

California State University San Marcos
COLLEGE OF EDUCATION
Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

EDMX 631: Foundations in Law, Ethics, and Procedures of Special Education
(3 credit units)

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WebCT: See orientation and log-in instructions at CSUSM home page

I. Course Description

Introduction to state and federal special laws regarding special education, ethical issues in special education; procedures and forms used in California schools to identify and support children and youth eligible for special education; and the Individual Education Program planning, implementation, and evaluation process. Students practice principles of effective collaborative and interdisciplinary teaming and focus on best practices for inclusive educational programming. ***Prerequisites: Admission to the Level II Mild/Moderate & Moderate/Severe Disabilities Education Specialist Program***

II. Content and Performance Goals

Participants will:

- Goal 1. demonstrate knowledge of relevant and current federal and state laws, regulations, practices and due process procedural safeguards which pertain to California public education, students with disabilities, and their parents and care providers.
- Goal 2. demonstrate knowledge of professional ethical standards of practice (Council for Exceptional Children Code of Ethics at www.cec.sped.org/ps/code.htm) and California Mild/Moderate and Moderate/Severe Education Specialist competencies.
- Goal 3. demonstrate knowledge of the five critical elements of an effective collaborative team (e.g., "PIGS Face") and proficient/effective use of these elements in "base team" and other meetings.
- Goal 4. demonstrate understanding of the roles, rights, and responsibilities of special educators, related services personnel, classroom teachers, administrators, parents and students with disabilities in implementing the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and the Vocational

Rehabilitation Act of 1973 (Section 504) and related California special education laws and regulations.

- Goal 5. demonstrate knowledge of and competence in the Individual Education Program (IEP) development and implementation process (i.e., screening; nonbiased and family-centered assessment; eligibility determination; IEP development to access the core general education curriculum; development of goals and measurable objectives; identification of necessary modifications and accommodations to curriculum, instruction, and assessment; identification of needed supports and services, placement decision making; determination of accommodations for participation in school-wide, district-wide, and state assessments.
- Goal 6. demonstrate skills in developing meaningful IEP goals and appropriate accommodations and modifications to enable learner access to the core curriculum
- Goal 7. demonstrate knowledge of and skill in using strategies for working effectively and collaboratively with family members and others (e.g., educators, administrators, paraprofessionals, community agency and related service personnel) to design, implement, and evaluate IEPs for individual learners.

III. Required Textbooks and Materials

California Department of Education, Special Education Division (2003). California special education programs: A composite of laws (25th ed.). Sacramento: Author. (DE)

Choate, J.S. (2000). Successful inclusive teaching: Proven ways to detect and correct special needs (3rd ed.). Boston: Allyn and Bacon. (CH)

Community Alliance for Special Education and Protection and Advocacy, Inc. Special Education Rights and Responsibilities. San Francisco: Author. Accessible on the web from Jacqueline Thousand's web site: <http://www.csusm.edu/thousand> (P&A)

Rosenberg, M., O'Shea, L. & O'Shea, D. (2002). Student teacher to master teacher: A practical guide for educating students with special needs (3rd ed.). Upper Saddle River, NJ: Merrill. (RO)

Villa, R., & Thousand, J. (2000). Restructuring for caring and effective education: Piecing the puzzle together (2nd ed.). Baltimore: Paul H. Brookes. (V&T)

Select Articles, Handouts, and Web Sites including:

Udvari-Solner, A., Villa, R.A., Thousand, J.S. (2002). Access to the general education curriculum for all: The universal design process. In J. Thousand, R. Villa, & A. Nevin (Eds.), Creativity and collaborative learning: A guide to empowering students, teachers, and parents (2nd ed.) Baltimore: Paul H. Brookes.

National Information Center for Children and Youth with Disabilities @ www.nichcy.org

Special education forms for San Diego City Schools and North Coastal Consortium for Special Education (NCCSE) @ www.preschoolfun.com

CARS+ website @ www.carsplus.org

IV. Professional and Administrative Requirements

1. Attend all class sessions. Be on time. Please call the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time or class sessions may not receive a passing grade for a course.
2. "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who happens to have Down Syndrome" rather than "My Down Syndrome student") must be used throughout all written and oral assignments and discussions.
3. Word process all written documents. Keep a copy of all of your work. You will want these copies for your records and for potential future use as professional portfolio entries.
4. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor(s) know. Any time that you have questions or concerns, please contact the instructor(s) immediately.
5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests.
6. Select a class "buddy" to ensure that you receive handouts and information when you must miss class.

