

San José State University
Lurie College of Education, Department of Special Education
EDSE 192D Introduction to Special Education Policy and Law – 1 Unit

Course and Contact Information

Instructor:	Walter Strach, III
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Office Hours:	By appointment
Class Days/Time:	Monday 7:00 – 9:45 pm Apr 17 in person Apr 24 asynchronous May 1 in person May 8 in person May 15 in person
Classroom:	SH 230

Course Format: Online

This course will adopt a hybrid format, with three in person sessions and two asynchronous sessions. See schedule above. 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>) 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.

Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with “sjsu.edu”) to learn of any updates. For Canvas support, please review the Canvas Student Resources (http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html).

Course Description (from SJSU Catalog)

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 (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

- 1) Demonstrate ability to collaborate with professionals to support student success (HLP 1). [ECSE 6.1, 6.6; M/M 5.3, 6.3]
- 2) Demonstrate ability to organize and facilitate effective meetings with professionals and families (HLP 2). [ECSE 6.3, 6.6; M/M 5.3; ESN 6.5; Universal 4.5, 6.7]
- 3) Demonstrate ability to collaborate with families to support student learning and secure needed services (HLP 3). [ECSE 6.1; M/M 6.3; Universal 6.2]
- 4) Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs (HLP 5). [M/M 2.1; ESN 3.3; Universal 4.1, 5.1, 5.2, 5.7]
- 5) Identify and prioritize long- and short-term learning goals (HLP 11). [ECSE 3.1; Universal 2.5, 4.1, 5.2, 5.7, 5.8]
- 6) Articulate role of teacher as a mandated reporter, including how this role interfaces with other professional responsibilities. [Universal 6.6]

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/10.1177/004005991204400302>

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

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.

1) Quizzes 40 points (2 x 20pts)

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 20 points.

2) IRIS Modules 40 points (2 X 20 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 20 points.

3) Mediation and Due Process Padlet In-Class Activity 15 points

In this activity, 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 by creating a padlet and sharing out. The padlet should include 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.

15 points

4) Special Books by Special Kids Discussion 15 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](http://sbsk.org) (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?

15 points

5) Mandated Reporter Training 15 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.

15 pts

6) 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.).

Grading Information

All grading rubrics can be found on Canvas

Assignment	Points	Percent	CLO/PLO
Quizzes (2)	40	23%	PLO 4 CLO 1 -5
IRIS Modules (2)	40	23%	PLO 4 CLO 1, 2, 4, 5
Padlet Activity (Mediation and Due Process)	15	9%	CLO 1-3
Online Discussion (SBSK)	15	9%	CLO 1-3, 5
Mandated reporter training	15	9%	CLO 6
Final – IEP meeting	50	29%	PLO 4 CLOs 1-5
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.

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.

University Policies

Per University Policy S16-9, relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>. Make sure to visit this page, review and be familiar with these university policies and resources.

Writing Support

Please make use of the writing support available through the university. Resources available on campus include:

- 1) LCOE Writing Tutor
(<http://www.sjsu.edu/education/students/Writing%20Tutor%20Summer%202017.pdf>)
- 2) SJSU Writing Center (<http://www.sjsu.edu/writingcenter/>)
- 3) Peer Connections (<http://peerconnections.sjsu.edu/>)

Accessible Education Center

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>

EDSE 192D, Fall 2022, Course Schedule

Schedule subject to change; all changes will be posted to Canvas

Week Date	Topics	Readings, Videos, Online Modules	Assignments
1 Apr 17	IDEA, Section 504, & ADA <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 Section 504, IDEA, and ADA: Policies impacting students with disabilities in today's schools 	<ul style="list-style-type: none"> Bicehouse & Faieta (2017) 	Quiz 1: Six principles of IDEA
2 Apr 24	Complete IRIS module 1 <i>Developing High Quality IEPs</i> Review the module found here: https://iris.peabody.vanderbilt.edu/module/iep01/ Submit written responses to the assessment questions at the end of the module	<ul style="list-style-type: none"> IRIS Module: IEPs 	IRIS Module 1: <i>High Quality IEPs</i>
3 May 1	The Individualized Education Program <ul style="list-style-type: none"> Re-cap the Individualized Education Program (IEP) Working with the multidisciplinary team Accommodations and modifications: important distinctions Mediation and due process In Class Activity – Create Padlet related to Mediation and Due Process using Wrightslaw website as a resource		Quiz 2: Accommodations and Modifications
4 May 8	Complete IRIS Module 2 <i>Collaborating with Families</i> Review the module found here: https://iris.peabody.vanderbilt.edu/module/fam/#content Submit written responses to the assessment questions at the end of the module	<ul style="list-style-type: none"> IRIS Module: Collaborating with Families Activity: Parental Rights 	IRIS Module 2: <i>Collaborating with Families</i>

