



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Dissecting an IEP

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION:

This course will cover the Special Education (federal & state) student eligibility process for an Individualized Education Program (IEP). Participants will dissect an IEP and learn how to align student IEPs to Common Core State Standards. This course will take participants through the IEP process, including initial evaluations, annual reviews, and tri-annual evaluations, as well as through each part of the IEP. Definitions and expectations for each part of an IEP will be explored.

COURSE PREREQUISITES: None

LEARNING OUTCOMES:

GLOBAL GOALS OF THE COURSE:

1. Synthesize and apply principles of special education during the development of an Individualized Education Program (IEP).
2. Identify and apply the criteria for the Special Education student eligibility process for an IEP.

INSTRUCTIONAL OBJECTIVES:

1. Describe the basic and current issues in IEPs and evaluate situational evidence in light of special education laws.
2. Evaluate and develop the components of IEPs.
3. Interpret and apply the Special Education (federal & state) student eligibility process for an IEP for students with varying abilities.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Courtade, G., & Browder, D. (2011). Introduction/Chapter 1. In *Aligning IEPs to the common core state standards: For students with moderate and severe disabilities*. Verona, WI: IEP Resources Attainment Company.

IEP Process Guide. (June 2001). Massachusetts Department of Education.

EVALUATION METHODS:

1. **One Page Response Journals:** Some week participants will be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?
2. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
3. **Final Assignment:** For the final assignment, participants will observe an IEP meeting or interview a special education staff member about IEPs. The observation or interview will need to be submitted as a written summary of either what was observed in the observation or what was shared in the interview. The final submission should be a minimum of two pages, double spaced in a 12 point font. The final submission must include concepts covered in this course.

TESTING AND GRADING:

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final Assignment

Grading Scale-Graduate:

A 94-100 (4.0); A- 90-93 (3.7); B+ 87-89 (3.3); B 84-86 (3.0); B- 80-83 (2.7); C+ 77-79 (2.3); C 74-76 (2.0); C- 70-73 (1.7); F 69 or below (0.0)

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register with the Center for Teaching and Learning. The Center for Teaching and Learning is located in the Diane M. Halle Library room 201 and online at <http://www.endicott.edu/academicresources>.

As a student registered with the Center for Teaching and Learning, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy* of Endicott College.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking

for possible future instances of plagiarism, additional similarity searches, and other educational purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Students must review the Academic Calendar published by the Registrar's Office online at:

<http://www.endicott.edu/Undergrad/Academic-Calendar.aspx>

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE

Week One

- Review Syllabus
- Topics Covered:
 - IEP Process & Eligibility
 - Initials, Annuals, & Tri-Annuals

Required Readings

IEP Process Guide. (June 2001). Massachusetts Department of Education.

Other Assignments

One Page Written Response.

Week Two

- Topics Covered:
 - What Does Alignment to Common Core State Standards Mean?

Required Readings

Courtade, G., & Browder, D. (2011). Introduction/Chapter 1. In *Aligning IEPs to the common core state standards: For students with moderate and severe disabilities*. Verona, WI: IEP Resources Attainment Company.

Other Assignments

One Page Written Response.

Week Three

- Topics Covered:
 - Parent and Student Concerns
 - Strengths and Key Evaluations
 - Vision Statement
 - Plep A
 - Plep B

Other Assignments

Online Discussion Post.

Week Four

- Topics Covered:
 - Selecting Goals
 - Measurable Goals and Objectives

Other Assignments

Online Discussion Post.

Week Five

- Topics Covered:
 - Service Delivery
 - Nonparticipation Justification
 - Transportation Services

Other Assignments

Online Discussion Post.

Week Six

- Topics Covered:
 - State and/or District-Wide Assessments
 - Extended Year Services
 - Placement

Other Assignments

Online Discussion Post.

Final Assignment.

* *Syllabus is subject to change.*

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
<u>Week One</u> <ul style="list-style-type: none">● Review Syllabus● Topics Covered:<ul style="list-style-type: none">○ IEP Process & Eligibility<ul style="list-style-type: none">▪ Initials, Annuals, & Tri-Annuals Required Readings <p>IEP Process Guide. (June 2001). Massachusetts Department of Education.</p> Other Assignments <p>One Page Written Response.</p>	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5
<u>Week Two</u> <ul style="list-style-type: none">● Topics Covered:<ul style="list-style-type: none">○ What Does Alignment to Common Core State Standards Mean?	Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response	22.5

<p>Required Readings Courtade, G., & Browder, D. (2011). Introduction/Chapter 1. In Aligning IEPs to the common core state standards: For students with moderate and severe disabilities. Verona, WI: IEP Resources Attainment Company.</p> <p>Other Assignments One Page Written Response.</p>		
<p>Week Three</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Parent and Student Concerns ○ Strengths and Key Evaluations ○ Vision Statement ○ Plep A ○ Plep B <p>Other Assignments Discussion Post.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Four</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Selecting Goals ○ Measurable Goals and Objectives <p>Other Assignments Discussion Post.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Five</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ Service Delivery ○ Nonparticipation Justification ○ Transportation Services <p>Other Assignments Discussion Post.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Six</p> <ul style="list-style-type: none"> ● Topics Covered: <ul style="list-style-type: none"> ○ State and/or District-Wide Assessments ○ Extended Year Services ○ Placement <p>Other Assignments Discussion Post. Final Assignment.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
		<p>Total 135 hours</p>