

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

Education
EDUC616
Foundations in Special Education and the Individuals with Disabilities Education Act
Credit Hours = 3
Length of Course = 8 weeks
Prerequisite: EDUC503 (May be taken concurrently)

Instructor Information

See instructor bio and contact information in the classroom

Course Description (Catalog)

This course addresses legal trends and issues related to the Individuals with Disabilities Education Act (IDEA), including the identification process that schools must follow: child study, assessment, eligibility, IEP development, and placement. Educators will analyze the legal requirements as defined in IDEA, specifically, the Free and Appropriate Education (FAPE) requirement, the Least Restrictive Environment (LRE) requirement, and the development of Individualized Education Plans (IEPs), and consider the changes of IDEA 2004. Using the cases as a launching point, teachers will participate in on-line discussions regarding beliefs, best practices, challenges, and current research.

Course Scope

This course focuses on giving the teacher candidate an overview of special education. The emphasis will be heavily placed on the history and formation of the law and litigation, definition, causes, and characteristics of students and adults with disabilities. The teacher candidate will take an even closer look at FAPE and LRE and how it applies to appropriate placement of students into special education from full inclusion to specialized placement. Best teaching practices will be investigated, observed, and applied. A requirement to observe a special education classroom and interview the teacher on best teaching practices is required along with working with a student with special needs.

Course Objectives

After successfully completing this course, you will be able to:

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- Evaluate the historical movements, legal decisions, and legislative actions that created the basis for special education services in the United States including but not limited to IDEIA, Section 504, ADA, LRE, FAPE, NCLB, and ESSA (CAEP 1.1.; CEC 1.1, 1.2, 1.3)
- Create lessons that exhibit effective instructional practices and incorporate appropriate modifications and accommodations to meet the varied needs of diverse learners (CAEP 1.1; CEC 1.3, 2.1, 2.2, 5.2, 5.3, 5.6)
- Analyze the process of planning and providing special education programs e.g., pre-referral, referral, assessment, eligibility, the individualized education program (IEP), and the least restrictive environment (LRE) (CAEP 1.1; CEC 1.1, 4.1, 4.2, 4.3)
- Analyze support systems for parents/caregivers/families of children with special needs (CAEP 1.1; CEC 1.2, 1.3, 2.3)
- Evaluate early intervention priorities and educational programs and services for the exceptional learner, including Individual Family Services Plans (IFSPs) (CAEP 1.1.; CEC 2.1, 2.2, 2.3)
- Understand the definition and diagnosis, characteristics, and educational considerations for persons with various types of disabilities qualifying for services under IDEIA 2004. (CAEP 1.1; CEC 1.1, 1.2, 6.1, 6.2)
- Analyze collaborating with members of the IEP team such as parents, general education teachers, special education teachers, related service providers, and school psychologists to evaluate and plan educational programming opportunities for students with disabilities (CAEP 1.1; CEC 7.1, 7.2, 7.3)
- Analyze issues related to special education legislation, case law, educational reform, and best practices/effective teaching (CAEP 1.1; CEC 1.1)

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments (submitted for review by the Faculty Member). Assigned faculty members will support students throughout this eight-week course.

Course Materials

Required Course Texts:

See link in the Lessons area of the course for required weekly readings

Evaluation Procedures

Reading Assignments - Every week includes assigned/required readings. You are expected to keep up with the reading assignments, which will directly relate to the forum discussions and assignments.

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Supplemental Readings – Some weeks include links to resources/supplemental readings.

Forums

Introductions Forum

This assignment is essential for establishing our online class community. You will need to post and interact by the end of the first week of class to avoid being automatically dropped by the Registrar. Engagement is necessary in all weeks of class through the final week. Forum rubrics are provided for the intro forum and all other content forums. See the Lessons and Forums areas of the course for more information.

Forum Participation

Interaction between learners is a critical part of any course. Being connected to and within the classroom community allows us to motivate and support each other. Interaction, such as engaging in friendly discourse, sharing relevant experiences, and establishing collegial connections, are all integral parts of the online learning process and set the stage for student success.

The forum allows students to self-reflect on topics, perform critical thinking, and discuss how theory and research apply to practice. Topics and questions will be posted to the forum each week and you and your classmates will be asked to respond to the postings. Your first, initial, response to the posting is intended to provide you with an opportunity to practice the skills discussed above as well as provide an opportunity to synthesize and analyze the topics/ at hand. The second requirement of the forum assignment is for you to respond to at least two of your classmates' postings (and to the instructor). These responses should be thoughtful and meaningful. It is very important to practice good Netiquette (i.e., net, or online, etiquette) while in the forum. Please be respectful and, if you disagree with what has been posted, discuss the issue civilly, intelligently, and politely.

