



WILLIAM PEACE
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EDU 371
Individualized Education in the Adapted Curriculum
Spring 2021 SPS Session 1
Days and Time: Thursdays 6:00pm - 9:15pm

Instructor

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Textbook

There is no textbook for this course. Assigned readings will be posted in Moodle.

Course Description

In this course, teacher candidates will develop strategies for developing and monitoring Individualized Education Programs (IEPs) for K-12 students in the adapted curriculum. The course will emphasize the policies, process and procedures for providing special education services from referral to annual reviews.

Objectives

Teacher candidates will be able to:

- Demonstrate understanding of parental rights, parental consent, and parental participation as members of the IEP team.
- Identify resources for parent training, information, and support.
- Demonstrate understanding of the teacher's role in ensuring a Free Appropriate Public Education in the Least Restrictive Environment.
- Understand the process of referral; evaluation; determination of eligibility; and development, review, and revision of the IEP.
- Understand the roles of related service providers, the continuum of educational placements, models of service delivery, and supplementary aids and services.
- Use present levels, baseline data, and content standards to write IEP goals that address each individual student's academic achievement and functional performance.
- Identify appropriate evidence-based practices to address academic goals, functional goals, and behavior goals.
- Create effective systems for progress monitoring students' IEP goals.
- Plan comprehensive transition services.

NCDPI Specialty Area Standards

Standard 1: Special Education: Adapted Curriculum teacher candidates know the policies, process and procedures for providing special education services.

Standard 3: Special Education: Adapted Curriculum teacher candidates have knowledge of the North Carolina Standard Course of Study: Extended Content Standards.

Standard 7: Special Education: Adapted Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.

Course Grading

Grading for this course will include:

20% Preparation for class (includes readings, modules, reflections, etc.)

10% Class participation

20% Moodle assignments

20% Parent Support Blog

20% IEP Case Study

10% Resource Notebook

Grading Scale

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 and below

PLEASE NOTE THE FOLLOWING:

Professional Conduct

Professionalism is expected in all aspects of this course. Expectations include, but are not limited to, (1) attending to the speaker who has the floor and refraining from side conversations; (2) contributing meaningfully to group discussions and group work; (3) staying on topic during class; (4) emails that include a greeting, formal writing, and a signature; (5) supporting, and seeking support from, classmates; (6) maintaining a welcoming and respectful learning environment for everyone.

Late Assignments

Successful classroom teachers are effective time managers. Therefore, class assignments are due on the assigned day. The instructor may issue partial or no credit for late assignments at their discretion.

Writing Expectations

The WPU Education Department requires all students to use the writing guidelines established by the American Psychological Association (APA). The rules of the APA style are designed to ensure clear and consistent presentation of written material. Students may access information on

the APA style from the Publication Manual of the American Psychological Association, Sixth Edition.

Attendance

Attendance and participation are essential for learning. You are expected to be punctual and fully present for the duration of each class session. Arriving more than 10 minutes late or leaving more than 10 minutes early will result in being marked absent for the class session. If an illness or emergency arises, please contact your professor as soon as you know that you will be absent from class, arrive late, or need to leave early. For excused absences, you will be given an opportunity to make up missed work. If an absence is unexcused, no late work will be accepted. *Absence from more than one class session will result in automatic failure of the course (this is a University policy).*

Moodle

All assignments and resources will be posted in Moodle. Discussion forums will take place in Moodle. Due dates are posted in Moodle. Please do NOT send messages to me through Moodle; use my email akbock@peace.edu

Cell Phones

Please keep cell phones silent and put away during class. We will take structured breaks during class; please check your phones during these breaks.

Disability Services

Disability Services are available for students who require reasonable accommodations due to any cognitive, physical, or psychological disability, in order to provide equal access to the educational environment. Students will need to be registered with the office and provide appropriate documentation, in accordance with local, state, and federal laws, in order to receive an Academic Accommodation Plan. For more information or to register, contact Nicole Davis, Director of Counseling and Disability Services at (919) 508-2163 or Nicole.Davis@peace.edu. The Disability Services office is located on the 2nd Floor of Joyner House.

Academic Integrity Policy

Academic Integrity

William Peace University seeks to develop both the intellect and character of its students. All members of the University are expected to promote a culture of academic integrity, and all students are expected to inform themselves of the University's policies and procedures related to the Honor Code. All forms of academic misconduct are violations of the University's Honor Code. These include, but are not limited to:

- Cheating: Using or attempting to use unauthorized materials, information, or study aids in academic work or in working with others on academic requirements (tests, assignments, etc.)
- Plagiarism: Representing the words or ideas of another as one's own in any academic work, whether intentional or not

- Falsification: Falsifying or inventing any information or citation in academic work
- Facilitating academic dishonesty: Helping or attempting to help another student to commit an act of academic dishonesty
- Lying: Misrepresenting information that is relevant to the classroom or academic performance

Procedure for Handling Violations

If a faculty member suspects academic misconduct has taken place, s/he will complete an Honor Code Violation Report and meet with the student to discuss. A student may accept or decline to accept responsibility. If a student accepts responsibility, s/he will be subject to the penalty determined by the faculty member. If a student declines to admit responsibility, the case will be turned over the Honor Board for adjudication. A complete summary of the Honor Code and Honor Board policy can be found in the Academic Catalog.

