Introduction to Special Education Policy and Law Section 01

EDSE 192D

Spring 2024   1 Unit(s)   01/24/2024 to 02/21/2024   Modified 01/11/2024

👤 Contact Information

Course and Contact Information

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Office Hours:	By Appointment
Class Days/Time:	ONLINE ASYNCH

🕐 Course Information

Course Format: Online

This course will adopt an online delivery format. Students will need access to a computer or tablet device with internet connectivity. Students are expected to complete the reading activities and engage in online learning activities.

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc) (http://www.sjsu.edu/at/asc) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

💻 Course Description and Requisites

Introduces special education policy and laws, situating these policies in the historical context in which they developed while highlighting the rights of all students as outlined in federal policy.

Course may be repeated for up to 2 units.

Letter Graded

✱ Classroom Protocols

Classroom Individual and Community Expectations

Students will make efforts to…

a. Check in online for course sessions, it is your responsibility to "ask 3 before me" and check with peers about what you missed before directing questions to the professor.

b. Turn in assignments on time. If you require an extension for an assignment, a written request must be submitted at least 48 hours (2 days) before the

due date. Only exceptions include documented emergencies (e.g. illnesses, accidents, family emergencies).

c. Take a social media break during class. Reduce time on social media apps or other non-class related websites.

d. Respect your professor and your peers!

e. Make the most of your engagement online in discussion posts, activities and with video content.

▒ Program Information

LCOE Department of Special Education Mission
We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes
- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

▪︎ Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLO): California Commission on Teacher Credentialing (CCTC) Standards

To support development of the PLOs, this course addresses the following course learning outcomes (CLOs) which align with the Council for Exceptional Children's High-Leverage Practices, and assists students to meet the following competencies specified in the [CCTC Teacher Performance Expectations (TPEs)](https://www.sjsu.edu/specialed/programs/teacher-performance-expectations/index.html) (https://www.sjsu.edu/specialed/programs/teacher-performance-expectations/index.html):

- **Universal:** 2(I), 2.3(I), 2.5(I), 4.5(I), 6.5(I), 6.6(I/P), 6.7(I/P/A)
- **Mild/Moderate:** 5(I), 2.3(I/P), 2.8(I), 5.3(I/P), 6.3(I/P/A), 6.6(I/P/A)
- **Extensive Support Needs:** 10(I), 3.3(I), 4.8(I), 5.2(I), 5.4(P), 6.3(P), 6.4(I), 6.5(P)
- **Early Childhood Special Education:** 5(I), 4.11(I), 5.8(I), 6.1(I), 6.2(I), 6.3(I), 6.4(I), 6.5(I), 6.6(I), 6.8(I)

- Demonstrate ability to collaborate with professionals to support student success (HLP 1).
- Demonstrate ability to organize and facilitate effective meetings with professionals and families (HLP 2).
- Demonstrate ability to collaborate with families to support student learning and secure needed services (HLP 3).
- Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs (HLP 5).
- Identify and prioritize long- and short-term learning goals (HLP 11).
- Articulate role of teacher as a mandated reporter, including how this role interfaces with other professional responsibilities.

📘 Course Materials

Required Texts/Readings

Textbook

Gargiulo, R. M., Bouck, & E. C. (2020). *Special Education in Contemporary Society* (7th ed.). Los Angeles: SAGE.

Other Readings (Links can be found on Canvas)

Bicehouse, V., & Faieta, J. (2017). IDEA at age forty: Weathering Common Core standards and data driven decision making. *Contemporary Issues in Education Research, 10,* 33-44. Retrieved from: https://files.eric.ed.gov/fulltext/EJ1126838.pdf

Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. *Teaching Exceptional Children, 44*(3), 14-20. https://doi.org/10.1177%2F004005991204400302

Villegas A.M., Ciotoli F., Lucas T. (2017). A framework for preparing teachers for classrooms that are inclusive of all students. In L. Florian& N. Pantić (Eds.) *Teacher Education for the Changing Demographics of Schooling. Inclusive Learning and Educational Equity, Volume 2.* Cham, Switzerland: Springer.