Classes will typically begin with a question I pose the previous week. We should work to achieve conversational exchanges, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

General Forum Instructions

Again, see the forum rubrics in the course. General requirements are to:

1. Post your initial responses by 11:55 pm ET, Thursday
2. To clearly and completely answer a question, an initial post should be a minimum of 300 words.. Late postings (after the due date) will be accepted but may result in a deduction of points.
3. The minimum required number of comments to others each week is two (2). You can fulfill the requirements of responding to others by posting two (2) substantive responses to ANY learner's initial responses and by 11:55 pm ET, Sunday. These responses should be a minimum of 150 words. "I agree" or "great job" is not sufficient. Explain why you agree or think the learner did a great job. Personalize your response with your experiences and be sure to interact with instructors as well.

Discussion Ground Rules

1. Read posts with an attitude that you are open to rethinking your own beliefs and assumptions.
2. Acknowledge what the other person says and add to it in a substantive way.
3. Demonstrate professional courtesy and respect for one another.
4. Understand that "life" happens.

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5. What is said here stays here.
6. What is learned here leaves here.
7. Have fun!

Homework assignments – Throughout the semester there will be a variety of required activities to complete. Original submissions with analyses of readings, comparing and contrasting the views of authors, and critiques of arguments presented by the readings or the class are expected. Submissions will be graded for accuracy, rigor of argument, and clarity of expression. Projects should adhere to current APA style.

Final Project– There are no exams in this course, however, completion of a more substantive final project is required.

Grade Instruments	% of Final Grade
Assignments	60
Forum Participation	28
Final Project	12
TOTAL	100%

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Course Outline

8 Week Course

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	History of Special Education	<ul style="list-style-type: none"> Evaluate the historical movements, legal decisions, and legislative actions that created the basis for special education services in the United States including but not limited to IDEIA, Section 504, ADA, LRE, FAPE, NCLB, and ESSA Analyze issues related to special education legislation, case law, educational reform, and best practices/effective teaching 	<i>See link to required readings and resources in the Lessons area of the course</i>	Introduction Forum Forum 1 Week 1 – The Progression of the IDEA
2	Least Restrictive Environments and Classroom Management	<ul style="list-style-type: none"> Analyze the process of planning and providing special education programs e.g., pre-referral, referral, assessment, eligibility, the individualized education program (IEP), and the least restrictive environment (LRE) 	<i>See link to required readings and resources in the Lessons area of the course</i>	Forum 2 Week 2 – LRE Activity
3	The Referral Process and Individual Education Plans	<ul style="list-style-type: none"> Analyze the process of planning and providing special education programs e.g., pre-referral, referral, assessment, eligibility, the individualized education program (IEP), and the least restrictive environment (LRE) 	<i>See link to required readings and resources in the Lessons area of the course</i>	Forum 3
4	Accommodations	<ul style="list-style-type: none"> Create lessons that exhibit effective instructional practices and incorporate appropriate modifications and accommodations to meet the varied needs of diverse learners 	<i>See link to required readings and resources in the Lessons area of the course</i>	Forum 4 Week 4 - LRE Settings Analysis

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<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
5	Support Systems and Collaboration	<ul style="list-style-type: none"> Analyze support systems for parents/caregivers/families of children with special Analyze collaborating with members of the IEP team such as parents, general education teachers, special education teachers, related service providers, and school psychologists to evaluate and plan educational programming opportunities for students with disabilities 	<i>See link to required readings and resources in the Lessons area of the course</i>	Forum 5 Week 5 – Collaboration Plan
6	Educational Needs of Exceptional Students	<ul style="list-style-type: none"> Understand the definition and diagnosis, characteristics, and educational considerations for persons with various types of disabilities qualifying for services under IDEIA 2004. 	<i>See link to required readings and resources in the Lessons area of the course</i>	Forum 6
7	Early Childhood and Transition Plans	<ul style="list-style-type: none"> Evaluate early intervention priorities and educational programs and services for the exceptional learner, including Individual Family Services Plans (IFSPs) 	<i>See link to required readings and resources in the Lessons area of the course</i>	Forum 7 Week 7 – Lifespan Plan Comparison
8	Curriculum for Students with Special Needs	<ul style="list-style-type: none"> Create lessons that exhibit effective instructional practices and incorporate appropriate modifications and accommodations to meet the varied needs of diverse learners 	<i>See link to required readings and resources in the Lessons area of the course</i>	Final Project – Special Education PD Packet