# Course Description

With constantly changing state and federal regulations regarding students with special needs, educators must understand guidelines that apply to the individualized programming of students with and without disabilities. This course expands on foundational topics, including the implementation of IDEA 2004 and the ADAAA, and transition to adult life. This graduate-level course incorporates theory and hands-on methods, techniques, and strategies for working with students with special needs. Field experience required.

# University Learning Outcomes (ULO)

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Determine the value, context, and application of the Least Restrictive Environment (LRE) and Free Appropriate Public Education (FAPE) provisions as defined by the Individuals with Disabilities Education Act (IDEA).
* **CLO2:** Explain the resources and challenges of planning a Transition to Adult Life program from a K-12 school environment.
* **CLO3:** Explain issues to be considered when disciplining students with disabilities based on the provisions of the Individuals with Disabilities Education Act (IDEA).
* **CLO4:** Evaluate the interaction of the Americans with Disabilities Act Amendment Act (ADAAA) and the IDEA regarding the provision of services and protections provided for students with disabilities.
* **CLO5:** Determine the role and impact of Extended School Year (ESY) services.
* **CLO6:** Explain the role and impact of procedural safeguards in the provision of special education services.
* **CLO7:** Explain how current events and litigation related to special education shape the future special education landscape.
* **CLO8:** Differentiate between infant/toddler, preschool, and school age procedures and services for children with disabilities.

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

There are no required materials for this course.

