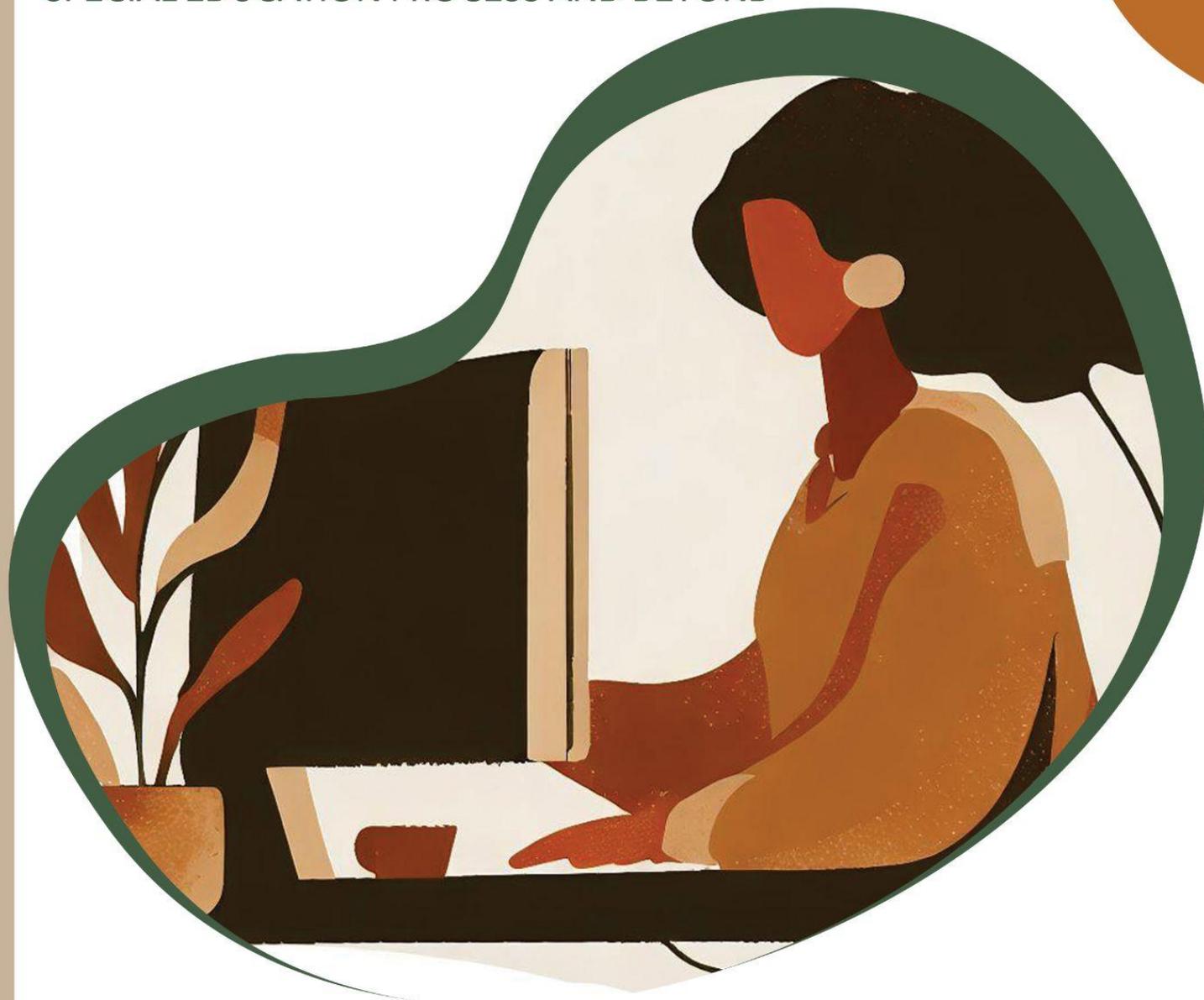


Course Syllabus



Course Syllabus

ADVOCATING FOR STUDENTS: THE
SPECIAL EDUCATION PROCESS AND BEYOND



Advocating for Students: The Special Education Process and Beyond
45 Hours or 3 Graduate Credits

Course Access: Upon enrollment, you have 180 days to complete your online course in our [Learning Management System](#). If you have any questions about course access, please email support@cecreditsonline.org, or call 425-788-7275 extension 104.

