

Introduction to Special Education Policy and Law

Section 01

EDSE 192D

Fall 2023 1 Unit(s) 11/06/2023 to 12/04/2023 Modified 08/29/2023

Contact Information

Instructor:	Sudha Krishnan
Office Location:	SH 217
Telephone:	(408) (924-3681)
Email:	sudha.v.krishnan@sjsu.edu
Office Hours:	By appointment
Class Days/Time:	Monday 7:00 – 9:45 pm SH 230 11/6 asynchronous online 11/13 on-campus SH 230 11/20 asynchronous 11/27 on-campus SH 230 12/4 asynchronous
Classroom:	On-campus days in SH 230

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 Protocol

1. Arrive on time
2. Actively participate in class discussion and activities. Respect others in class and show tolerance for viewpoints different than yours. Everyone's voice is valued as we all have much to learn from each other.
3. Be respectful with technology (turn phones to vibrate, use technology to support classroom learning, stay off social media).
4. If you are feeling ill or have a personal reason for missing class, please email me prior to the beginning of class. It will be expected that you complete the in-class assignments within the following week unless otherwise discussed with me.

Late Policy

In order to keep up with the pace of the class, turning in assignments late is strongly discouraged. Late work will not be accepted for any online discussions or in-class activities. All other assignments will accrue a 10% penalty for each week past the due date they are submitted (e.g., an assignment turned in between 1 and 6 days late will be deducted 10% of the earned points; 7 and 13 days late will be deducted 20% of the earned points, etc.). You must alert the professor if you anticipate turning in an assignment more than a week late.

If you have a significant emergency (e.g., illness, house flooding, etc.), please let me know as soon as possible so we can make arrangements.

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

Course Goals

This course 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.

Program Learning Outcomes

This course is designed to address the following departmental Program Learning Outcomes (PLOs). Within each PLO, specifically:

PLO 4: Apply knowledge of the purpose, characteristics, and appropriate use of the different types of assessments used for special education eligibility, placement and service selection. [Introduced]

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

- Demonstrate ability to collaborate with professionals to support student success (HLP 1). [ECSE 6.1, 6.6; M/M 5.3, 6.3]
- Demonstrate ability to organize and facilitate effective meetings with professionals and families (HLP 2). [ECSE 3, 6.6; M/M 5.3; ESN 6.5; Universal 4.5, 6.7]
- Demonstrate ability to collaborate with families to support student learning and secure needed services (HLP 3). [ECSE 1; M/M 6.3; Universal 6.2]
- Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs (HLP 5). [M/M 1; ESN 3.3; Universal 4.1, 5.1, 5.2, 5.7]
- Identify and prioritize long- and short-term learning goals (HLP 11). [ECSE 1; Universal 2.5, 4.1, 5.2, 5.7, 5.8]
- Articulate role of teacher as a mandated reporter, including how this role interfaces with other professional [Universal 6.6]

Course Materials

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.

For a one-unit class, this translates to 3 hours of instruction and 6 hours of readings/assignments per module across 5 modules.

- Quizzes 50 points (2 x 25pts)

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. Students will complete two quizzes on CANVAS. Each quiz is worth 25 points.

- IRIS Modules 50 points (2 X 25 pts)

Students will complete two IRIS modules related to IEPs on the asynchronous weeks of instruction: (1) Developing High Quality IEPs and (2) Collaborating with Families. Students must log into the IRIS website: <https://iris.peabody.vanderbilt.edu> complete the module and submit written responses to the assessment questions to CANVAS. Each module is worth 25 points.

- Special Books by Special Kids Discussion 25 points

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 their families. Special Books by Special Kids (sbsk.org) was a project 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?

- Mandated Reporter Training 25 points

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://mandatedreporter.ca.com/training/school-personnel) (<https://mandatedreporter.ca.com/training/school-personnel>), and submit your certificate of completion.

