



## Graduate Course Syllabus

### SPED 680NC: 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 the New Hampshire Rules for the Education of Students with Disabilities and the 2004 reauthorization of IDEA. Course expectations will require heavy emphasis upon IEP development through examination and 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 the 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 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 their 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.

#### *Assessment in Special and Inclusive Education*

John Salvia, James Ysseldyke, and Sara Bolt

Wadsworth Inc.

Twelfth Edition

2013

9781111833411

#### *Guide to Writing Quality Individualized Education Programs*

Gordon S. Gibb and Tina Taylor Dyches

Allyn & Bacon Inc.

Second Edition

2007

9780205495450

#### *The Law and Special Education*

Mitchell L. Yell

Prentice Hall Inc.

Third Edition

2012

9780131376090

### **Instructor Availability and Response Time**

Your class interaction with your instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be active in Blackboard at least five days a week, and you will normally communicate with your instructor in the open Blackboard discussion forum so that your questions and the instructor's answers benefit the entire class. You should send emails directly to your instructor only when you need to discuss something of a personal or sensitive nature, and in those cases 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	9	20	180
Short Papers	2	85	170
Group Discussion	1	100	100
Final Project			
Milestone One	1	75	75
Milestone Two	1	75	75
Milestone Three	1	100	100
Final Submission	1	300	300
		<b>Total Course Points:</b>	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

<i>Total Points: 1000</i>				
Grade	Numerical Equivalent	Points	Points Equivalent	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4.00	930	1000
A-	90-92	3.67	900	929
B+	87-89	3.33	870	899
B	83-86	3.00	830	869
B-	80-82	2.67	800	829
C+	77-79	2.33	770	799
C	73-76	2.00	730	769
F	0-72	0.00	0	729
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 Course Information area in the Assignment Guidelines and Rubrics folder.

## Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. All assignments are due by 11:59 p.m. Eastern Time on the last day of the module week.

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

Module	Topics and Assignments
1	An Introduction to Special Education Law <i>The Law and Special Education</i> , Chapters 1, 2, 3, and 5 1-1 Discussion: Rowley and Special Education Law/504 1-2 Final Project Review
2	IDEA and New Hampshire State Laws <i>The Law and Special Education</i> , Chapters 4 and 12 2-1 Discussion: The Impact of IDEA
3	The IEP and Its Components <i>The Law and Special Education</i> , Chapters 8–11 3-1 Discussion: IEP Process 3-2 Final Project Milestone One: Review of Special Education Court Cases
4	Assessment in Special Education and Inclusive Education <i>Assessment in Special and Inclusive Education</i> , Chapters 1–6 4-1 Discussion: Assessing Students 4-2 Final Project Milestone Two: Begin Work
5	Types and Measures of Assessments <i>Assessment in Special and Inclusive Education</i> , Chapters 7–9 and 11–15 5-1 Discussion: Using Assessments 5-2 Final Project Milestone Two: Assessments and Special Education
6	Transition Planning With IEP Development <i>Assessment in Special and Inclusive Education</i> , Chapters 24–29 6-1 Short Paper: IEPs and Transitions 6-2 Group Discussion: Mock IEP Meeting
7	Writing Quality IEPs <i>Guide to Writing Quality Individualized Education Programs</i> , Pages 1–64 7-1 Discussion: IEP Case Studies 7-2 Final Project Milestone Three: IEP Development and Preparing for the IEP Meeting
8	Accommodations and Transition Planning <i>Guide to Writing Quality Individualized Education Programs</i> , Pages 65–106 8-1 Discussion: Best Practices 8-2 Short Paper: Transition Accommodations
9	Reflecting on the IEP Process

	9-1 Discussion: IEP Process Reflection
10	Putting It All Together 10-1 Final Project: Student IEP and Reflection 10-2 Discussion: The IEP Process and the Supreme Court

### **Final Project: IEP Development Document**

You must complete a student IEP (including a transition plan) and reflection as your final project. The IEP and reflection will include all major components of the development process. You will be given a specific case study that centers on a secondary student with disabilities. You will develop a plan for scheduling an IEP meeting, write a mock IEP (including transition goals), and address all of the other elements critical to having an appropriate IEP meeting and document. As part of creating this IEP document, you will review major assessments used in special education today, the positive and negative issues of these assessments, and what assessments you would use to support the data you may need for the development of the mock IEP. You will also review a special education case that was decided by a court of law and discuss the implications in special education classrooms today and how this information affects the decision-making process during IEP development.

### **Attendance Policy**

Online students are required to post to the Blackboard discussion board during the first week of class. If a student does not submit a posting to the discussion board 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 Guide to Student Success**

Review the [guide to student success](#).

### **Diversity and Disability Statement**

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns.

We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services. We look forward to hearing from you. Our contact information is below.

Disability Resource Center (DRC)  
(877) 591-4723 (select option 4)  
(877) 520-8916 (fax)  
[drc@snhu.edu](mailto:drc@snhu.edu)

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns.

### **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](#).