

Course Number	EDMX 631 (Section 1 and 2)
Title	Foundations in Law, Ethics, and Procedures in Special Education
CRN Numbers	Section 1: 40298, Section 2: 40299
Days	Monday
Time	5:30 – 8:20 p.m.
Course Location	ONLINE (Synchronous and Asynchronous)
Semester / Year	Fall 2020
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SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

Introduction to state and federal 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.

Teacher Performance Expectations (TPE) Addressed

The course objectives, assignments, and assessments have been aligned with the California Commission on Teacher Credentialing (CCTC) standards for Preliminary Education Specialist Mild/Moderate and Moderate/Severe Education Specialist Credentials. 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.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.) Washington, DC: American Psychological Association. [APA]

Brown, F., McDonnell, J., & Snell, M. (2020). *Instruction of students with severe disabilities: Meeting the needs of children and youth with intellectual disabilities, multiple disabilities, and autism spectrum disorders* (9th ed.). Boston: Pearson. [BMS]

Turnbull, A., Turnbull, R., Wehmeyer, M., & Shogren, K. (2020). *Exceptional lives: Practice, progress, and dignity in today's schools* (9th ed.). Boston: Pearson/Allyn & Bacon. [TTWS]

Villa, R. A., & Thousand, J. S. (2016). *The inclusion education checklist; A self-assessment of best practices*. Naples Publishing: Dude Publishing. [VT]

Conversations That Matter video website: <http://conversationsthatmatter.org/user>

Please subscribe by first clicking on the SUBSCRIBE NOW button and then on the STUDENT SUBSCRIPTION button. The page will show student registration as \$20. Select CSUSM, provide your Student ID #, and select Jodi Robledo as the instructor. Click on the CONTINUE TO NEXT STEP button, which takes you to the ADD TO CART button. Click on the ADD TO CART button. A page appears which requests your e-mail and billing information. Complete all fields and then click on CONTINUE TO NEXT STEP. You then are directed to PAYPAL where you can either pay through your PAYPAL account or with a credit card. After paying, PAYPAL will show you a page saying your transaction has been successful. **You must click on the link provided on this page** to return to the Conversations that Matter website. This step will activate your account. You will then receive an e-mail with a link that will allow you to immediately access the site with a temporary password. If you don't receive an e-mail, check your junk mail folder. If you still can't find the e-mail, go to the Conversations That Matter login page at <http://conversationsthatmatter.org/user> and click on the "Get Login Help" link. Enter your email address in the form that is loaded. This will send another e-mail to you. The first assignment in this class requires you to registration, so register right away and have some fun discovering and listening to the words of internationally known disability rights advocates and celebrities.

Free Text on Paraeducators as Co-Teachers Posted on Cougar Courses at <https://cc.csusm.edu/>

Nevin, A., Villa, R., & Thousand, J. (2009). *A guide to co-teaching with paraeducators: Practical tips for K-12 educators*. Thousand Oaks, CA: Corwin Press. [NVT]

Free Readings Accessible Online or Posted on Cougar Courses EDMX 631

California Department of Education (2009). *Determining specific learning disability eligibility using Response to Instruction and Intervention [RtI²]*. Sacramento, CA: Author.

Disability Rights of California (2020, August). *Special Education Rights and Responsibilities*. Sacramento: Author. Accessible at <https://serr.disabilityrightsca.org> [SERR]

Research and Training Center on Independent Living, University of Kansas. (2013). *Guidelines for reporting and writing about people with disabilities* (8th ed.). Lawrence KS: Author. (Posted on Cougar Courses)

Thousand, J. (2016) *SST Basics* Unpublished manuscript. (Posted on Cougar Courses)

Thousand, J., & Villa, R. (2000). Chapter 10 - Collaborative teaming: A powerful tool in school restructuring. In R. Villa, & J. Thousand (Eds.) *Restructuring for caring and effective education: Piecing the puzzle together* (2nd ed.). Baltimore: Paul H. Brookes. [TV, Ch. 10] (Posted on Cougar Courses)