	<p>Consider First Person Perspectives</p> <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>		
<p>5 May 15</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) Mock IEP forms will be submitted to CANVAS 		
<p>Final Documents Due May 21</p>	<p>Submit final Mock IEP Documents to CANVAS</p> <p>Submit Mandated Reporter Training</p>		

Mock IEP Meeting

Due May 21, 50 points

Adapted from specialedandme.wordpress.com

In order to gain a deeper understanding of the IEP process, the roles of all members of the IEP team, and the components of an IEP, as well as become more comfortable in leading an IEP meeting, students will work with their teammates to conduct mock IEP meetings. Each meeting will be evaluated for the following by the instructor as well as the peers. Remember: TEAMS WILL RECEIVE A GROUP GRADE – be sure to collaborate with your teammates to ensure all of the essential parts of the IEP are completed correctly.

The presentation needs a minimum of 11 elements:

- Introduction of all team members
 - Must include: special educator teacher, general education teacher, parent(s), school psychologist, a resource provider
- The purpose of the meeting [Annual (1 yr.), Triennial (3 yr.), Amendment (When you're making changes)]
- Request for input from parent(s)
 - Offer parents Parent's Rights
 - Ask parent about child's strengths
 - Ask parent about goals for child
- Administrator OR school psychologist
 - Summarize "assessment report" – describe the child's diagnosis and how it generally impacts development
 - Indicate eligibility category(ies) on IEP form
 - Discuss placement
 - Review notes
- Review Special Factors page
 - This may be done by school psychologist or ed specialist
- General education teacher
 - Report on classroom expectations for child of similar age (e.g., "In our class we do XXX, and children generally do YYY")
 - Report on impressions of child and their ability to participate in classroom activities
- Special education teacher
 - Report on child's strengths
 - Report on child's areas of need, how disability impacts child's ability to engage in classroom activities (described by gen ed teacher)
 - Propose goals aligned with parent and teacher goals
- Resource provider: *Choose a resource provider (SLP, OT, PT, O/M, etc.) that would usually provide services for a student with the diagnosis you are covering*
 - Report on child's strengths
 - Report on child's areas of need, how disability impacts child's ability to engage in classroom activities (described by gen ed teacher)
 - Propose goals aligned with parent and teacher goals
- Review Supplementary Aids and Services
- Offer of FAPE
 - Discuss different programs the district may offer (MUST INCLUDE DISCUSSION OF AN INCLUSIVE PLACEMENT)
 - Solicit feedback from parents on which placement they think would be most successful for their child
 - Have group discussion on the pros and cons of different placements
 - Offer FAPE, including minutes provided by resource provider
 - Discuss extended school year (ESY) services
 - How is it determined that the child will need ESY?
 - Fill out educational setting page
- Offer parents the opportunity to sign the IEP forms