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: What is ‘Appropriate’ in Free Appropriate Public Education? | 25 |  |
| Discussion: Spirit of the Gaskin Agreement | 25 |  |
| Presentation: IDEA/ESSA Onboarding for New Teachers | 50 |  |
| Paper: IDEA, LRE, and FAPE | 50 |  |
| **Week 2** |  |  |
| Paper: RTII/MTSS and Traditional Evaluation | 50 |  |
| Assignment: Evaluation Process | 50 |  |
| **Week 3** |  |  |
| Discussion: Transition to Adult Life | 25 |  |
| Discussion: Assess the Need for Transition Services | 25 |  |
| Assignment: Adult Services | 50 |  |
| Field Experience: Planning for the Future Checklist | 25 |  |
| **Week 4** |  |  |
| Discussion: Restraints and Exclusions | 25 |  |
| Discussion: Positive Behavioral Supports | 25 |  |
| Field Experience: School-wide Positive Behavioral Supports (SWPBS) | 25 |  |
| Assignment: Restraint and Seclusion | 50 |  |
| **Week 5** |  |  |
| Discussion: Americans with Disabilities Act Amendment Act (ADAAA) and Individuals with Disabilities Education Act (IDEA) | 25 |  |
| Assignment: IEP v. 504 Plan Script | 50 |  |
| Field Experience: 504 Plans | 50 |  |
| **Week 6** |  |  |
| Discussion: Extended School Year | 25 |  |
| Assignment: ESY and Safeguards for Parents | 25 |  |
| Case Study: Extended School Year | 75 |  |
| Assignment: Early Intervention Services Short Answer | 25 |  |
| **Week 7** |  |  |
| Discussion: Mediation vs. Due Process | 25 |  |
| Assignment: Due Process Flowchart | 50 |  |
| Paper: Due Process Hearing Summary and Analysis | 50 |  |
| Assignment: School Board Policy on Student Records | 50 |  |
| Assignment: Field Experience Logs | 50 |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: IDEA, LRE, and FAPE** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze how the Individuals with Disabilities Education Act (IDEA)—including the Least Restrictive Environment (LRE) and Free Appropriate Public Education (FAPE) provisions—has impacted the education of exceptional students. | | CLO1 | |
| * 1. Describe the impact of the Every Student Succeeds Act (ESSA) on the current educational landscape as it relates to special education. | | CLO1, CLO7 | |
| * 1. Explain how IDEA and the ESSA (Every Student Succeeds Act) have evolved to their current state. | | CLO1, CLO7 | |
| * 1. Describe local and state regulations and statues relating to the implementation of IDEA and the ESSA. | | CLO1, CLO7 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200-to 250-words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100-to 150-words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | N/A | N/A |
| **Activity: Course Introduction**  **Post** an introductory video about yourself to the “Course Introductions” discussion forum that informs the class of the following:   * Your career/education background * Your experience level in special education * Questions you have regarding special education   **Respond** briefly to your peers and classmates. | | n/a | Discussion: one post and replies to three other posts = **1 hour** |
| **Resources: Free Appropriate Public Education (FAPE)**  One of the most basic guaranteed rights for special education students is the right to a free appropriate public education. Commonly known as FAPE, this provision is guaranteed by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act Amendment Act, and the Individuals with Disabilities Education Act. Many court cases, including those you’ll read here, have helped to define what services and conditions are appropriate.   * “What Is and Isn’t Covered Under FAPE,” available from Understood.org: <https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/what-is-and-isnt-covered-under-fape> * “The Supreme Court Rules in Favor of a Special Education Student,” available from NPR: <http://www.npr.org/sections/ed/2017/03/22/521094752/the-supreme-court-rules-in-favor-of-a-special-education-student> * “Gaskin v. Commonwealth,” available from the Public Interest Law Center: <http://www.pubintlaw.org/cases-and-projects/gaskin-v-commonwealth/>   Two of the more important cases regarding special education and accommodations are Hendrick v. Rowley and Endrew v Douglas Country School. Reading these court cases will give you a good foundation in the issues that are commonly considered in what constitutes an offer of FAPE.   * “HENDRICK HUDSON DIST. BD. OF ED. v. ROWLEY, (1982),” <http://caselaw.findlaw.com/us-supreme-court/458/176.html> * “15-827 Endrew F. v. Douglas County School Dist. RE-1,” available from the Supreme Court website: <https://www.supremecourt.gov/opinions/16pdf/15-827_0pm1.pdf>   **Post** any questions or comments to the Week One General Discussion Forum. | | 1.1, 1.2 | Resources: Review, reflect, feedback=  **1 hour** |
| **Resource: Every Student Succeeds Act (ESSA)**  The Every Student Succeeds Act (ESSA) is a re-authorization of the Elementary and Secondary Education Act (ESEA), and a restructuring of the No Child Left Behind Act (NCLB). ESSA, among other regulations and requirements, reinforces protections for disadvantaged students and modifies the accountability requirements for schools and teachers.   * “Promising Changes for Special Education Under ESSA,” available from NEA Today: <http://neatoday.org/2016/06/30/special-education-essa/> * “ESSA Looses Reins on Teacher Evaluations, Qualifications,” available from Education Week: <http://www.edweek.org/ew/articles/2016/01/06/essa-loosens-reins-on-teacher-evaluations-qualifications.html>   **Post** any questions or comments to the Week One General Discussion Forum. | | 1.2, 1.3 | Resources: Review, reflect, feedback=  **30 minutes** |