Buddy:

Telephone:

E-mail:

Activities and instructional methods for realizing objectives:

class discussions	group work	lectures	readings in texts & custom reader
guest speakers	web site access		study guides
demonstrations	"quizzes"	videos	written reflections
"base team" meetings		role plays	observations

Evaluation of attainment of these knowledge bases and skills:

attendance	punctuality	participation in class
quizzes	collaborative activities	courtesy and
assessment outcomes	role play presentation	web site hits
group presentation	"base team" meeting minutes and products	

V. Scholastic Requirements

Class Attendance and Participation

This course consists of 10, 4-hour (plus break) class sessions and attendance at the Annual Involved Exceptional Parents Conference, to be held on a Saturday in March. An alternative Collaborative Training is also offered this semester, held on a weekday. Find out more at www.iepday.org. Attendance at and active participation in each of the 12 classes and 1 conference day is expected.

Regular and punctual attendance is required. This class is interactive in nature, and the in-class experiences and discussions are difficult if not impossible to recreate. Additionally, each class member is expected to practice exemplary collaborative teaming and participatory behavior. To reinforce the program's commitment to the development of professional interpersonal skills, students earn points each class for: a) arriving on time; b) returning from breaks on time; c) staying for all of the class; d) fully participating and cooperating with classmates, instructors, and guests in accordance with agreed-upon "base team" and class norms; and e) completing and sharing weekly reflections. Participants who arrive late, depart early, engage a "non-collaborative" behavior, or fail to have assignments/reflections prepared on time can expect to receive less than the maximum points for a class.

IEP Day Conference or Collaborative Teaching Training and Reading Reflections

Participants will prepare four written reading reflections. In addition, a 1-page written response to the keynote and 2 sessions attended at the IEP Day Conference at USD will be due the following class meeting. Alternatively students may attend a one day training at NCPDF, details available on WebCT. The quality of this and all written work for this course will be judged according to at least the following criteria:

- a) use of respectful, professional, "person first" (i.e., Leslie, who has Cerebral Palsy, versus "the CP kid") language;
- b) correctness of spelling, punctuation, and grammatical usage of language;
- c) organization, comprehensiveness, and professional appearance of the product;
- d) evidence of higher order thinking (e.g., analysis, synthesis, application, evaluation); and
- e) connection with other readings, lectures, workshops, discussions, and experiences.

Base Team Meetings

Base Teams, formulated at the beginning of the course, will meet regularly and use the "Team Meeting Worksheet" format to practice collaborative teaming skills, complete assignments, and generally support one another. Each team is required to create a team "notebook", which will be submitted through the WebCT course. (Watch for details about this) This product will be a compilation of Team Meeting worksheets, team products, and group processing outcomes.

Participation in base team meetings is mandatory. Documented attendance and participation (via team meeting minutes and products) is expected. Each team is expected to hold a minimum of 5 meetings of at least one hour in length and follow the prescribed agenda. See each base team agenda to determine the products to be generated.

Rights & Responsibilities Legal Brief via the World Wide Web

Each class participant creates a "Legal Brief" by reading the Rights and Responsibility manual and reacting to all of the chapters and the additional sections that follow. Student

work also must link to 4 additional web sites and describe in a 1/2-page written summary how each site can assist us as a special educator.

Each registered student has a username and must obtain a personal password by visiting ACD room 202 with a photo ID. Students are assigned CSUSM e-mail accounts and have computer use privileges on campus in the computer labs, accessible by using your username. Printer cards may be purchased at the finance office, but are also encouraged to use home computers to access the web. This assignment is due on or before the last day of class. Note that this is an individual (versus collaborative) assignment, intended to evidence your technology application skills.

IEP DAY or Collaborative Planning and Co-Teaching Reflection/Response

Please check for this assignment in WebCT under assignments in February

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the TPEs in this course.

