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

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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 I 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
           (i.e., Council for Exceptional Children Code of Ethics @
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 (i.e., PIGS Face) and awareness of their 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 l973 (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 objectives 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. What I Need for Class

California Department of Education, Special Education Division (2001). California special education programs: A composite of laws (23rd 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. Access on the web from Jacqueline Thousand's web site: http://ww2.csusm.edu/thousand (P&A)

Rosenberg, M., O'Shea, L. & O'Shea, D. (1998). Student teacher to master teacher: A practical guide for educating students with special needs (2nd 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:

Snow, K. (1998, October). To achieve inclusion, community, and freedom for people with disabilities, we must use people first language. TASH Newsletter, 15–16.

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

Suggested Texts:

American Psychological Association (2001). <u>Publication manual of the American Psychological Association</u> (5th ed.). Washington, D.C.: Author. (APA)

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 "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: Fax:
      e-mail: Address:

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   study guide responses
assessment outcomes   role play performance   web site hits
group presentation   "base team" meeting minutes and products

V. Scholastic Requirements

Class Attendance and Participation (40 maximum points)
This course consists of 7, 4-hour (plus break) class sessions and attendance at the Third Annual Summer Leadership Institute on the evening of July 19th and the days of July 20th and 21st. Attendance at and active participation in each of the **7 classes and 3 institute days** is worth a maximum of **4 points per class/day**.

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, departs 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.

Summer Leadership Institute and Weekly Reading Reflection (20 maximum points)
Participants will prepare four written reading reflections **(10 points)**. In addition, a 5 to 6-page written reaction to each of the keynotes and sessions attended at the institute is due the 9th class meeting **(10 points)**. 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., Jacque 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 (20 maximum points)
Base Teams, formulated at the beginning of the course, 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 (e.g., 3-ring binder with dividers) that compiles 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 worth **4 points per meeting**. 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 (20 maximum points)
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. You also must link to 4 additional sites and describing in writing a 1/2-page summary how each site can assist you as a special educator. Please access the manual and additional directions

via the "Legal Brief" button on Dr. Thousand's home page at ww2.csusm.edu/thousand. Course enrollees are assigned CSUSM e-mail accounts and have computer use privileges on campus. Participants also are 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 individualistic (versus collaborative) assignment intended to evidence your technology application skills.

Class Date	Topics	Readings Due Today	P&A Chs.	Assignments Due
01 June 18 or June 21	Legal Brief Assignment on the World Wide Web Collaborative Teaming Principles and Processes; Acronym Jargon Busting; Person 1st Language Assign Base Teams and Team #1 Assignments			
02 June 25 or June 28	In-Class Base Team Meeting #1 Carousel: Hughes Bill, CA Composite of Laws, Authentic Assessment (JI, JT, SS) (Assign Base Team #2 – Composite of Laws)	V&T 10 Optional: CH 16)	1 & 6	Prep for Base Team #1
03 July 02 or July 05	IDEA '97 Evolution of Legal Rights & Responsibilities Forms: IEP, ITP, Assessment & Beyond (AL, RH) The Agenda: Humanizing the IEP Meeting (Assign Base Team #3 – Forms Analysis)	RO 7 & 9 NCCSE/San Diego forms www.preschoolfun.com	2 & 3	Base Team #1 Reflection #1
04 July 09 or July 12	Writing Procedurally Correct Elegant IEP Goals & Objectives to California Standards (RH & JT) (Assign Base Team Meetings #4 & #5)	V&T 9	4, 5, & 7	Base Team #2 Reflection #2
Base Team Meetings on Your Own during the week of July 16th			All	Base Team #3
05 July 19	Day 1 (Thursday Eve): Summer Leadership Institute	(Optional: V&T 4, pp 129-131)		
06 July 20	Day 2 (Friday): Summer Leadership Institute	(Optional: V&T 23)		
07 July 21	Day 3 (Saturday): Summer Leadership Institute			

Class Date	Topics	Readings Due Today	P&A Chs.	Assignments Due
08 July 23 or July 25	Institute Debriefing Purposes of Assessment & Confidentiality (LH) IEP Assessment Data & Goal Setting Communication 10 Commandments	V&T 1, 2, & 8	All	Reflection #3 Base Team #4
09 July 30 or Reflection Aug 02	IEP Meeting Gone Wrong (SS & TH) Writing & Interpreting Positive and Proactive Reports Practice in "Good IEP Writing Answers to Base Team #4	(Optional) CH 1 & 2 (Optional) RO 1 & 2	All	Base Team Meeting #5 Summer Institute
10 Aug 06 or Aug 09	Family-Centered Assessment (LH, AL) Home-School Partnerships Fall 2000 and Level I Standards Preview In-Class Base Team Meeting #6 Course Evaluation	V&T pp. 389-393 & 493-502		**Base Team Notebook** **Legal Brief** Reflection #4 (Due Anytime!)

