

# Introduction to Special Education Policy and Law Section 80

## EDSE 192D

Fall 2024 1 Unit(s) 08/21/2024 to 09/18/2024 Modified 08/18/2024

### Contact Information

---

Instructor: Eva Stephens

Email: [eva.stephens@sjsu.edu](mailto:eva.stephens@sjsu.edu)

Office hours: Virtual by appointment

### 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.

## 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) ([http://www.sjsu.edu/at/ec/canvas/student\\_resources\\_new/index.html](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.

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

Asynchronous

## 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

---

### 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.

## 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](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.

## Course Learning Outcomes (CLOs)

---

This course addresses PLO 4 and 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://sjsu.campusconcourse.com/(https%3A/www.sjsu.edu/specialed/programs/teacher-performance-expectations/index.html)) ([https://sjsu.campusconcourse.com/\(https%3A/www.sjsu.edu/specialed/programs/teacher-performance-expectations/index.html\)](https://sjsu.campusconcourse.com/(https%3A/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)

Students will:

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

---

### Required Readings (Links can be found on Canvas)

Gargiulo, R. M., Bouck, & E. C. (2017). *Special Education in Contemporary Society* (6th ed.). Los Angeles: SAGE.

57-143, 144-227, 289-352.

[http://students.aiu.edu/submissions/profiles/resources/onlineBook/i9w6i9\\_Special%20Education%20in%20Contemporary%20Society.pdf](http://students.aiu.edu/submissions/profiles/resources/onlineBook/i9w6i9_Special%20Education%20in%20Contemporary%20Society.pdf)

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>

<https://iris.peabody.vanderbilt.edu/module/iep01/#content>

## Course Requirements and Assignments

---

1. Quizzes (4@ 10 pts ea) available in CANVAS
2. Online Discussions (2 @ 15 pts ea) available in CANVAS
3. IRIS Module: IEPS (25 pts)
4. Mandated Reporter Training (15 pts)
5. Mock IEP Meeting (50 pts)

## Grading Information

---

Assignment	Points	Percent of Grade	PLO / CLO
------------	--------	------------------	-----------

Quizzes	40	25%	PLO 4 CLO 1-5
Online Discussions	30	19%	PLO 4 CLO 1, 2, 4, 5
IRIS Module	25	16%	CLO 1, 2, 3, 5
Mandated Reporter	15	9%	CLO 6
Mock IEP	50	31%	PLO 4 CLO 1-5

## 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	Assignments Due
1	Aug 21	<p><b>Context for Special Education</b></p> <ul style="list-style-type: none"> <li>• Course introduction</li> <li>• History of special education in the US: People, contexts, and perspectives</li> <li>• Dis/Ability rights</li> <li>• Teachers for all students: Characteristics of inclusive teachers</li> <li>• Gargiulo &amp; Bouck (2017), Ch 1</li> <li>• Special Books by Special Kids video of your choice</li> </ul>	<ul style="list-style-type: none"> <li>• Reading quiz</li> <li>• Special Books by Special Kids Discussion</li> </ul>

2	Aug 28	<b>IDEA, Section 504, &amp; ADA</b> <ul style="list-style-type: none"> <li>• History of special education policy, up to and including IDEA (2004)</li> <li>• Six major principles of IDEA</li> <li>• Section 504, IDEA, and ADA: Policies impacting students with disabilities in today's schools</li> <li>• Gargiulo &amp; Bouck (2017), Ch 2</li> <li>• Mid-Atlantic ADA Center (n.d.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading quiz</li> <li>• Due process and mediation: Online discussion</li> </ul>	
3	Sept 4	<b>The Individual Education Program</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• Accommodations and modifications: important distinctions</li> <li>• Review final project</li> </ul>	<ul style="list-style-type: none"> <li>• IRIS Module: IEPs</li> <li>• Lo (2012)</li> </ul>	
4	Sept 11	<b>Working with Families</b> <ul style="list-style-type: none"> <li>• The rights of parents</li> <li>• Understanding family systems and working with families to support their child's learning</li> <li>• Gargiulo &amp; Bouck (2018), Ch 4</li> <li>• Bicehouse &amp; Faieta (2017)</li> </ul>	<b>Reading quiz</b> <ul style="list-style-type: none"> <li>• Mandated reporter training</li> <li>• <i>Prep for final project</i></li> </ul>	
5	Sept 18	<b><i>Prep for final project</i></b> <ul style="list-style-type: none"> <li>• Teams meet with instructor to review roles, discuss IEP, finalized script, and troubleshoot technical challenges</li> </ul>	<b>Mock IEP Meeting Video Due 09/18/2024</b>	