Mid-Atlantic ADA Center. (n.d.). *A comparison of ADA, IDEA, and Section 504.* Retrieved from http://www.adainfo.org/sites/default/files/A%20COMPARISON%20of%20ADA-IDEA-504.pdf

Sullivan, A. L., & Osher, D. (2019) IDEA's double bind: A synthesis of disproportionality policy interpretations. *Exceptional Children, 85,* 395-412. https://doi.org/10.1177/0014402918818047

Other readings as assigned on Canvas

Course Requirements and Assignments

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

1) Reading Discussions

It is essential that you develop a foundational understanding of special education policy and law, including developing an understanding of the context in which these policies emerged and current issues influencing the field. For each module, you will be asked to complete an online discussion post so that you are ready to engage in meaningful activities in class.

*10 pts * 4 posts = 40 pts*

2) Special Books by Special Kids Discussion

Regardless of the population you plan to work with, it is important to listen to the voices of those we serve: the children and students with disabilities and (in some cases) their families. Special Books by Special Kids (sbsk.org) was a projected begun by a special educator to help his students tell their own stories to their classmates and families. This project has expanded as Chris Ulmer travels the world interviewing individuals with a range of disabilities and their families.

In this assignment, you will watch a video of your choosing. After watching the video, you will join a Canvas discussion to share insights from the individual with your class. In particular, we want to know: What did this individual want everyone to know about them? How might this insight influence the writing of their IEP? Complete details of this assignment will be shared on Canvas.

15 points

3)　Mediation and Due Process: Online Discussion

In this jigsaw discussion, half the class will explore the Wrightslaw website to find information about mediation while the other half will find information about due process. You will then share your findings with your classmates in the other groups via a discussion post, followed by a discussion of the strategies teachers and administrators can implement to ensure parent collaboration in the development and implementation of the IEP that may reduce the likelihood of parents electing to enter mediation or start due process hearings. Complete details of this assignment will be shared on Canvas.

15 points

4)　IRIS Module: IEPs

This IRIS Module provides a comprehensive overview of individualized education programs (IEPs). After you complete the module, you will answer the assessment questions at the end of the module, submitting your responses on Canvas.

25pts

5)　Mandated Reporter Training

All school personnel are considered "mandated reporters." This means that anyone who works in a school must report cases of suspected abuse and/or neglect to protective services. This is both an ethical and a legal obligation for school personnel, and it is important to understand what it means to be a mandated reporter. In this assignment, you will complete the [California Mandated Reporter Training for School Personnel](https://mandatedreporterca.com/training/school-personnel) (https://mandatedreporterca.com/training/school-personnel), and submit your certificate of completion.

15 pts

6)　Final Evaluation: IEP Meeting

The culminating assignment for this course will be an IEP meeting and accompanying documentation (i.e., IEP forms) for a hypothetical student. Participants will work in groups to complete 45-50 minute IEP meeting. Participants will play the roles of: special education teacher, parent(s), administrator, general education teacher, and resource provider (SLP, OT, school psychologist, etc.). IEP meetings will be video recorded and submitted via Canvas. *Maximum points = 50*

✔ Grading Information

Grading Information

All grading rubrics can be found on Canvas

Assignment	Objectives	Points	Percent	TPEs	CLO/PLO
Discussion 1	● Define exceptional children, disability, handicapped, developmentally delayed, at risk, and special education. ● Identify the thirteen disability categories recognized by IDEA ● Describe the historical evolution of services for children and adults with disabilities. ● List the related services sometimes required by students with disabilities. ● Outline the differences between multi-, inter-, and transdisciplinary team models. ● Describe common instructional models of cooperative teaching. ● Identify key dimensions of universal design for learning. ● Describe the services typically available to infants/toddlers, preschoolers, adolescents, and adults with disabilities.	10	6.7%	U 1.2 U 4.5 U 6.7 ECSE 6.1 ECSE 6.3 ECSE 6.4 ECSE 6.6 ESN 3.3 ESN 6.4 MM 5.3 MM 6.3	PLO 4 CLO 1 CLO 2

