Introduction to Special Education Policy and Law Section 01

EDSE 192D

Spring 2025   Hybrid   1 Unit(s)   01/23/2025 to 02/20/2025   Modified 01/20/2025

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Office Hours: Thursdays 12-1: Virtual

https://meet.google.com/wup-vsvv-yeg
(SJSU%20office%20hours%20Thursday,%20January%2023%20%C2%B7%2012%3A00%20%E2%80%93%201%3A00pm%20Time%20zone%3A%20America/Los_Angeles%20Google%20Meet%20joining%20info%20Video%20call%20link:%20https:/meet.google.com/wup-vsvv-yeg)

Course format: Online Asynchronous

🕐 Course Information

Course Format: Asynchronous 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) 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 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

In this fully online, asynchronous course, teacher candidates are expected to actively engage in all learning activities and maintain professional communication at all times. Weekly modules and assignments must be completed by the specified deadlines outlined in the course syllabus, as timely participation is essential for mastering course content. All communication, whether in discussion boards, emails, or collaborative projects, should reflect professionalism, respect, and constructive collaboration. Candidates are encouraged to reach out to the instructor promptly with any questions or concerns to ensure a clear understanding of course expectations and requirements. Academic integrity is paramount, and all work submitted must be original and properly cited where applicable. Finally, candidates should regularly monitor the course platform for updates and feedback to stay on track throughout the semester.

☰ 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 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.ctc.ca.gov/educator-prep/stds-prep-program/california-tpes)](https://www.ctc.ca.gov/educator-prep/stds-prep-program/california-tpes):

● Universal: 1.2(I), 2.3(I), 2.5(I), 4.5(I), 6.5(I), 6.6(I/P), 6.7(I/P/A)
● Mild/Moderate: 1.5(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: 2.10(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: 4.5(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)

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

📘 Course Materials

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 practice. Other course structures will have equivalent workload expectations as described in the syllabus.

1) Reading Quizzes
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 reading quiz.
*10 pts * 4 quizzes = 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 discussion, please review the materials provided by the Center for Appropriate Dispute Resolution in Special Education and answer the questions in the discussion post.

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.

30pts

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) and submit your certificate of completion.

15 pts

6) Final Evaluation: Case Study: Final Paper

The culminating assignment for this course will be a Case Study reflection/final paper. You will 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. You will write a paper reflecting on what you learned from these case studies as an educator, incorporating readings from the course.

50 points

✔ Grading Information

Assignment	Objectives	Points	Percent of Overall Grade	TPEs	CLO/PLO
Reading Quiz 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%	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

Reading Quiz 2	● Identify the court cases that led to the enactment of Public Law 94–142 ● Summarize the key components of the Individuals with Disabilities Education Act from 1975 to 2004. ● Describe the legislative intent of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. ● Distinguish between inter- and intraindividual differences, and between norm- and criterion-referenced assessments. ● Outline the steps in the referral process for the delivery of special education services. ● Define mainstreaming, least restrictive environment, regular education initiative, and full inclusion.	10	6%	U 4.5 U 6.5 U 6.7 ECSE 6.3 ECSE 6.4 MM 2.8 MM 5.3 ESN 6.4 ESN 6.5	PLO 4 CLO 2
Reading Quiz 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%	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

Reading Quiz 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%	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	15	9%	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	15	9%	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	18%	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

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	15	9%	U 6.6	CLO 6
Final – Case Study Paper	● Analyze and summarize legal decisions in special education disputes to understand how IDEA, IEP implementation, and FAPE principles are applied in real-world scenarios. ● Reflect on professional practices and responsibilities by evaluating the successes and challenges faced by educators and districts in meeting diverse student needs. ● Identify and apply strategies for collaboration with families, educators, and other professionals to support inclusive and equitable learning environments. ● Develop professional learning goals to improve instructional practices and advocacy based on lessons learned from legal case studies.	50	31%	U 1.2 U 2.3 U 6.5 U 6.6 6.7 MM 2.3 MM 6.3 MM 6.6 ESN 6.3 ESN 6.5	All
Total		160	100%		

Breakdown

Grading Scale

A+: 155 - 160 (97% - 100%)
A: 149 - 154 (93% - 96%)
A-: 144 - 148 (90% - 92%)

B+: 139 - 143 (87% - 89%)
B: 133 - 138 (83% - 86%)
B-: 128 - 132 (80% - 82%)
C+: 123 - 127 (77% - 79%)
C: 117 - 122 (73% - 76%)
C-: 112 - 116 (70% - 72%)
D+: 107 - 111 (67% - 69%)
D: 101 - 106 (63% - 66%)
D-: 96 - 100 (60% - 62%)
F: 0 - 95 (59% and below)

Criteria

Determination of Grades

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

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and has - lead to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework. Therefore, submission portals for assignments will close two weeks after the submission deadline. Students will need to request permission to submit an assignment more than two weeks late.

At the same time, it is important to practice grace. If you know that you will not be able to turn an assignment in on time, you will be given a reprieve if you contact the instructor 48 hours in advance, and commit to a new date. If you do not contact the instructor 48 hours in advance, grades will automatically have a 10% deduction on the points earned for each week the assignment is turned in late as follows:

Days Late	Late Deductions	Notes
1-6 days	10%	No need to contact instructor if turned in without advance notice- deduction will automatically be applied.
7-13 days	20%	No need to contact instructor if turned in without advance notice- deduction will automatically be applied

14-20 days	30%	Must contact instructor
21+ days	40%	Must contact instructor

** Any discussion will not be accepted as late work. These activities will not be accepted past their due date as they require interaction with your classmates to be successful. **

🏛 University Policies

Per University Policy 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) 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
Week 1 Jan. 21-26	**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	● Reading quiz 1
Week 2 Jan. 27-Feb. 2	**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.)	● Reading quiz 2 ● Due process and mediation: Online discussion

Week 3 Feb. 3-Feb. 9	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)	● Reading quiz 3 ● IRIS Assessment Questions
Week 4 Feb. 10-Feb. 16	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)	● Reading quiz 4 ● Mandated reporter training
Week 5 Class ends Feb. 20	Case Study Final Paper Due	● Special Books by Special Kids video of your choice	● Special Books by Special Kids Discussion Due ● Final Paper Due