Key to Personnel:
JT	= Jacque Thousand	LH	= Lisa Houghtelin
SS	= Suzanne Stremel	AL	= Andrea Liston
RH	= Renee Harvey	J I	= Jan Isreal

Base Team Meetings	**Social Skills Processing Procedures**
Mtg. #1: Norms, Names, & Collaboration	(Forming Checklist)
Mtg. #2: California Code Scenarios	(Functioning Checklist)
Mtg. #3: IEP Analysis	(Formulating)
Mtg. #4: Facilitative Team Roles	(Fermenting)
Mtg. #5: Problem Behaviors	("Are we really a team?" Checklist)
Mtg. #6: In-Class Meeting @ Final Class	(Yearbook)

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 apearaqnce 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 (4 points)
Chapter 7 of the Rosenberg et al. text covers a huge amount of information regarding the procedures and paperwork all special educators must manage. Read Chapter 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 313 – 321. 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 318. 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 #2 (2 points)
After reading Chapter 9 of <u>Restructuring for Caring and Effective Education</u> 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 #3 (3 points)
Read Chapters 1, 2, and 8 of the <u>Restructuring for Caring and Effective Education</u> 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 <u>leader</u>, identify your "baker's dozen" (i.e., 13) list of what YOU consider to be the most significant changes in beliefs, practices, polices, 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 <u>Readings Due Today</u> 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.

Summer Leadership Institute Reflection (10 points)
Prepare a 5 to 6-page reaction to the keynotes and sessions attended at the Third Annual San Diego Summer Leadership Institute. Be sure your reflection makes reference to each and every one of the keynotes and sessions attended, as this is an "authentic" attendance check. More importantly, this reflection is an opportunity for you to synthesize your experience of the institute with course and other past learnings and experiences. It also is an opportunity for you to formulate instructional and organizational strategies for your own future as a special education or classroom teacher. So, make connections and be creative in you analysis, synthesis, and evaluations. Make the experience count for you. Other than these instructions and the general writing criteria articulated above, you have free reign to express yourself in this culminating reflection.

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.

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.** *Organizational models: What works for whom? ***	**B.** Perceptions of culture
C. Syntax	**C.** *Instructional strategies ***	**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. *Language in context ***	**A.** *Teacher delivery for both English language development and content instruction****	**E.** *Cultural congruence ***
F. *Written discourse ***	**B.** *Approaches with a focus on English language development****	**II. Manifestations of Culture: Learning About Students**
G. *Oral discourse ***	**C.** *Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)****	**A.** *What teachers should learn about their students **s*
H. *Nonverbal communication ***I*	**D.** *Working with paraprofessionals****	**B.** *How teachers can learn about their student ***
II. Theories and Factors in First- and Second Language Development	**II. Language and Content Area Assessment**	**C.** *How teachers can use what they learn about their students (culturally responsive pedagogy) ***
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	**A.** *Purpose****	**III. Cultural Contact**
B. *Psychological factors affecting first- and second-language development ***	**B.** *Metho ds ***	**A.** Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	**C.** *State mandates ***	**B.** Stages of individual cultural contact
D. *Pedagogical factors affecting first- and second-language development****	**D.** *Limitations of assessment ***	**C.** *The dynamics of prejudice****
E. *Political factors affecting first- and second-language development ***	**E.** *Technical concepts ***	**D.** *Strategies for conflict resolution****

EDMX 631 TRACKING FORM

NAME: _____

BASE TEAM NAME & MEMBERS: _____

I. Attendance, Punctuality & Participation - 40 possible points

Class #1   _____ (4)
Class #2   _____ (4)
Class #3   _____ (4)
Class #4   _____ (4)
Institute #5   _____ (4)
Institute #6   _____ (4)
Institute #7   _____ (4)
Class #8   _____ (4)
Class #9   _____ (4)
Class #10   _____ (4)

Sub-Total I. _____ (40 maximum)

II. Base Team Meetings & Notebook – 20 possible points

Base Team Meeting #1   _____ (5)   Base Team Meeting #4   _____ (5)
Base Team Meeting #2   _____ (5)   Base Team Meeting #5   _____ (5)
Base Team Meeting #3   _____ (5)   Base Team Notebook   _____

Sub-Total II. _____ (20 maximum)

III. Rights and Responsibilities Legal Brief – 20 possible points

Sub-Total III. _____ (20 maximum)

IV. Reading Reflections – 20 possible points

#1 ___ (4)   #2 ___ (2)   #3 ___ (3)   #4 ___ (1)   Summer Institute ___ (10)

Sub-Total V. _____ (20 maximum)

GRAND TOTAL (100 POSSIBLE POINTS) =   _____