Discussion 2	● Identify the court cases that led to the enactment of Public Law 94–142	10	6.7%	U 4.5	PLO 4
				U 6.5	CLO 2
	● Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004.			U 6.7	
				ECSE 6.3	
	● Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.			ECSE 6.4	
				MM 2.8	
	● Distinguish between inter- and intraindividual differences, and between norm- and criterion-referenced assessments.			MM 5.3	
				ESN 6.4	
	● Outline the steps in the referral process for the delivery of special education services.			ESN 6.5	
	● Define mainstreaming, least restrictive environment, regular education initiative, and full inclusion.				

Discussion 3	● List the key components of an individualized education program (IEP) and an individualized family service plan (IFSP). ● Identify the purpose and components of a high-quality IEP ● Describe key procedural and substantive requirements of a high-quality IEP ● Distinguish between procedural and substantive errors made by IEP teams ● Describe strategies to conduct meetings that encourage parent engagement, particularly for families from diverse backgrounds	10	6.7%	U 4.5 U 6.5 U 6.7 EDSE 4.11 ECSE 6.1 ECSE 6.3 MM 1.5 MM 5.3 MM 6.3 ESN 6.5	PLO 4 CLO 2 CLO 3
Discussion 4	● Describe the evolution of parent-professional partnerships. ● Describe the four key elements of a family systems model for understanding the impact of a disability on the family constellation. ● List the emotional responses associated with the stages of parents' reaction to their child's disability. ● Summarize the effects of an individual with a disability on family members. ● Explain how a family's cultural and linguistic background influences its reaction to a disability.	10	6.7%	U 1.2 ECSE 6.1 ECSE 6.2 ECSE 6.5 ECSE 6.8 MM 6.3 ESN 4.8	CLO 3

Special Books by Special Kids Discussion	● Describe strengths and desires of individuals with disabilities ● Connect personal stories of individual with disabilities to the need for educational policy for students with disabilities ● Debate the pros and cons of different service delivery models (separated, pull-out, push-in, inclusive) on meeting the personal desires of the individuals with disabilities shared in their videos. ● Describe possible short-term and long-term IEP goals related to the individuals' stated desires	6.7%	5.7%	U 2.3 U 2.5 U 5.2 ECSE 4.5 MM 2.8 MM 6.6 ESN 4.8 ESN 6.4 ESN 5.2	CLO 5
Mediation and Due Process: Online Discussion	● Define mediation and due process as they relate to special education services and parental rights as described in IDEA ● Compare the processes for mediation and due process ● Reflect on the impact of mediation versus due process on the relationship between the parents and the school team ● Discuss and develop strategies to ensure parent collaboration in the development and implementation of the IEP that may reduce the likelihood of parents electing to enter mediation or start due process hearings	6.7%	5.7%	U 4.5 U 6.5 U 6.7 ECSE 6.1 ECSE 6.3 ECSE 6.6 MM 5.3 MM 6.3 ESN 6.3 ESN 6.5	CLO 1 CLO 2 CLO 3

| IRIS IEP Module | ● Recognize the most common procedural and substantive errors made by IEP teams

● Describe how a high-quality IEP is developed around the unique needs of each student

● Identify the elements of a high-quality PLAAFP statement

● Explain how to develop challenging, ambitious, and measurable goals

● Identify the elements that should be included in a statement of the individualized services and supports to be provided to a student

● Explain the importance of documenting a student's progress toward meeting his or her IEP goals and reporting that progress to parents | 30 | 20% | U 1.2