Course Description

The purpose of this course is to better prepare you with the necessary skills to identify students with a disability as well as implement child-specific interventions and accommodations to support those not performing to their potential.

This course will provide you with a strong foundation in the principles of special needs advocacy, with an emphasis on practical application of the legal requirements that drive special needs education. You will learn about the IEP process and about 504 Plans and use your knowledge of the rights and entitlements granted by special education laws to create effective plans for student success.

Objectives

- Utilize what they have learned to become pedagogical and specialized experts in identifying struggling students and advocating for their needs through continuous professional development
- Interpret and apply the legal requirements of IDEA, ESSA & Section 504 to adequately create plans that support student success
- Apply the idea of best teaching practices to their classrooms to better support struggling students reach their potential
- Understand process of identifying a student with an educational disability
- Create a data tool and use it to track educational/behavioral data to be used to create a plan for success
- Create educational/behavioral intervention plans for struggling students
- Explore the process in which schools use to identify students with disabilities
- Explore and understand the parts of the IEP and effectively write specific and measurable goals based on a student's present levels of performance.
- Utilize their knowledge of a student's strengths and needs, as well as appropriate accommodations, to develop an effective 504 Plan.
- Prepare for various types of school meetings, including how to work effectively with school staff and parents in support of the needs of their students.
- Determine when a Functional Behavioral Assessment (FBA) may be appropriate and how to implement a Behavioral Intervention Plan (BIP) using Positive Behavioral Intervention Strategies (PBIS).
- Research, review, and analyze educational options beyond neighborhood public school offerings and understand when discussion of these options might be appropriate.

- Develop a working knowledge of dispute options, including state complaints, administrative review, mediation, and due process.

Alignment to the [Charlotte Danielson Framework for Teaching](#)

Domain 1: Planning and Preparation

- 1b Demonstrating Knowledge of Students

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Course Components

This course is comprised of interactive presentations, videos, readings, discussion boards, authentic tasks, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

Course Outline

Module 1: Advocating for Students: What we Need to Know

- Course Introduction
- What Makes an Effective Advocate?
- Discussion Board: What Does Advocacy Mean to You
- Special Education Laws
- Discussion Board: Special Education Law
- Downloadable Resource: Advocating for Students Checklist

Module 2: Getting to Know the Whole Child

- Identifying Struggling Students
- Discussion Board: Getting to Know the Whole Child
- Educational Disabilities: What are They?

- Identifying Educational Disabilities
- Knowing Students' Strengths and Needs
- Discussion Board; Best Practices
- Downloadable Resource: RTI: Response to Intervention Resource Guide
- Authentic Task #1: Data Collection: RTI and Behavior Analysis

Module 3: Meeting Preparation

- Who Attends IEP Meetings?
- Stages of the IEP Process
- Timelines
- Discussion Board: The IEP Process
- Downloadable Resource: IEP Process Flow Chart
- Least Restrictive Environments
- Discussion Board: LRE: Knowing the School System and it's Options

Module 4: Creating the Plan

- Parts of the IEP
- Discussion Board: Parts of the IEP
- IEP Plans, Continued
- 504 Plans
- Downloadable Resource: Writing SMART Goals and SMART Goal Worksheet
- Authentic Task #2: Create PLOP and SMART Goals
- Functional Behavior Plans and Behavior Intervention Plans
- Discussion Board: Sharing Best Practices: Rituals and Routines

Module 5: After the Meeting: Implementing the Plan

- Implementing the IEP
- Discussion Board: Implementing the IEP
- After an FBA: Integrating the Data
- Discussion Board: FBA/BIP
- Dispute Options
- Downloadable Resource: Implementing the Plan Checklist

Module 6: Working Together with Families

- Ready to Implement
- Discussion Board: Working with Families
- Knowing the School and School System
- Final Thoughts
- Downloadable Resource: Tips for Working with Families

- Discussion Board: Final Thoughts

Final Project:

For the final project, you will create a plan for a with special needs student to support them to succeed in school, while meeting the needs of his/her IEP or 504 plan. This final project builds upon the work of both authentic tasks.

Grading Policy

100%-90% = A

89%-80% = B

79% and below is Not Passing

Course Component	Percentage of Final Grade
Authentic Tasks (2)	40%
Discussion Boards (12)	25%
Final Project	35%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Compliance with and Commitment to the American Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the

website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.