| **Resource: Least Restrictive Environment (LRE)**  Least Restrictive Environment (LRE) is a legal requirement that students with disabilities receive an education with nondisabled students to the maximum extent possible. LRE and the implications of LRE are among the most important considerations when providing services for students with disabilities and something you should become familiar with.  **Read** “Information on Least Restrictive Environment,” available from Disability Rights California:<http://www.disabilityrightsca.org/pubs/504001Ch07.pdf>  **Post** any questions or comments to the Week One General Discussion Forum. | | 1.2, 1.3, 1.4 | Resources: Review, reflect, feedback=  **30 minutes** |
| **Upcoming Assignments: Field Experience**  This course requires 20 hours of field experience. To meet this requirement, you can secure hours in your respective schools and/or districts, focusing on special education placements. Students should make arrangements to secure their field experience hours prior to the start of the course.  In the following weeks, you will have a field experience assignment where you will reflect or use your field experience to help you complete coursework. Make sure that you review these assignments now so that you can be prepared to complete them in a timely fashion.   * **Week 3**: Field Experience: Planning for the Future Checklist * **Week 4**: Field Experience: School-wide Positive Behavioral Supports (SWPBS) * **Week 5**: Field Experience: 504 Plans   **Review** the Field Experience Log.  **Submit** your completed Field Experience Log in Week Seven of the course.  *Note*: If you have any questions or concerns about the field experience requirement, contact your instructor immediately. | | 3.1, 3.2, 3.3  4.1, 4.2, 4.3  5.1, 5.2 | N/A |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  Note: A recorded lecture will be made available to those who are unable to attend the live session. | | n/a | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: What is ‘Appropriate’ in Free Appropriate Public Education?**  **Review** the articles in this week’s reading relating to FAPE.  **Respond** to the following question in the “What is ‘Appropriate’ in Free Appropriate Public Education?” discussion forum by Thursday:   * Reflect on your current understanding of what “appropriate” means in FAPE. How do current events, like *Endrew v Douglass Country School District* affect your understanding?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1, 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Spirit of the Gaskin Agreement**  Although the Gaskin Agreement has sunsetted in Pennsylvania, the guiding questions for IEP teams remain.  **Respond** to the following question in the “Spirit of the Gaskin Agreement” discussion forum by Thursday:   * How do the five guiding questions shape the work of IEP teams? * As an educator, how should the questions shape your approach in making placement decisions in line with the Least Restrictive Environment (LRE) mandate?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1, 1.3, 1.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Presentation: IDEA/ESSA Onboarding for New Teachers**  **Imagine** that you are training and onboarding new teachers who will be involved with the education of students with disabilities.  **Create** a four-slide presentation that helps onboard these new instructors which focuses on common questions relating to IDEA and ESSA requirements for teaching students with disabilities.  **Include** answers to these questions in your presentation:   * What is the controlling legislation for students with disabilities in your state? Include federal, state, and local laws. * What are the credentialing requirements for staff working with students with disabilities? * What requirements does ESSA create for instruction in the classroom? * Why does ESSA require students with disabilities to take state assessments?   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 1.2, 1.3, 1.4 | Presentation: Research, composition, feedback=  **30 minutes** |
| **Paper: IDEA, LRE, and FAPE**  **Write** a 900- to 1,400-word paper in which you analyze how IDEA—including the LRE and FAPE provisions—has affected the education of exceptional students.  **Include** the following in your paper:   * How the LRE and FAPE provisions have evolved since IDEA was enacted in 1975 * How the IDEA, LRE, and FAPE has affected parents’ involvement in their child’s school * How can this information be used to improve the appropriateness of a student’s education   **Format** your paper according to APA requirements. | | 1.1, 1.3, 1.4 | Paper: Research, composition, feedback=  **30 minutes** |
| **Total** |  |  | **6 hours** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have about the course to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that will be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misunderstandings they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Course Introduction**: Ensure that you have completed the course introduction activity before students have access to your course so they have a model demonstrating your expectations.