Mock IEP Meeting Rubric

Indicator	Exemplary <i>5 pts</i>	Proficient <i>4 pts</i>	Developing <i>3 pts</i>	Needs Improvement <i>0 pts</i>
Introductions	<p>Meeting begins with introductions of all members of the team and a clear statement of the purpose the meeting.</p> <p>Parents/guardians are given the opportunity to ask questions and are treated as equal partners in setting a meeting agenda with the rest of the team.</p> <p>Student is present (if appropriate for older students)</p>	<p>Meeting begins with introductions of all members of the team and clear statement of the purpose the meeting.</p>	<p>Introductions and/or statements of the purpose of the meeting are not clearly articulated. In real life, parents may be confused about the meeting participants or purpose.</p> <p>Student is not present (and should be)</p>	<p>Introductions and/or statement of the purpose of the meeting missing.</p>
Request for input from parents/student	<p>Parents/student are offered the Procedural Safeguards, with a plain text translation and opportunity to ask questions about the document.</p> <p>Parents have opportunity to share their child's strengths and their concerns and goals.</p> <p>Student has the opportunity to discuss their needs (if appropriate)</p> <p>Meeting indicates some form of solicitation of input from parents prior to the meeting.</p>	<p>Parents are offered the Procedural Safeguards, with a plain text translation and opportunity to ask questions about the document.</p> <p>Parents have opportunity to share their child's strengths and their concerns and goals. Student does not.</p>	<p>Parents are offered the Procedural Safeguards, without a plain text translation.</p> <p>The opportunity for parents to share their child's strengths and needs is perfunctory.</p>	<p>Request for input from parents missing.</p>
Assessment report, eligibility, placement options, and notes review	<p>Administrator and/or school psychologist summarizes the assessment report, describing the child's diagnosis and how it impacts development and educational progress and soliciting feedback from parents regarding whether the report aligns with what they see.</p> <p>The eligibility category(ies) are identified on the IEP form, with an explanation of the meaning of the eligibility.</p>	<p>Administrator and/or school psychologist summarizes the assessment report, describing the child's diagnosis and how it impacts development and educational progress.</p> <p>The eligibility category(ies) are identified on the IEP form.</p>	<p>Review of the assessment report is perfunctory – parents are likely to be confused in real life.</p> <p>The eligibility category(ies) are identified on the IEP form without identification of the impact of the child's eligibility on educational progress.</p>	<p>Administrator/school psych does not fulfill several roles.</p> <p>OR</p> <p>Placement discussion does not begin with LRE</p>

	<p>A thorough discussion of placement options begins with the LRE. Administrator/school psych makes sure to hear from all members of the team before a decision is made.</p> <p>Administrator/school psych reviews the notes at the end of the meeting, ensuring time for clarification/updates.</p>	<p>A discussion of placement options begins with the LRE. The discussion about placement is perfunctory.</p> <p>Administrator/school psych reviews the notes at the end of the meeting.</p>	<p>Placement discussion includes several options, but does not begin with the LRE.</p> <p>Notes are reviewed at the end of the meeting.</p>	
Special factors	<p>All special factors (challenging behavior, English proficiency, visual impairments, communication needs, Deafness, and assistive technology) are discussed. If the special factors don't apply, this is explained to parents.</p> <p>Any special factors discussed are addressed throughout IEP meeting.</p>	<p>All special factors (challenging behavior, English proficiency, visual impairments, communication needs, Deafness, and assistive technology) are discussed.</p> <p>Any special factors discussed are addressed throughout IEP meeting.</p>	<p>All special factors (challenging behavior, English proficiency, visual impairments, communication needs, Deafness, and assistive technology) are discussed.</p> <p>Issues related to specific special factors are not addressed throughout meeting IEP meeting.</p>	Special factor discussion missing.
General education teacher input	<p>General education teacher provides insights on classroom and educational expectations for child of a similar age/grade and reports on their impressions of the student and their ability to participate fully in classroom activities.</p> <p>General education teacher continues to provide input throughout the meeting (e.g., in offer of FAPE)</p> <p>Meeting indicates some form of solicitation of input from general education teacher prior to the meeting.</p>	<p>General education teacher provides insights on classroom and educational expectations for child of a similar age/grade and reports on their impressions of the student and their ability to participate fully in classroom activities.</p> <p>General education teacher continues to provide input throughout the meeting (e.g., in offer of FAPE)</p>	<p>General education teacher input is perfunctory, would not be sufficient for parents and/or student to understand the student's educational needs.</p> <p>OR</p> <p>General education teacher does not participate throughout meeting.</p>	<p>General education teacher input is perfunctory, would not be sufficient for parents and/or student to understand the student's educational needs.</p> <p>AND</p> <p>General education teacher does not participate throughout meeting.</p>
Special education teacher input	Special education teacher reports on student's strengths and areas of need, describing how the disability impacts child's ability to engage in classroom activities as	Special education teacher reports on student's strengths and areas of need, describing how the disability impacts child's ability to	Special education teacher reports on student's strengths and areas of need, describing how the disability impacts child's ability to	Special education teacher does not report on student's strengths and areas of need and how this impacts child's ability