U 2.5

U 6.7

ECSE 4.11

ECSE 5.8

ECSE 6.1

ECSE 6.3

ECSE 6.5

ECSE 6.6

MM 1.5

MM 5.3

MM 6.3

ESN 3.3

ESN 4.8

ESN 5.4

ESN 6.5 | PLO 4

CLO 1

CLO 2

CLO 4

CLO 5 |
| IRIS IEP Module | ● Recognize the most common procedural and substantive errors made by IEP teams

● Describe how a high-quality IEP is developed around the unique needs of each student | | | | |

Mandated reporter training	● Explain what the law requires of you as a mandated reporter ● Spot indicators of possible child abuse or neglect ● Consider how to talk to children about suspected abuse ● Describe how to make a report ● Explain what happens after a report is filed ● Discuss special issues related to child abuse reporting in the school environment	10	6.7%	U 6.6	CLO 6
Final – IEP meeting	● Apply knowledge of the IEP process in the development of IEP documentation ● Conduct a (mock) IEP meeting using recommended practices for ensuring professional and parental collaboration ● Discuss different approaches teachers may take when holding an IEP meeting ● Identify procedurally-sound IEP practices	50	33.3%	All ESN 2.10 ESN 5.4 ESN 6.3	All
Total		175	100%*		

Sum may not add exactly to 100 due to rounding

Determination of Grades

Grading Scale (175 points total)			
A-level	A+ = 175-170	A = 169-163	A- = 162-158

B-level	B+ = 157-152	B = 151-145	B- = 144-140
C-level	C+ = 139-135	C = 135-128	C- = 127-123
D-level	D = 122-105		
F-level	104 or below		

NOTE: I will use standard rounding rules when assigning final grades (e.g., 173.5 will round up to 174; 173.4 will round down to 173).

In order to qualify for a credential, candidates must maintain an average GPA of 3.0 or above. Earning a B- or below will result in a warning letter from the department. Students with multiple B- (or lower) grades will be submitted for review by the Student Review Committee to develop an Improvement Plan to ensure their preparation is satisfactory for the remainder of the program.

🏛 University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Week Date	Topics	Readings, Videos, Online Modules	Assignments due Friday of each week

1 Jan 24th to 26th	**Context for Special Education** ● Course introduction ● History of special education in the US: People, contexts, and perspectives ● Dis/Ability rights ● Teachers for all students: Characteristics of inclusive teachers	● Gargiulo & Bouck (2017), Ch 1 ● Special Books by Special Kids video of your choice	Due Jan 26th ● Discussion 1 ● Special Books by Special Kids Discussion
2 Jan 29th to Feb 2nd	**IDEA, Section 504, & ADA** ● History of special education policy, up to and including IDEA (2004) ● Six major principles of IDEA ● Section 504, IDEA, and ADA: Policies impacting students with disabilities in today's schools	● Gargiulo & Bouck (2017), Ch 2 ● Mid-Atlantic ADA Center (n.d.)	Due Feb 2nd ● Discussion 2 ● Due process and mediation: Online discussion
3 Feb 5th to 9th	**The Individual Education Program** ● The Individualized Education Program (IEP): Working with the multi-disciplinary team (MDT), including the student, their family, and other professionals to individualize a student's education based on their strengths and needs ● Accommodations and modifications: important distinctions ● Review final project	● IRIS Module: IEPs ● Lo (2012)	Due Feb 9th ● Discussion 3 ● IRIS Assessment Questions

4 Feb 12th to 16th	Working with Families ● The rights of parents ● Understanding family systems and working with families to support their child's learning	● Gargiulo & Bouck (2017), Ch 4 ● Bicehouse & Faieta (2017)	Due Feb 16th ● Discussion 4 ● Mandated reporter training ● *Prep for final project*
5 Feb 19th to 23rd	*Prep for final project* ● Teams meet with instructor to review roles, discuss IEP, finalized script, and troubleshoot technical challenges		
Final	IEP Meeting Due February 23rd		