**Field Experience Logs**: Once students submit their field experience logs in Week Seven, you should collect them and send them to the Program Director, Marianne Kaemmer: [mkaemmer@gmercyu.edu](mailto:mkaemmer@gmercyu.edu)

**Website Review**: At the time of the course design and course review, all websites listed for reading were live and active. You should review the links each week to ensure that the websites are still active and replace any links that have changed. If you have any questions, contact the Program Director, Marianne Kaemmer.

**Course Syllabus**: Attach the course syllabus under the Start Here space, and also under the Weekly Learning Modules section.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Two: Evaluation and Identification | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how IDEA affects the evaluation process. | | CLO1, CLO7 | |
| * 1. Identify the steps of an appropriate pre-referral, screening, referral, and evaluation process. | | CLO1, CLO7 | |
| * 1. Explain the principles behind a Multi-tiered System of Supports (MTSS). | | CLO1, CLO7 | |
| * 1. Explain the impact of MTSS on general and special education. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Resources: Multi-Tiered System of Support (MTSS) (aka RtI – Response to Intervention or RtII – Response to Instruction and Intervention)**  The Multi-Tiered System of Supports is a framework that encourages school improvement and evidence based practice in order to improve the academic performance of all students.  **Read** pgs. 38-48 of “Chapter 14: Special Education Services and Programs State Regulations COMPARED TO Part 300 Individuals with Disabilities Education Act Federal Regulations,” available from the Pennsylvania Department of Education: <http://pattan.net-website.s3.amazonaws.com/images/file/2011/08/15/sidebyside021209.pdf>  **View** “MTSS Overview,” available on YouTube [13:09]: <https://www.youtube.com/watch?v=JWBbUnmicp4>  **Post** any questions or comments to the Week Two General Discussion Forum. | | 2.1, 2.2, 2.3, 2.4 | Resources: Review, reflect, feedback=  **1 hour** |
| **Resources: Response to Intervention (RtI)**  Response to Intervention is an approach utilized in part for the identification and support of special needs students.  **Read** pgs 18-20 and 32-33 of “Response to Intervention (RtI) Implementation Guidance,” available from Allegheny Intermediate Unit: <http://www.aiu3.net/uploadedfiles/Teaching_and_Learning/IDEA_and_Training_Consultation/rti-implementation_guide1108_2010.pdf>  **Read** “Response to Instruction and Intervention (RtII): An Introduction,” available from the Pennsylvania Department of Education: <http://www.pattan.net/category/Resources/PaTTAN+Publications/Browse/Single/?id=4dc09560cd69f9ac7fb60000>  **Post** any questions or comments to the Week Two General Discussion Forum. | | 2.1, 2.2, 2.3, 2.4 | Resources: Review, reflect, feedback=  **30 minutes** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Paper: RtI/RtII/MTSS and Traditional Evaluation**  **Write** a 700- to 1,050-word paper on RTII/MTSS in general and special education.  **Complete** the following in your paper:   * Explain the impact of RTII/MTSS on both general and special education. * Compare the pros and cons of traditional evaluation methods to the pros and cons of utilizing RTII/MTSS.   **Format** your paper according to APA requirements.  **Submit** your paper no later than 11:59 p.m. [EST] on Sunday. | | 2.3, 2.4 | Paper: Research, composition, feedback=  **30 minutes** |
| **Assignment: Evaluation Process**  You will create a job aide for new special education instructors that explains the referral process. The job aide can take the form of a presentation, a written paper, a handout/document, a flowchart, or another form with instructor permission.  **Create** a professional job aide for a special education instructor that includes the following information:   * The elements of an appropriate pre-referral, screening, referral, and evaluation process * The sequence of events, with timelines, in a traditional evaluation, including the stages between referral and identification * An explanation of how the sequence of events changes for re-evaluations   **Post** your job aide, or a link to your job aide, in the “Evaluation Process” discussion forum no later than 11:59 p.m. [EST] on Thursday.  **Review** allthe job aides**.**  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ posts. | | 2.1, 2.2 | Job aide: Research, composition, feedback=  **1 hour** |
| **Total** |  |  | **3 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Three: Transition to Adult Life | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the requirements and obligations of the transition to adult life component of special education | | CLO2, CLO7 | |
| * 1. Explain how to assess the transition needs of exceptional students from ages 18-21. | | CLO2 | |
| * 1. Describe the programming options for a transition to adult life. | | CLO2, CLO7 | |
| * 1. Describe the adult services that exceptional students may be eligible for after ages 18-21. | | CLO2 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Resources: Transition to Adult Life**  Eventually, all students exit the K-12 school environment and progress to adulthood. For all students, ESSA creates a greater emphasis on college and career readiness. For students with special needs, this can be a particularly stressful time. The transition to adult life is a consideration of the services and programs that are available to help individuals live as independently and productively as possible as members of a community.  **Read** “Planning for the Future Checklist,” available from the Pennsylvania Department of Education:  <http://pattan.net-website.s3.amazonaws.com/images/2016/02/24/Trans_Chklst_ENG%2001-16_1.pdf>  **Read** “Secondary Transition,” available from the Pennsylvania Department of Education:  <http://www.pattan.net/category/Educational%20Initiatives/Secondary%20Transition/page/Secondary_Trasntion_Checklist_Pilot_Project_.html>  **Review** “Pennsylvania Secondary Transition Guide Resources,” available from the Pennsylvania Department of Education <http://www.secondarytransition.org/resources/english>  **Review** “Citizens Services,” available from the Pennsylvania Department of Human Services: <http://www.dhs.pa.gov/citizens/more/index.htm>  **Review** “Autism Services,” available from the Pennsylvania Department of Human Services: <http://www.dhs.pa.gov/citizens/autismservices/index.htm>  **Review** “Vocational Rehabilitation Services,” available from the Department of Labor & Industry: <http://www.dli.pa.gov/Individuals/Disability-Services/ovr/Pages/default.aspx>  **Post** any questions or comments to the Week Three General Discussion Forum. | | 3.1, 3.2, 3.3, 3.4 | Resources: Review, reflect, feedback=  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Transition to Adult Life**  **Respond** to the following question in the “Transition to Adult Life” discussion forum by Thursday:   * As an educator, do you believe that you have the necessary tools and resources to help students transition to adult life? * What resources exist in your state to help students transition? What resources do not exist (or exist in other states) that would be helpful?     **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Assess the Need for Transition Services**  **Review** the readings dealing with assessing transition needs.  **Research** other types of checklist, assessment tools, and resources for assessing transition needs.  **Share** your findings in the “Assess the Need for Transition Services” discussion forum and respond to the following prompt no later than Thursday:   * What resources did you find? * What was the most useful resource you found? * What type of resources would you hope to find through future research?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1, 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Adult Services**  In this assignment, you will describe a hypothetical student and the adult services they would participate in.  **Complete** the student form, including each of the fields.  **Submit** the form to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 3.2, 3.3, 3.4 | Form: Research, compilation, feedback:  **30 minutes** |
| **Field Experience: Planning for the Future Checklist**  **Find** a student aged 14-21.  **Find and review** the transition plan portion of your state’s Individualized Education Plan (IEP)  **Review** the [Planning for the Future Checklist](http://pattan.net-website.s3.amazonaws.com/images/2016/02/24/Trans_Chklst_ENG%2001-16_1.pdf) with that student.  **Review** the results with the student’s parent/guardian.  **Write** a 350-500 word journal reflecting on your experience reviewing the list, including responses to the following questions:   * Did the checklist seem to contain items relevant to the student and their age? What items on the checklist did not seem relevant? What was missing that you thought should be there? * How did the student seem to feel about the checklist? Do you think it helped him/her engage with planning for the future? Why or why not? * Did you feel that the checklist supports the transition portion of your state’s IEP? Why or why not? * How did the parent/guardian react to the student’s responses? Did he/she find it useful?   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 3.1, 3.2, 3.3 | Reflective journal: Research, interview session, composition, feedback:  **1 hour** |
| **Total** |  |  | **4.5 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Four: Discipline of Students with Disabilities | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the rationale for school-wide positive behavioral supports. | | CLO3 | |
| * 1. Describe the requirements and safeguards that IDEA places on physical restraints and seclusion. | | CLO3, CLO7 | |
| * 1. Explain the procedures IDEA places on exclusion from school for exceptional students. | | CLO3, CLO7 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Resources: Discipline of Students with Disabilities**  The treatment of students with disabilities is important for educators to focus on: students with disabilities are suspended at twice the rate of other students and are disciplined at a much higher rate in general. It is incumbent on the educator to understand how discipline is best applied to students with disabilities, and in what circumstances discipline is even appropriate. This week’s readings will help you to review the guidelines for discipline and some of the major concerns about its application and implications.  **Read** pgs. 56-64 of “Chapter 14: Special Education Services and Programs State Regulations COMPARED TO Part 300 Individuals with Disabilities Education Act Federal Regulations,” available from the Pennsylvania Department of Education: <http://pattan.net-website.s3.amazonaws.com/images/file/2011/08/15/sidebyside021209.pdf>  **Read** “Disciplinary Exclusions of Students Who are Eligible for Special Education,” available from the Pennsylvania Department of Education: <http://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/PA%20Code/Disciplinary%20Exclusions%20of%20Students%20Who%20Are%20Eligible%20for%20Special%20Education.pdf>  **Read** “Why Schools Over-Discipline Children With Disabilities,” available from The Atlantic: <https://www.theatlantic.com/education/archive/2015/07/school-discipline-children-disabilities/399563/>  **Read** “SWPBIS for Beginners,” available from the Positive Behavioral Interventions & Supports website: <http://www.pbis.org/school/swpbis-for-beginners>  **Post** any questions or comments to the Week Four General Discussion Forum. | | 4.1, 4.2, 4.3 | Resources: Review, reflect, feedback=  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Restraints and Exclusions**  **Read** pgs. 56-64 of “Chapter 14: Special Education Services and Programs State Regulations COMPARED TO Part 300 Individuals with Disabilities Education Act Federal Regulations,” available from the Pennsylvania Department of Education: <http://pattan.net-website.s3.amazonaws.com/images/file/2011/08/15/sidebyside021209.pdf>  **Respond** to the following question in the “Restraints and Exclusions” discussion forum by Thursday:   * Reflect on the guidelines as stated in the document. How do you feel about restraints and exclusions for exceptional students? Does the practice make you uneasy? Why or why not? * What steps and actions would you take to be sure you minimize the need to restrain or exclude students? * What procedures would you put into place to insure the safety of students and staff when restraints and/or seclusions are necessary?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.1, 4.2, 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Positive Behavioral Supports**  **Respond** to the following question in the “Positive Behavioral Supports” discussion forum by Thursday:   * Do you think that positive behavioral supports are necessary in today’s school environment? Why or why not? * In the absence of positive behavioral supports, how does the school environment change from the perspective of an educator? How about from the perspective of a student? * What considerations are important for the *successful* implementation of School-wide Positive Behavioral Supports (SWPBS)?