Students with Disabilities Requiring Reasonable Accommodations

Students must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

**EDEX 631 Spring 2005
Course Calendar and Tentative Class Schedule**

<u>Class Date</u>	<u>Topics</u>	<u>Readings Due Today</u>	<u>P&A Chs.</u>	<u>Assignments Due</u>
Jan 20	Legal Brief Assignment on the World Wide Web Collaborative Teaming Principles and Processes; Acronym Jargon Busting; Person 1 st Language Assign Base Teams and Team #1 Assignments			Download/print syllabus Contact group mbers
Jan 27	Base Team Meeting #1 -No class meeting			
Feb 03	IDEA '97 Evolution of Legal Rights & Responsibilities; Forms: IEP, ITP; Assessment and Beyond	RO 2, 7 & 9 NCCSE/San Diego forms www.preschoolfun.com	2 & 3	Base Team #1 work Reflection #1
Feb 10	Carousel: Hughes Bill, CA Composite of Laws, Authentic Assessment & Universal Design (Assign Base Team #2 – Composite of Laws) Guests: Surprise appearances--TBA!	V&T 10 (Optional: CH 16)	1 & 6	
Feb 17	Base Team Meeting #2-No Class meeting			
Feb 24	The Agenda: Humanizing the IEP Meeting (Assign Base Team #3 – Forms Analysis)	www.preschoolfun.com CH 1 & 2		Base Team #2 work Bring NCCSE Forms Reflection #2
March 3	Purposes of Assessment & Confidentiality Communication 10 Commandments (video)	V&T 9 RO 4	All	
March 8	Collaboration Training Professional Development Option			
March 10	Base Team Meeting #3-No class meeting			
(March 17	No scheduled class because of Prof Devopment Requirements)			
March 19	EP Day at USD Registration 8:00 am	www.mapquest.com		Watch for details online

<u>Class Date</u>	<u>Topics</u>	<u>Readings Due Today</u>	<u>P&A Chs.</u>	<u>Assignments Due</u>
March 24	Conference Debrief; Assign Base Team #4 and #5 ; Standards-Referenced IEP Goal Setting CARS+ Guests: TBA	V&T 1, 8, 12 CARS+ Handbook CH 3		Conf Reflection Base Team #3 work Reflection #3
March 31	Spring Break	Good idea to work ahead...		
April 7	IEP Meeting Gone Wrong (Video) Proactive, Good IEP Writing Writing Procedurally Correct, Elegant IEP Goals to California Standards			
April 14	Base Team Meeting #4-No class meeting			
April 21	In-Class Base Team #5 and online submissions 93 CEC Code of Ethics Notebook Managing Paperwork (Guest: Deb Teudt) Level I Standards Preview	Legal Brief (ok to turn in early if you want back)		Base Team
April 28	No Class (Level II Showcase Night—ALL Invited!!)			
May 3	The Big Picture Communicating Information to Others Professional Organization Affiliation	V&T pp. 389-393 & 493-502 Review RO Chapter 7		Legal Brief

Base Team Meetings

Mtg. #1: Norms, Names, & Collaboration
Mtg. #2: California Code Scenarios
Mtg. #3: IEP Analysis
Mtg. #4: Facilitative Team Roles
Mtg. #5: Problem Behaviors

Social Skills Processing Procedures

(Forming Checklist)
(Functioning Checklist)
(Formulating)
(Fermenting)
("Are we really a team?" Checklist)

EDMX 631 Reflection Prompts

Writing Criteria

Four reading reflections are due on the dates indicated in the syllabus schedule. Additionally, a 10-point post-Institute reflection is due on the 9th class meet. The “Reflection Prompt” for each reflection is presented below.

The quality of reflections will be judged based upon at least the following criteria:

- use of respectful and professional “person first” language (i.e., “Rich who has Cerebral Palsy” versus “the CP child”);
- word processed with accuracy in spelling, punctuation, and grammar;
- organization, comprehensiveness, and professional appearance of the product
- connection with readings, class discussions, findings on the web, and;
- use of higher order thinking skills of application, analysis, synthesis, and evaluation.

Reflection Prompts

Reflection #1 (2 points)

After reading Chapter 9 of Restructuring for Caring and Effective Education answer the following:

- ⇒ Describe IN YOUR OWN WORDS each of the four methods of assessment described in the chapter AND how each facilitates learner access to the core curriculum.
- ⇒ Why are IEPs “standards-referenced” versus “standards-based”?
- ⇒ What are “access opportunities?” How do they relate to standards-referenced IEPs?
- ⇒ What would you prescribe for policies/practices on grading for students with IEPs?

Reflection #2 (4 points)

Chapter 2 and 7 of the Rosenberg et al. text covers a huge amount of information regarding the legal aspects of special education and the procedures and paperwork all special educators must manage. Read Chapters 2 and 7 as if you were a 1st year special educator responsible for ensuring that every communication, assessment, eligibility, placement, and IEP-development process occurs in a timely and student-centered manner for Lindsay. As Lindsay’s special education “service coordinator” (versus “case manager” – no child wants to be referred to as a “case”), construct a flowchart, table, mind map or other visual to help you to remember each of the procedural steps in the sequence from “prereferral” to “exit” for which you are or may become responsible. Be as specific as possible; this is your procedural “cheat sheet” for your 1st special education procedural experiences

After reading Chapter 9 of Rosenberg et al., carefully reread pages 299 – 310. Based upon your reading of these pages, your web readings, and any personal experiences with transition planning and ITPs, complete the Pause and Reflect 9.5 appearing on page 308. Write one paragraph per consideration from the perspective of “what a 1st year middle or high school special educator needs to consider regarding student’s transitions into adult services.”

