



Graduate Course Syllabus

SPED 680C: IEP Development

Center: Online

Course Prerequisites

SPED 580

Course Description

This course will give students the opportunity to review special education law, with an emphasis upon NH Rules for the Education of Students with Disabilities and 2004 Reauthorization of IDEA. Course expectations will require heavy emphasis upon IEP development through examination of required elements of Individualized Education Programs (IEPs) and participation on mock IEP teams. Students will be introduced to state and federal special education rules and regulations, practical application of the law, ethical codes, and related professional standards. The course will require working through mock IEP team experiences in the development of such plans. This will require knowledge of curriculum standards, review of mock student records, participation in mock IEP/placement meetings, development of mock IEPs, and the identification of methods for monitoring progress. Students will also review current cases and trends in special education law, analyze and interpret case studies, and learn how to research both statutory and case law. Time will also be spent on review of Section 504 of the Rehabilitation Act of 1973, the No Child Left Behind Act of 2001, and the impact of such law upon students with educational disabilities.

Course Outcomes

- Demonstrate understanding of federal and state special education rules and regulations
- Understand the major aspects of the special education process from referral to identification and the related legal requirements
- Apply concepts learned to compose IEPs and transition plans that meet compliance with state and federal special education rules/regulations
- Demonstrate understanding of a student's learning differences in the development of an IEP and transition plan
- Demonstrate the ability to work collaboratively with a team in the development of an IEP
- Describe strategies for collaboration with families, school personnel, agencies, and community members in culturally responsive ways to facilitate access for students with disabilities in a variety of settings
- Use instructional methods to strengthen and compensate for deficits in perception, comprehension, and memory
- Understand ethical codes, professional standards, and the use of assessments in writing and monitoring of IEPs
- Research both statutory and case law
- Apply federal law, state law, and local policies to determine educational placement and implement and

monitor the IEP

- Analyze and prepare briefs of special education cases and relation to special education law

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

Guide to Writing Quality Individualized Education Programs

Gordon S. Gibb and Tina Taylor Dyches

Pearson Education

3rd Edition

2016

ISBN: 978-0-13-394952-0

The Law and Special Education

Mitchell L. Yell

Prentice Hall, Inc.

4th Edition

2016

ISBN: 978-0-13-404339-5

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	7	25	175
Small Group Discussion	1	50	50
Short Papers	2	60	120
Field Experience Log	1	25	25
Field Experience	1	85	85
Critical Task			
Milestones	3	65	195
Critical Task Submission	1	350	350
		Total Course Points:	1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Chalk & Wire

Specific assignments in this course will be submitted to Chalk & Wire, the ePortfolio system for this program. These items will be used as artifacts for the professional ePortfolio when completing the degree program. For additional information and instructions for accessing a portfolio, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the Chalk & Wire module in the course Table of Contents menu. For questions regarding Chalk &

Wire, please contact the SNHU Technology Help Desk, available on mySNHU. Your advisor can also provide additional assistance if needed.

Note: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	The Evolution of Special Education <i>The Law and Special Education</i> , Chapters 4 and 11 1-1 Discussion: The Individuals With Disabilities Education Act (IDEA) 1-2 Critical Task Review
2	Investigations of Case Law <i>The Law and Special Education</i> , Chapters 3, 5, and 6 2-1 Discussion: Section 504 and ADA 2-2 Short Paper: Investigating Case Law
3	The Special Education Process: Referral and Identification <i>The Law and Special Education</i> , Chapters 9 and 10 3-1 Small Group Collaboration: Determining Eligibility
4	The Special Education Process: Requirements and Guidelines <i>Guide to Writing Quality Individualized Education Programs</i> , Introduction 4-1 Short Paper: State vs. Federal Guidelines 4-2 Field Experience Log
5	Writing an Individualized Education Program (IEP) and Individual Family Service Plan (IFSP), Part 1 <i>Guide to Writing Quality Individualized Education Programs</i> , Step 1 5-1 Discussion: Current Performance Levels 5-2 Milestone One: Current Status
6	Writing an Individualized Education Program (IEP) and Individual Family Service Plan (IFSP), Part 2 <i>Guide to Writing Quality Individualized Education Programs</i> , Step 2 6-1 Discussion: Annual Goals and Benchmarks 6-2 Milestone Two: Goals
7	Writing an Individualized Education Program (IEP) and Individual Family Service Plan (IFSP), Part 3 <i>Guide to Writing Quality Individualized Education Programs</i> , Steps 4 and 6 7-1 Discussion: Continuum of Services and Least Restrictive Environment 7-2 Milestone Three: Supports and Services

8	Monitoring an IEP and IFSP <i>Guide to Writing Quality Individualized Education Programs, Step 3</i> 8-1 Discussion: Progress Monitoring 8-2 Field Experience: Submission
9	Collaborative Roles and Responsibilities <i>Guide to Writing Quality Individualized Education Programs, Step 12</i> 9-1 Critical Task Submission: IFSP and IEP
10	Reflecting on the Special Education Process 10-1 Discussion: Trends in Special Education

Critical Task: Individual Family Service Plan

The critical task for this course is the creation of an Individual Family Service Plan and an Individualized Education Program. Given a case study of an [individual under age three](#) and one for an [individual over age three](#), you will develop an Individual Family Service Plan (IFSP) and an Individualized Education Program (IEP). You will analyze current performance levels, determine appropriate services and goals, and discuss the process of monitoring the IFSP and IEP. The critical task is divided into **three milestones**, which will be submitted at various points throughout the course to scaffold learning and ensure quality final submissions. Each milestone is divided into two parts: Part 1 will consist of the required portions of the IFSP, and Part 2 will consist of the required portions of the IEP. These milestones will be submitted in **Modules Five, Six, and Seven**. The final critical task will be submitted in **Module Nine**.

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU College of Online and Continuing Education Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

As soon as you become aware of a disability, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an

interactive process between the student and the OAC. Note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: oad@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability Services](#) webpage.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU College of Online and Continuing Education Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).

Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you would like to withdraw permission for use of your work, please complete the [Student Work Sample Survey](#).