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday | | 4.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Field Experience: School-wide Positive Behavioral Supports (SWPBS)**  **Review** the behavioral plan of a specific student or School-wide Positive Behavioral Supports (SWPBS) plan present in the school or academic environment at your field experience.  **Observe and take notes** about how the behavioral plan or SWPBS are implemented.  Note. In this assignment, you are observing a student(s) in the field. Make sure to remove identifying information about the student from your final reflection in order to protect their confidentiality.  **Write** a 250- to 400-word reflection on the behavioral plan or SWPBS implementation, including responses to the following questions:   * Provide a brief summary of the plan. * How was the plan developed? * Do you think the behavioral plan or SWPBS at the school is adequate? * How effective are the staff at implementing the plan/SWPBS? * How could the implementation be improved?   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 4.1, 4.2, 4.3 | Discussion: one post and replies to three other posts =  **1 hour** |
| **Assignment: Restraint and Seclusion**  **Read** “Restraint and Seclusion: Resource Document,” available from the U.S. Department of Education: [https://www2.ed.gov/policy/seclusion/restraints-and-seclusion-resources.pdf](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww2.ed.gov%2Fpolicy%2Fseclusion%2Frestraints-and-seclusion-resources.pdf&data=02%7C01%7Cmburnett%40synergiseducation.com%7Cefed2fac93ce4ba9145108d4b9887eb0%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C1%7C636337443276719157&sdata=AkI4BbPtcnk9KMFiodoB8k2b3FXeYnZuaHyBnamCfxU%3D&reserved=0)  **Imagine** that you have been asked to participate in an IEP meeting for a student with Behavior Intervention Plan.  The team feels the plan needs a crisis management component to include physical restraints and seclusion.  **Write** a 350- to 500-word essay explaining your answers to the following questions:   * What questions would you ask the team? * What direction would you give in terms of factors that need to be considered in developing such a plan? * What would you insist be included in the plan?   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 4.2, 4.3 | Written essay: research, composition, feedback =  **30 minutes** |
| **Total** |  |  | **4.5 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Five: Americans with Disabilities Act and the Provision of Services | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze how the Americans with Disabilities Act Amendment Act (ADAAA) and IDEA interact for the provision of services and protections for handicapped students. | | CLO1, CLO4, CLO7 | |
| * 1. Differentiate between an Individualized Education Plan (IEP) and a 504 Plan. | | CLO1, CLO4, CLO7 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Resources: Americans with Disabilities Act and Provision of Services**  The Americans with Disabilities Act, the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973 all work to prevent discrimination against individuals with disabilities and ensure that they can access public services, among other things. This week, you’ll review resources that explain how these programs interact and what these programs require in terms of education.  **Read** “A Comparison of ADA, IDEA, and Section 504,” available from the Disability Rights Education & Defense Fund: <https://dredf.org/advocacy/comparison.html>  **Read** “Understanding the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act,” available from the National Center for Learning Disabilities: <https://www.ncld.org/wp-content/uploads/2014/11/Understanding-the-ADAAA-and-Section-504.pdf>  **Read** “The Difference between EIPs and 504 Plans,” available from Understood.org: <https://www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans>  **View** “Video: What’s the Difference Between an IEP and a 504 Plan?” available from Understood.org [2:57]: <https://www.understood.org/en/school-learning/special-services/504-plan/video-whats-the-difference-between-an-iep-and-a-504-plan>  **Post** any questions or comments to the Week Five General Discussion Forum. | | 5.1, 5.2 | Resources: Review, reflect, feedback=  **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Americans with Disabilities Act Amendment Act (ADAAA) and Individuals with Disabilities Education Act (IDEA)**  **Respond** to the following question in the “Americans with Disabilities Act Amendment Act (ADAAA) and Individuals with Disabilities Education Act (IDEA)” discussion forum by Thursday:   * Analyze the differences in intent between ADAAA/504 and IDEA. * Explain the differences between the 504 Plan document and the IEP document.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: IEP v. 504 Plan Script**  **Write** an example of a script you could use to explain to a teacher about whether a student should have an IEP or a 504 Plan.  **Include** an explanation of how that script might differ for our conversation with a parent.  *Note*. You may take liberties to identify the characteristics of the student you are discussing.  **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 5.1, 5.2 | Assignment: research, composition, feedback=  **30 minutes** |
| **Field Experience: 504 Plans**  **Interview** an educator who is involved with the development and/or implementation of 504 Plans.  **Write** a summary of the interview, including responses to the following questions:   * How is eligibility for 504 Plans determined? In other words, who gets one, and how is that decided? * What steps are necessary to implement a 504 Plan? * How do education professionals successfully ensure that a student with a 504 Plan actually receives the proper accommodations and services?   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 5.2 | Field Experience: interview, summary, composition, feedback=  **30 minutes** |
| **Total** |  |  | **3 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Six: Extended School Year (ESY) | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the requirements and obligations of the extended school year provision in special education regulations. | | CLO5 | |
| * 1. Explain how to evaluate eligibility for extended school year for exceptional students. | | CLO5, CLO7 | |