Reflection #3 (3 points)

Read Chapters 1, 2, and 8 of the Restructuring for Caring and Effective Education text. On page 43, Gartner and Lipsky refer to IDEA '97 as the “Inclusion Development and Expansion Act.” From the perspective of a special education leader, identify your “baker’s dozen” (i.e., 13) list of what YOU consider to be the most significant changes in beliefs, practices, policies, and procedures that have occurred prior to or because of IDEA '97 that promote a “welcoming view of students with disabilities as a condition of human diversity” (page 53). For each of the 13 items in the list, provide a rationale for your selection and cite references to the readings.

Reflection #4 (1 point)

For any of the chapters or pages listed in the Readings Due Today column that you have not yet read or written about, select one chapter or Reflection (those are the personal stories in the Villa & Thousand text) to respond to. This reflection format is intended to encourage you to learn more about somebody or something important for own professional growth, so the reflection format is totally “open” to your creativity.

IEP Day OR Collaborative teaching Training Reflection (10 points)

Please check the WebCt Assignment icon available in February.

GRADING SCALE (in percentages):

A	94-100	A-	92-93	B+	89-91
B	86-88	B-	84-86	C+	81-83

Criteria for Grading:

- A (Excellent): Performance at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.
- B (Good): Performance at a high level, showing consistent and effective achievement in meeting course requirements.
- C (Satisfactory): Performance at an adequate level, meeting the basic requirements of the course.

NOTE: The minimum acceptable grade for a course in the professional education sequence is C+, and a B average must be maintained.

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

COMPETENCIES ADDRESSED BY THIS COURSE ARE ITALICIZED, SHADED AND INDICATED WITH ***

PART 1: LANGUAGE STRUCTURE & FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	1. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. <i>Organizational models: What works for whom? ***</i>	B. Perceptions of culture
C. Syntax	C. <i>Instructional strategies ***</i>	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. <i>Language in context ***</i>	A. <i>Teacher delivery for both English language development and content instruction***</i>	E. <i>Cultural congruence ***</i>
F. <i>Written discourse ***</i>	B. <i>Approaches with a focus on English language development***</i>	II. Manifestations of Culture: Learning About Students
G. <i>Oral discourse ***</i>	C. <i>Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)***</i>	A. <i>What teachers should learn about their students **s</i>
H. <i>Nonverbal communication ***/</i>	D. <i>Working with paraprofessionals***</i>	B. <i>How teachers can learn about their student ***</i>
II. Theories and Factors in First- and Second Language Development	II. Language and Content Area Assessment	C. <i>How teachers can use what they learn about their students (culturally responsive pedagogy) ***</i>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. <i>Purpose***</i>	III. Cultural Contact
B. <i>Psychological factors affecting first- and second-language development ***</i>	B. <i>Methods ***</i>	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. <i>State mandates ***</i>	B. Stages of individual cultural contact
D. <i>Pedagogical factors affecting first- and second-language development***</i>	D. <i>Limitations of assessment ***</i>	C. <i>The dynamics of prejudice***</i>
E. <i>Political factors affecting first- and second-language development ***</i>	E. <i>Technical concepts ***</i>	D. <i>Strategies for conflict resolution***</i>

California State University San Marcos

EDMX 631 Self Tracking Attendance and Records Form

NAME: _____ Home Phone: _____ Email: _____

BASE TEAM NAME: _____ MEMBERS/Contact Info: _____

Attendance, Punctuality & Participation - 45 possible points

Session	Date	☉ Class Meeting	☉ Base Team Meeting	Instructor Notes
#1		_____ (3)		
#2			_____ (3)	
#3		_____ (3)		
#4			_____ (3)	
#5		_____ (3)		
#6		_____ (3)		
#7		_____ (3)		
#8			_____ (3)	
	n/a			
#			Conf: _____ (3)	
#10		_____ (3)		
	Sp. Brk			
#11		_____ (3)		
#12			_____ (3)	
#13			_____ (3)	
#14		_____ (3)		
#15		_____ (3)		

Sub-Total I. _____

II. Base Team Meetings & Notebook – 15 possible points _____

III. Rights and Responsibilities Legal Brief – 20 possible points _____

IV. Reading Reflections – 15 possible points _____

#1__ (2) #2__ (4) #3__ (3) #4__ (1) IEP Day _____ (5)

GRAND TOTAL (100 POSSIBLE POINTS) = _____

NOTES: _____

END.lpm.05