	<p>described by general education teacher.</p> <p>Proposes goals aligned with parent goals.</p> <p>Continues to provide input through the meeting.</p> <p>Meeting indicates that special education teacher has connected with parents, general education teacher, resource provider, and administrator/school psych prior to meeting.</p>	<p>engage in classroom activities as described by general education teacher.</p> <p>Proposes goals aligned with parent goals.</p> <p>Continues to provide input through the meeting.</p>	<p>engage in classroom activities as described by general education teacher.</p> <p>Goals do not explicitly connect with parent goals.</p>	<p>to engage in classroom activities.</p> <p>Goals do not explicitly connect with parent goals.</p>
Resource provider input (OT, SLP, etc.)	<p>Resource provider reports on student's strengths and areas of need, describing how the disability impacts child's ability to engage in classroom activities as described by general education teacher.</p> <p>Proposes goals aligned with parent goals.</p> <p>Continues to provide input through the meeting.</p> <p>Meeting indicates that resource provider has connected with parents, general and special education teachers, and administrator/school psych prior to meeting.</p>	<p>Resource provider reports on student's strengths and areas of need, describing how the disability impacts child's ability to engage in classroom activities as described by general education teacher.</p> <p>Proposes goals aligned with parent goals.</p> <p>Continues to provide input through the meeting.</p>	<p>Resource provider reports on student's strengths and areas of need, describing how the disability impacts child's ability to engage in classroom activities as described by general education teacher.</p> <p>Goals do not explicitly connect with parent goals.</p>	<p>Resource provider does not report on student's strengths and areas of need and how this impacts child's ability to engage in classroom activities.</p> <p>Goals do not explicitly connect with parent goals.</p>
Supplementary aides and services	<p>Each team member provides insights into possible accommodations to include on the supplementary aides and services page. Parents (and student, if appropriate) provide input on the accommodations suggested.</p>	<p>Each team member provides insights into possible accommodations to include on the supplementary aides and services page.</p>	<p>Accommodations are added to supplementary aides and services page without discussion.</p>	<p>Supplementary aides and services not considered</p>
Offer of FAPE	<p>Offer of FAPE begins with discussion of least restrictive environment and possible placements within the district.</p> <p>Parent feedback is solicited on which placement they</p>	<p>Offer of FAPE begins with discussion of least restrictive environment and possible placements within the district.</p>	<p>Offer of FAPE begins with discussion of least restrictive environment and possible placements within the district.</p>	<p>Offer of FAPE does not begin with discussion of LRE.</p> <p>OR</p>

	<p>think would be most successful for their child.</p> <p>Team discussion on the pros and cons of different placements.</p> <p>FAPE offer includes minutes of each service provided and clear start date.</p> <p>Educational setting page is filled out in person.</p> <p>Parents are offered the opportunity to sign the IEP forms or to think about them and come back to sign later.</p>	<p>Discussion of possible placements is perfunctory; parents do not have opportunity to provide input.</p> <p>FAPE offer includes minutes of each service provided and clear start date.</p> <p>Educational setting page is filled out in person.</p> <p>Parents are offered the opportunity to sign the IEP forms or to think about them and come back to sign later.</p>	<p>Discussion of possible placements is perfunctory; parents do not have opportunity to provide input.</p> <p>FAPE offer includes minutes of each service provided and clear start date.</p> <p>Educational setting page is filled out in person.</p> <p>Parents are offered the opportunity to sign the IEP forms but not the opportunity to sign later.</p>	<p>Educational setting page is filled out prior to meeting.</p>
Professional presentation	<p>Group members are prepared to speak. There is no confusion about who is going to speak when, who's doing what. No one is reading from cards.</p> <p>Group members speak loudly enough for listeners to hear.</p> <p>Group members are dressed for an IEP meeting (business casual for all professionals).</p>	<p>Group members are prepared to speak. There is no confusion about who is going to speak when, who's doing what.</p> <p>Group members speak loudly enough for listeners to hear.</p> <p>Group members are dressed for an IEP meeting (business casual for all professionals).</p>	<p>Group members are prepared to speak. There is no confusion about who is going to speak when, who's doing what.</p> <p>Group members speak loudly enough for listeners to hear.</p>	<p>Presentation is generally hard to follow due to confusion of group members.</p>