Students may submit the mandated reporter training at any time. If students have completed mandated reporter training as part of their fieldwork placement, they may submit the certificate of completion from that training.

- Mock IEP Meeting 50 points

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 a mock 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.).

6) Case Study on Dispute Reflection 50 points

Students will write a paper reflecting on three case studies of disputes between student/parents and the district of their choice from <https://www.californiaspeciallaw.com>, one where the district prevailed, one where the student prevailed, and one split decision. For each case, describe the details of the dispute briefly (in one paragraph) and then reflect on what you learned as an educator from this case.

✓ Grading Information

All grading rubrics can be found on Canvas

Assignment	Points	Percent	CLO/PLO
Quizzes (2)	50	20%	PLO 4 CLO 1 -5
IRIS Modules (2)	50	20%	PLO 4 CLO 1, 2, 4,5
Online Discussion (SBSK)	25	10%	CLO 1-3, 5
Mandated reporter training	25	10%	CLO 6
Mock IEP meeting	50	20%	PLO 4 CLOs 1-5
Case Studies of Dispute Resolution	50	20%	CLOs 1-4
Total	250	100%	

Grading Scale (250 pointstotal)			
A-level	A+ = 98%-100%	A = 93%-97%	A- = 90%-92%
B-level	B+ = 87%-89%	B = 83%-86%	B- = 80%-82%
C-level	C+ = 77%-79%	C = 73%-76%	C- = 70%-72%
D-level	D = 60%-69%		
F-level	Below 59%		

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).

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

EDSE 192D, Introduction to Special Education Policy and Law, Fall 2023, Course Schedule

(Schedule subject to change, all changes will be posted on Canvas/sent via email)

Week	Topics	Assignments
Date		
1	<ul style="list-style-type: none"> ● Introduction to the syllabus and course on Canvas ● Complete IRIS module 1 	IRIS Module 1
November 6	Review the module found here: https://iris.peabody.vanderbilt.edu/module/iep01/	
Asynchronous	Submit written responses to the assessment questions at the end of the module	

<p>2</p> <p>November 13</p> <p>SH 230</p>	<p>IDEA, Section 504, & ADA</p> <ul style="list-style-type: none"> ● History of special education policy, up to and including IDEA (2004) ● Dis/Ability rights ● Six major principles of IDEA <p>Section 504, IDEA, and ADA: Policies impacting students with disabilities in today's schools</p>	<p>Quiz 1</p>
<p>November 20</p> <p>Asynchronous</p>	<ul style="list-style-type: none"> · Complete IRIS Module 2 <p>Review the module found here: https://iris.peabody.vanderbilt.edu/module/fam/#content</p> <p>Submit written responses to the assessment questions at the end of the module</p> <ul style="list-style-type: none"> · Consider First Person Perspectives <p>Preview the Special Books by Special Kids website and choose at least one video to watch</p> <p>https://sbsk.org</p> <p>Participate in Discussion on CANVAS</p>	<ul style="list-style-type: none"> • IRIS Module: Collaborating with Families • Online discussion on SBSK
<p>4</p> <p>November 27</p> <p>SH 230</p>	<p>The Individualized Education Plan</p> <p>Final Project Mock IEP Meeting</p> <ul style="list-style-type: none"> ● Students will work in teams, assign IEP member roles, review the case study, draft IEP documents, and present their Mock IEP to the class (each group will present only a portion of the IEP in class) <p>Mock IEP forms will be submitted to CANVAS</p>	<ul style="list-style-type: none"> ● Mock IEP Meeting
<p>5</p> <p>December 4</p> <p>Asynchronous</p>	<ul style="list-style-type: none"> · Case Study of Dispute resolution <p>https://www.californiaspeciallaw.com</p> <p>Read three case studies with decisions for the district, for the student, and split decision on a dispute between the student/parents and the district. Write a paper reflecting on what you learned from these case studies as an educator.</p>	<p>Case Studies of Dispute Resolution</p> <p>(This will be considered as a final exam)</p>