| * 1. Describe how extended school year eligibility and services are documented in an Individualized Education Plan (IEP). | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Lecture: Extended School Year**  In this lecture, you will learn about the purpose of extended school year, and the factors making student eligible. Keep in mind that not all of the factors are listed in the video; to understand all of the factors, read the “Teachers’ Desk Reference: Extended School Year” resource listed below.  **Watch** the “Extended School Year” course lecture [7:51] on Blackboard (<https://vimeo.com/97559418>).  **Post** any insights or questions you have from the reading in the Week Six Questions discussion forum. | | 6.1, 6.2, 6.3 | Resources: Review, reflect, feedback=  **30 minutes** |
| **Resource: ESY Services**  **Read** “Extended School Year Services in Pennsylvania” on the PaTTAN website: <http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=503d24b08b0332457f0000c7>.  **Post** any insights or questions you have from the reading in the Week Six Questions discussion forum. | | 6.1 | Resources: Review, reflect, feedback=  **30 minutes** |
| **Resource: ESY Reference**  In the lecture, you heard that the two primary factors in eligibility for ESY are regression and recoupment. This document lists the other major factors that are considered; make sure to take note of them [on page 2, section 14.132(a)].  **Read** the Teachers' Desk Reference: Extended School Year (ESY) on the PaTTAN website: <http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=4dc09560cd69f9ac7fe40000>.  **Post** any insights or questions you have from the reading in the Week Six Questions discussion forum. | | 6.1, 6.2 | Resources: Review, reflect, feedback=  **30 minutes** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Extended School Year**  **Respond** to the following questions in the “Extended School Year” discussion forum by Thursday:   * What information must be documented in the IEP for students who qualify for ESY? * Where is ESY documented in a completed IEP? How is ESY documented?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2, 6.3 | Journal: one private post = **30 minutes** |
| **Assignment: ESY and Safeguards for Parents**  **Read** the following scenario and then complete the assignment:  Mary is a 6-year-old kindergartner at Happy Valley Elementary School. She is diagnosed with autism and receives autistic support services with resource room replacement instruction in reading, writing and math. She has mastered all of her math goals in her IEP. She has made strides in word analysis but her assessment data in reading comprehension shows that while she seems to be maintaining skills developed but is not progressing. She is on a schedule for toileting combined with a reward system. The team is very excited because they feel she is on the verge of becoming independent in this area. With the use of social stories, she is beginning to initiate interactions with peers, but the team noticed after an extended illness it was like starting over again in this area.  **Write** a letter to Mary’s parents explaining ESY to them since they are new to public school.  Be sure to include the following:   * Explain Mary’s eligibility or lack thereof. * If eligible, explain why, for what areas, and what her program will look like.   *Note.* Ensure that the letter is appropriate for all parents and guardians, regardless of education level or familiarity with the IEP process.  **Submit** your letter to Blackboard by Friday. | | 6.1, 6.2, 6.3 | Paper: one private post = **30 minutes** |
| **Case Study: Extended School Year**  **Download** the “Individualized Education Program (IEP) - School Age – English” form from the PaTTAN website: <http://www.pattan.net/category/Legal/Forms/Browse/Single/?id=53566e428b03327c2a8b4569>.  **Review** the “Case #1: Melodie - Grade 1” section of the British Columbia Ministry of Education’s Special Education website: <https://www.bced.gov.bc.ca/specialed/adhd/case.htm>.  **Complete** the Extended School Year (ESY) section of the IEP template for Melodie using the goals and objectives from the case study.  **Write** a 350- to 500-word paper that provides the rationale for the decisions you made in the IEP.  **Submit** the ESY sections of the IEP form and your paper to Blackboard. | | 6.1, 6.2, 6.3 | Case Study: Analysis and posting =  **2 hours** |
| **Early Intervention Services Short Answer**  **Review** the following resources regarding early intervention services for infants/toddlers and preschoolers with disabilities:   * [Supports and Services - Infant/Toddler](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.pattan.net%2Fcategory%2FEducational%2520Initiatives%2FEarly%2520Intervention%2Fpage%2Finfanttoddler_ei.html&data=02%7C01%7Camiller%40synergiseducation.com%7C2153a337a57a4d7f6caa08d4d1fe6c16%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636364338092772040&sdata=cMeFuv2cU%2BBvzj84ffvH23aGmqgFK8dwfhtAgNImYaY%3D&reserved=0) * [Supports and Services - Preschool](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.pattan.net%2Fcategory%2FEducational%2520Initiatives%2FEarly%2520Intervention%2Fpage%2Fpreschool_early_intervention.html&data=02%7C01%7Camiller%40synergiseducation.com%7C2153a337a57a4d7f6caa08d4d1fe6c16%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636364338092772040&sdata=5b%2FN%2FyRYbJrL3GQBv1SQVCYkNi4DKuvxiuTEGO%2B0Asg%3D&reserved=0) * [Bureau of Early Intervention Services](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.pattan.net%2Fcategory%2FEducational%2520Initiatives%2FEarly%2520Intervention%2Fpage%2Fbureau_of_early_intervention_services.html&data=02%7C01%7Camiller%40synergiseducation.com%7C2153a337a57a4d7f6caa08d4d1fe6c16%7C7a9bcbb102ab4062aafc53c0ba30b9ac%7C0%7C0%7C636364338092772040&sdata=sgNxBtegwgngD8DP68TUfYuyO16l61T%2F9ocp18pwEFQ%3D&reserved=0) * Individualized Family Service Plan (IFSP) & Individualized Education Plan (IEP), located on Blackboard. * The Transition Process From Early Intervention to School-Age Programs: Guidelines to Support Parents, located on Blackboard.   **Answer** the following questions in a Word document:   1. Based on what you read, describe what you believe would be different in the provision of services for this age group as compared to school age services (K-12). 2. You are a kindergarten special education teacher. You have been charged with coordinating a transition to school-age services with your local Intermediate Unit. Develop a checklist you would utilize to insure you manage this process effectively.   **Submit** your completed Word document to your instructor.  **Field Experience**: Interview a preschool or county intermediate unit administrator, teacher or therapist about how they provide services to students with disabilities. Focus on the interagency collaboration involved. Observe a classroom, activity, or therapy session involving at least one student with a disability. | | CLO8 | Assignment; Review Instructor Feedback = **1 hour** |
