. Participants will explore current laws related to students with disabilities, examine both common and less common learning disabilities encountered in schools, and identify strategies for providing appropriate accommodations that support students' individual learning needs.

Participants will also develop strategies for creating positive, supportive learning environments that encourage academic success and engagement. By strengthening their knowledge of learning disabilities, legal responsibilities, equitable instructional practices, and classroom supports, educators can make informed decisions that improve teaching effectiveness and help students with learning disabilities succeed.

Enrollment, Delivery, and Completion Information

- [EDUC 5597](#): A Classroom for Everyone: Understanding Disabilities in the Inclusive Classroom
- Course Completion: 30 clock hours awarded upon successful completion (graded as Satisfactory/Unsatisfactory)
- Enrollment Type: Open enrollment with self-registration
- Completion Timeframe: Six months from the date of enrollment
- Delivery Format: Fully online
- Purpose: K-12 professional development for recertification/relicensure and, where applicable, salary advancement.*

*Always check your [state's relicensure requirements](#) and your school or district's requirements before registering for a course to confirm how the course may be used.

Recertification and Professional Advancement Statement

Successful completion of this course results in a satisfactory or unsatisfactory completion status. This course provides 30 clock hours of professional development that may be applied toward teacher license renewal or recertification requirements. Learners enroll as non-matriculated students, and course completion is recorded on an Idaho State University transcript.

Depending on state, district, employer, and applicable salary schedule requirements, these clock hours may also be eligible for salary advancement, lane movement, or other forms of professional advancement. Acceptance and application of clock hours toward recertification, salary advancement, or other professional purposes are determined by the relevant state board of education, licensing authority, school district, human resources office, collective bargaining agreement, district policy, or other approving entity. Educators are encouraged to verify eligibility and obtain any required pre-approval before enrolling.

Student Expectations

Learners are expected to complete all activities and engage with the content in good faith. The course includes academically engaging learning through readings, lectures, videos, applied activities, and other instructional materials designed to support professional learning and implementation in educational settings. Successful completion requires meaningful participation in all required course components and learning activities as described below:

- Spend the time necessary to complete all assigned learning materials, activities, and assessments in support of the course learning outcomes
- Demonstrate thoughtful and substantive engagement by applying course knowledge through high-quality, timely work that produces practical strategies, tools, resources, or artifacts ready for use in educational settings

Required Materials and Technology

Students must have regular access to a reliable laptop or desktop computer capable of loading and running standard software.

The computer must support word processing, presentation tools (e.g., PowerPoint), Adobe Acrobat files (PDF), file downloads and uploads, and viewing videos.

The learning management system supports mobile devices, but mobile access should be considered supplemental only. Mobile devices may limit a student's ability to complete assignments successfully, particularly those involving file handling, multimedia creation, lesson plan development, or other course activities.

An up-to-date browser on any computer or device is required, along with a reliable internet connection.

[General Technology Hardware for Online/Hybrid Courses - ISU Help Desk](#)

No textbook purchase is required for this course.

Learning Outcomes

1. Understand the laws, legal obligations, and plans that shape education for students with disabilities by creating a written or visual summary that outlines the key elements of IDEA, Section 504, and the distinctions between IEP and 504 plans.
2. Identify the indicators of dyslexia and determine appropriate accommodations for students by reviewing resources within the course and listing at least three indicators along with two relevant accommodations.
3. Identify the indicators of ADHD and determine proper accommodations for students exhibiting these indicators by reviewing resources within the course and listing at least three indicators along with two relevant accommodations.
4. Identify the indicators of dysgraphia and determine appropriate accommodations for students by examining the resources in the course and documenting two signs of dysgraphia with two corresponding accommodations.
5. Identify the indicators of Auditory Processing Disorder and determine appropriate accommodations for students by identifying three indicators and describing two supportive strategies.
6. Identify the indicators of dyscalculia and determine appropriate accommodations for students by examining the resources within this course and listing two specific indicators and two aligned accommodations.
7. Identify the indicators of nonverbal learning disorder (NVLD) and determine appropriate accommodations for students by reviewing resources within the course and listing at least three indicators along with two relevant accommodations.

8. Identify the indicators of dyspraxia and determine appropriate accommodations for students by reviewing resources within the course and listing at least three indicators along with two relevant accommodations.

Course Modules

Time Allocation	Module Content
4 hrs	Module 1: Laws and Legal Obligations that Support Students with Learning Disabilities
3 hrs	Module 2: Dyslexia
4 hrs	Module 3: ADHD
4 hrs	Module 4: Dysgraphia
4 hrs	Module 5: Auditory Processing Disorder (APD)
4 hrs	Module 6: Dyscalculia
3 hrs	Module 7: Nonverbal Learning Disorder
4 hrs	Module 8: Dyspraxia

Assignments and Grading

Successful course completion requires participants to complete all required learning activities and achieve a score of at least 80%.

Academic Integrity

Students are expected to follow [institutional policies on academic honesty](#). Plagiarism, cheating, or misrepresentation of work undermines learning and will result in appropriate consequences as defined by university policy. If you are unsure whether something is acceptable, ask before submitting work.

Accessibility and Disability Services

The university is committed to providing an accessible learning environment. If you have a documented disability and need accommodations, contact the [Disability Services office](#) as early as possible to ensure that reasonable accommodations can be arranged. Students without documentation who believe they may have a disability or learning difference are encouraged to consult Disability Services about evaluation options and campus resources.