How to Avoid Plagiarism

Read and understand your source. Once you have thoroughly processed the ideas of the author(s), you will be able to paraphrase ideas using your own words.

Once you have added an author's ideas to your work, **cite** using (Author Last Name, Year of Publication). If there are two authors, list both- e.g., (Franklin & White, 1996). If there are three or more authors, list only the first author's last name followed by "et al." (Cheung et al., 2003).

If your source is an organization rather than a person, you should abbreviate the name of the organization in your citations and list the full name of the organization on your reference page.

Example: In 2017, the Endrew F. decision raised expectations for progress in students who receive special education (IDEA, 2017).

Individuals with Disabilities Education Act (IDEA), 2017. *Questions and Answers (Q&A) on U.S. Supreme Court Case Decision Endrew F. v. Douglas County School District.*

https://sites.ed.gov/idea/questions-and-answers-qa-on-u-s-supreme-court-case-decision-endrew-f-v-douglas-county-school-district-re-1/#citem_2a0b-2174

Any idea that is not your own must be cited. You must give credit to others for their ideas. You should cite *every* idea; one citation for a paragraph is not acceptable.

If you use a **direct quotation**, cite using (Author Last Name, Year of Publication, page number). Limit direct quotations to short phrases that cannot be paraphrased. Do not use long quotations or lots of quotations, because then others have written your paper for you.

List every citation used on your reference page.

Course Schedule

subject to change as determined by the instructor

	Topics	Readings/Videos/Modules for next week:	Assignments for next week:
Week 1	<ul style="list-style-type: none"> • Introductions • Syllabus and assignments • Who are our students in Adapted Curriculum? • Special considerations for students in AC: placement options, related services, models of service delivery, and supplementary aids and services 	<ul style="list-style-type: none"> • Readings - Six Things to Never Say or Hear During an IEP Meeting: Educators as Advocates for Families • Documenting Impact of Educational Contexts on Long-Term Outcomes for Students with Significant Disabilities 	<ul style="list-style-type: none"> • <i>Obtain permission to examine an IEP for IEP case study</i> • Six Things to Never Say guided reflection • Documenting impact guided reflection • Set up Resource Notebook
Week 2	<ul style="list-style-type: none"> • Your role in FAPE and LRE • IEP processes and procedures • Continuum of educational placements • Identifying Evidence-Based Practices 	<ul style="list-style-type: none"> • IRIS Module - Collaborating with Families • Reading - Back to the Basics: Practical Tips for IEP Writing • Reading - Understanding the Concerns of Parents of Students with Disabilities: Challenges and Roles for School Counselors 	<ul style="list-style-type: none"> • Begin IEP Case Study • Add resources to Resource Notebook
Week 3	<ul style="list-style-type: none"> • Parents/Guardians as IEP team members • Parental rights • Teachers' responsibilities to parents/guardians • Intro to Parent Support Blog ***** • Planning instruction: Red/Yellow/Green organization system 	<ul style="list-style-type: none"> • Video - Extended Content Standards - UD for Learning and Students with Significant Cognitive Disabilities • Reading - Avoiding Procedural Errors in Individualized Education Program Development 	<ul style="list-style-type: none"> • Set up Parent Support Blog • Complete IEP Case Study • Add to Resource Notebook • <i>Red/Yellow/Green planning worksheet</i>
Week 4	<ul style="list-style-type: none"> • Present levels, baseline data, and content standards • Writing effective and appropriate IEP goals • Universal Design for Learning 	<ul style="list-style-type: none"> • Reading - Developing Standards-Based Individualized Education Program Objectives for Students With Significant Needs 	<ul style="list-style-type: none"> • Add to Resource Notebook • Add to Parent Support Blog

Week 5	<ul style="list-style-type: none"> • Creating effective progress monitoring systems • Formative assessment • Single-subject design 	<ul style="list-style-type: none"> • Reading - Getting Everyone Involved Identifying Transition Opportunities for Youth With Severe Disabilities 	<ul style="list-style-type: none"> • Add to Resource Notebook • Add to Parent Support Blog
Week 6	<ul style="list-style-type: none"> • Transition planning, services, student/family involvement, and agencies 	IRIS Module - Related Services: Common Supports for Students with Disabilities	<ul style="list-style-type: none"> • Add to Resource Notebook • Add to Parent Support Blog
Week 7	<ul style="list-style-type: none"> • Related services 		<ul style="list-style-type: none"> • Complete Resource Notebook • Complete Parent Support Blog

Major Assignments

1. **Parent Support Blog**- Teacher candidates will create a blog for parents in which they (a) explain parental rights clearly and accurately, (b) inform parents what to expect in terms of activities and timelines throughout the process of referral, evaluation, eligibility determination, IEP development, and service provision, (c) explain to parents the roles of related service providers and how they can help their child, (d) link to resources for parent information, explaining the utility of the resources, and (e) post information about local and online parental support communities.
2. **IEP Case Study**- Teacher candidates will complete a guided study of an existing IEP in order to evaluate each major component for compliance, quality, and utility. Teacher candidates will select appropriate evidence-based practices to address each of the existing IEP goals.
3. **Resource Notebook**- Teacher candidates will develop a physical or digital notebook of resources including evidence-based instructional strategies, disability-specific information, compliance checklists, and reflections on their responsibilities as teachers.