| **Total** |  |  | **4.5 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Seven: Procedural Safeguards | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe conditions and procedures involved in a family’s rights regarding special education. | | CLO6 | |
| * 1. Explain the importance of prior written notice in the provision of services. | | CLO6 | |
| * 1. Describe the different forms of dispute resolution. | | CLO6 | |
| * 1. Describe how the Family Educational Rights and Privacy Act (FERPA) affects the confidentiality of students and student information. | | CLO6, CLO7 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Resources: Procedural Safeguards**  Educators are required to inform parents of individuals with disabilities of their and their children’s rights, protections under the law in regards to the procedural safeguards put in place by IDEA. This week, you’ll review the documentation that is required to be distributed to parents, and what procedural safeguards mean to the educator.  **Read “**Notice of Recommended Educational Placement/Prior Written Notice (Annotated)**”:** <http://pattan.net-website.s3.amazonaws.com/images/2015/01/27/NOREP_ANN_rev_PTI102814.pdf>  **Read** pgs. 68-80 of “Chapter 14: Special Education Services and Programs State Regulations COMPARED TO Part 300 Individuals with Disabilities Education Act Federal Regulations,” available from the Pennsylvania Department of Education: <http://pattan.net-website.s3.amazonaws.com/images/file/2011/08/15/sidebyside021209.pdf>  **Read** “Pennsylvania Procedural Safeguards Notice – School Age” document: http://www.pattan.net/category/Legal/Forms/Browse/Single/?id=546526ed150ba007418b456b&bor=search=\*\*ag=School%20Age\*\*l=English\*\*page=2  **Post** any insights or questions you have from the readings in the Week Seven Questions discussion forum. | | 7.1, 7.2, 7.3 | Resources: Review, reflect, feedback=  **1 hour** |
| **Resources: Family Educational Rights and Privacy Act (FERPA)**  **Read** the following resources:     * Summary of regulations: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html?src=rn> * Regulations: <https://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&sid=11975031b82001bed902b3e73f33e604&rgn=div5&view=text&node=34:1.1.1.1.33&idno=34>   **Post** any insights or questions you have from the reading in the Week Seven Questions discussion forum. | | 7.4 | Resources: Review, reflect, feedback=  **30 minutes** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an wrap-up of the course.  Note: A recorded lecture will be made available to those who are unable to attend the live session. | | n/a | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Mediation vs. Due Process**  **Respond** to the following question in the “Mediation vs. Due Process” discussion forum by Thursday:   * What are the differences between the processes involved with a state complaint, a due process complaint, and mediation?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Due Process Flowchart**  Due process follows a very careful process that both educators and parents should be aware of. In this assignment, you will create an aide for educators that describes the process fully.  **Create** a flowchart that describes due process from the point a parent files a compliant to when a decision is made by a Hearing Officer.  **Include** steps to follow if either party disagrees with the outcome.  **Submit** your flowchart to your instructor via Blackboard. | | 7.1, 7.2 | Assignment: Research, composition, feedback=  **30 minutes** |
| **Paper: Due Process Hearing Summary and Analysis**  Many states, including Pennsylvania, have a website where they make public the decision and rationales behind their due process complain resolutions. In this assignment, you’ll read a hearing of your choice, offer your thoughts, and ask clarifying questions about the aspects of the case you didn’t understand fully.  **Review** the Pennsylvania Due Process website: <http://odr-pa.org/due-process/overview/>  **Choose** a hearing that interests you (you may search by district or topic).  **Write** a 250-400 word summary and analysis of the hearing you selected focusing on the rationale provided by the hearing officer.  **Include** responses to the following questions:   * What parts of the decision or the decision rationale did you have questions about? * What questions would you ask the hearing officer in order to better clarify your own understanding of the case and the decision? * Did you think the decision was justified? Why or why not?   **Submit** your assignment to your instructor via Blackboard. | | 7.1, 7.2, 7.3 | Paper: Research, composition, feedback=  **30 minutes** |
| **Assignment: School Board Policy on Student Records**  All districts are required to have a School Board Policy on Student Records. In this assignment, you’ll choose a school district and read their board policy on student records, considering the effect of the Family Educational Rights and Privacy Act (FERPA) on that policy.  **Research** a district of your choice and read their policy on student records.  **Write** a 150-300 word analysis on how you believe FERPA has influenced the school board policy.  *Note*. You should make some reference to the FERPA regulations assigned as reading this week. Review them carefully in conjunction with the school board policy.  **Submit** your assignment to your instructor via Blackboard. | | 7.4 | Assignment: Research, composition, feedback=  **30 minutes** |
| **Assignment: Field Experience Logs**  **Submit** your signed field experience logs to your instructor via Blackboard. | | 3.1, 3.2, 3.3  4.1, 4.2, 4.3  5.1, 5.2 | Field Experience = 20 hours |
| **Total** |  |  | **5 hours** |

# Faculty Notes

**Field Experience Logs:** Please submit students’ Field-Based Experience Logs upon course completion:

Access the **Full Grade Center**.

Right-click on the column name and select**Assignment File Download**.

Click the box next to **Name**to select all users.

Click the **Submit** button.

Click **Download assignments now**.

Save the file to your Desktop or Z Drive.

Email the zip file to Marianne.

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 5 hours |
| Supplemental | 1 hour |
| **Week 2** |  |
| Required | 3 hours |
| **Week 3** |  |
| Required | 4.5 hours |
| **Week 4** |  |
| Required | 4.5 hours |
| **Week5** |  |
| Required | 3 hours |
| **Week 6** |  |
| Required | 5.5 hours |
| **Week 7** |  |
| Required | 4 hours |
| Supplemental | 1 hour |
|  |  |
| **Total Required Hours** | 29.5 hours |
| **Total Supplemental Hours** | 2 hours |
| **Total Field Experience** | 20 hours |
| **Total Hours** | 51.5 hours |