Special Education: IEP – An In-Depth Study   PRDV 72519

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Description: An in-depth study of the components of an Individualized Education Program. Participants examine strategies for increasing parent involvement, interpretation of key evaluation results, developing a vision, traits and characteristics of Department of Elementary and Secondary Education recognized disability types, differences between accommodations, modifications and specialized instruction, service delivery models, MCAS/PARCC accommodations and alternate assessments, placement determination, and the process of parent consent or rejection. This course helps participants develop strategies for effective schooling for students with disabilities and the instruction of students with diverse learning styles.

Course Schedule and Objectives
This course overview provides a summary of the topics for each Unit. Detailed instruction is posted on Blackboard in the Threaded Discussion area of the course. You are expected to log into Blackboard often to review course material, participate on the Discussion Board, and participate in Unit assignments.

Introductions	**Day 1**
Participant Introductions	
UNIT 1 Unit 1 What is a Disability? What Terms are Used?	**Unit 1**
OBJECTIVES:. 1. Explain how disabilities are evaluated? 2. Demonstrate understanding of preparation of IEPs	
Unit 2 What are Accommodations and Modifications? How Are They Addressed? How is MCAS/PARCC Administration Impacted?	**Unit 2**
OBJECTIVES: 1. Demonstrate effective implementation strategies for implementing IEPs in a variety of settings 2. Drawing on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.	
Unit 3 Service Delivery Implementation (Now that we know what the student needs, how do we help him/her get there?) and Parental Acceptance or Rejection	**Unit 3**
OBJECTIVES: 1. Skills necessary to ethically support students, families, school staff with regard to effective behavioral interventions. 2. Development of ongoing reflective practice with regard to /behavioral motivational strategies.	
Unit 4 Parental Involvement – Effective Strategies	**Unit 4**
OBJECTIVES: 1. Identify effective IEP evaluation strategies as well as reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom. 2. Using information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.	
Unit 5 Putting It All Together What Do We Know? **What Do We Still Need to Know?** **Resource Binder/PPT/Brochure Posted in Unit 5 no later than the _Day Before Class Closes_**	**Unit 5**
OBJECTIVES: 1. Drawing on resources from colleagues, families, and the community to enhance learning. 2. Incorporating appropriate technology and media in planning. 3. Using information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms.	

Basic Guidelines IDEA/Special Education
        http://www.doe.mass.edu/sped/iep/process.pdf
Disability Definitions and Related Links
        http://www.doe.mass.edu/sped/definitions.html
IEP Process Guide - Department of Elementary and Secondary Publication
        http://www.doe.mass.edu/sped/iep/proguide.pdf
Is Special Education the Right Service? - Department of Elementary and Secondary
        Publication and PowerPoint
        http://www.doe.mass.edu/sped/2001/elig_drft01.pdf
        http://www.doe.mass.edu/sped/2001/eligibility.pps
PARCC Accessibility Features and Accommodations Manual
        http://www.parcconline.org/assessments/accessibility/manual
Parent's Guide to Special Education
        http://www.fcsn.org/parentguide/parentguide.pdf
Requirements for the Participation of Students with Disabilities in MCAS
        http://www.doe.mass.edu/mcas/participation/sped.pdf

Websites:

All Kinds of Minds http://www.allkindsofminds.org/

National Dissemination Center for Children with Disabilities http://nichcy.org/schoolage/accommodations/

Bureau of Instructional Support and Community Services Florida Department of Education
http://www.fldoe.org/ese/pdf/ac-mod-parents.pdf

Course Requirements:
The course is designed as an active collaborative four Unit online learning experience. Participants are expected to log in frequently during the Unit, complete the assigned reading/viewing/exploration and respond to the prompt as well as to at least two classmates' entries. Course material is arranged in modules and should be viewed in the order listed. There is no text book to buy and no face to face meetings scheduled. All material is posted on the University eLearning platform – Blackboard. Students may expect to spend approximately three hours each Unit participating on the discussion board and reviewing course material. As a final assignment, students will submit a PPT or resource binder to share with others.

QUESTIONS
If you have general questions or need assistance, please post your comments to the Ask Deb discussion board of the course. Most likely, someone in the class has the same question. If the question is specific to your work, please email dmerriam@framingham.edu or phone 508-359-2710. Questions will be answered within 24 to 48 hours.

COMPUTER SKILLS
Participants are expected to have basic computer skills, know how to search the web, understand how to send an email and attach a file, and have basic file management skills. A fairly new computer connected to the internet works best with Blackboard and familiarity with the learning management tool is also advised. Mozilla Firefox is the preferred browser to use with Blackboard.

ACADEMIC HONESTY

All students enrolled in courses at Framingham State University must abide by the University Policy Regarding Academic Honesty, as published in the Framingham State University catalog and the RAM Student handbook. All forms of academic dishonesty, including cheating on exams and plagiarism, are serious offenses and are subject to scrutiny under due process. By logging into Blackboard, you agree to the university *Acceptable Use Policy* which also covers academic honesty.
To become more familiar with this policy click here.

TECHNOLOGY RESOURCES
You are encouraged to reference the link to **Atomic Learning** on Blackboard if you have a need to brush up on your technology skills or learn how to use a specific computer application. Atomic Learning self-paced tutorials are free to anyone enrolled in a course at the university. In addition, if you are new to **Blackboard** or online courses, may visit the FSU Blackboard support site or Blackboard Help Blackboard Help to view (2-4 minute) show me videos about how to submit an assignment, participate in discussion forums, and much more. **Blackboard support is also available 24-7 by calling 1-866-361-8970**.

BLACKBOARD MOBILE LEARN may be used to read discussion board posts or class material. It does not work as well for participating on the discussion boards or for submitting assignments. Download the app from the Blackboard login page.

ACCOMMODATIONS
Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility and hearing impairments. For further information about this, please visit the website at
https://www.framingham.edu/academics/center-for-academic-success-and-achievement/ or contact Ms. LaDonna Bridges, Director of Academic Support/Disability Services, in the Center for Academic Support and Achievement (CASA) at 508-626-4906 or lbridges@framingham.edu.

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COURSE EXPECTATIONS
Participation in all assignments and course discussions is required. If you anticipate being away during any part of this course, make plans to have access to a computer connected to the internet. The course is 5 units of discussion based on readings, DESE website resources, and additional resources - links provided within the course site.

Grading: 100 points
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80pts. Reading, attendance/online participation (see rubric) 5 units
20 pts. Development of a resource binder or Power Point with information gained from participation in the class and outside sources

Discussion Rubric

Students are expected to post a response for each threaded question and respond to at least 2 other students' posts for each unit.

Threaded Discussion activity will be awarded 0-16 points/unit for the following:

Quantity of Postings How many times did you post? Was it the minimum or did you post more often. Did you take over the forum by excessive posting?

Quality of Postings Were the posts relevant to the question and thoughtful or were they simply "Yes, I agree".

Quality of Interactive Discussion and Community Building Did you weave other postings into your own posting?

Understanding of the Reading Did you weave your understanding of the literature into your posting?

	Unsatisfactory 0	Satisfactory 8	Exemplary 16
Quality of Postings	Postings are not relevant to the question posted.	Postings reflect the reading but no information given to source of information.	Postings reflect the readings and information source is cited.
Quantity of Postings	Responds to the question posted and one of the following: Neglects to respond to any student postings or Dominates the thread with excessive postings	Responds to the question posted and responds to a couple of student postings.	Responds to the question posted and responds to 3 - 4 other students and responds throughout the units (not just at one time during the Unit).
Understanding of Readings	Responds to the question posted but does not mention material from the readings.	Responds to the question posted and makes reference to the readings.	Responds to the question posted and makes reference to the readings and provides links to other sources.
Interweaving other postings into discussion	Responds to question posted and to student posting but does not weave information into posting.	Responds to question posted and to student posting and weaves information into own posting.	Responds to question posted and to student posting and weaves information into own posting. Additionally, weaves information in from links to outside sources.

PPT or Binder Rubric

Participant choice to do either a binder or PPT

5 points	10 points	20 points
Addresses some, but not many areas addressed in class and is not in a format that can be shared with others	Addresses most areas addressed in class and is readily able to be shared with others	Addresses all areas addressed in class and is readily shared with others
Is presented in a somewhat confusing manner	Is presented well and with good clarity and with some graphics	Is presented with exceptional clarity and with appealing graphics
Includes some research based resources, but not in APA format	Includes some research based resources in APA format	Includes several research based resources in APA format