North Coastal Consortium for Special Education (NCCSE) IEP Forms: Posted in "IEP Forms" folder on Cougar Courses

Selected Web Sites

<http://leginfo.legislature.ca.gov/faces/codes.xhtml> (California searchable legislation website)

<https://www.cde.ca.gov/sp/se/sr/edgenewsletterhome.asp> (*The Edge Newsletter* from the California Department of Education)

<http://www.cde.ca.gov/ci/cr/ri/> www.cde.ca.gov/sp/se/sr/selinks.asp and www.cde.ca.gov/sp/se/cc/ (CA Dept. of Education MTSS, Special Ed. Resources, and Common Core Resources & Webinars)

www.cec.sped.org (Council for Exceptional Children website)

<http://idea.ed.gov> (U.S. Department of Education IDEA Part B and C website; full text of law and regulations and training materials from NICHCY)

www.interventioncentral.org (Response to Intervention and other resources, go to RTI_WIRE and download links)

www.ncset.org (National Center on Secondary Education and Transition)

www.rtinetwork.org (RTI Action Network)

<https://www.wrightslaw.com> (Wrights Law)

TaskStream Enrollment and Postings

The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to www.taskstream.com and registering for at least one year (two years if you are obtaining your MA in SPED or Moderate/Severe Credential).

Concurrent Candidates

After enrolling, access your specially designed Education Specialist program bucket - **Concurrent MS/ES Program 2019** - by going to your home page, finding the Self-Enrollment area & clicking *Enter Code* button. Enter **concurrent1920** as the program code. If this is the correct program, click the *Enroll* button.

Add-On Candidates

After enrolling, access your specially designed education specialist program bucket – **Add On Ed Specialist Credentials 2020-2021** by going to your home page, finding the self-enrollment area, and clicking the enter code button. Enter **addon2021** as the program code. If this is the correct program, click the *Enroll* button.

The Education Specialist program now will show on your TaskStream home page when you log in. Remember your enrollment name and password.

PROGRAM STUDENT LEARNING OUTCOMES

Preliminary Education Specialist Program

Upon successful program completion, Preliminary Education Specialist teacher candidates will demonstrate proficiencies in:

1. applying current disability-related federal and state laws, procedures, and ethics pertaining to special education referral and eligibility and Individual Education Program plan development, monitoring, and implementation.
2. using various formal and informal assessment data from multiple sources to a) develop IEP goals based upon individual students' assessed needs and b) monitor student progress toward IEP goal achievement.
3. using knowledge of the characteristics of various disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction to advance student progress toward IEP goal attainment and meaningful participation and progress in the curriculum.
4. differentiating instruction through (a) knowledge and application of a variety of instructional and positive behavior support methodologies and (b) use of technology inclusive of augmentative and alternative communication systems, applications, and devices.
5. collaborating, coordinating, consulting, and co-teaching effectively with general educators, special education and related service providers, paraeducators, students' families, and community agency personnel

COURSE STUDENT LEARNING OUTCOMES

Upon successful completion of this course, candidates will know and apply:

Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.

Relevant and current federal and state laws, regulations, practices and due process procedural safeguards that pertain to California public education, students with disabilities, and their parents and care providers.

The five critical elements of an effective collaborative planning team (i.e., PIGS Face) and awareness of their effective use of these elements in “base team” and other meetings.

Collaborative teaming and co-teaching strategies for effectively collaborating with family members and others (e.g., educators, administrators, paraeducators, community agency and related service personnel) to (a) design, implement, and evaluate Individual Education Programs (IEPs); (b) facilitate student inclusion in general education and the core curriculum; and (c) maximize communication and coordination of services.

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 Improvement Act (IDEIA), the Americans with Disabilities Act (ADA), Section 504 of the Vocational Rehabilitation Act, and related California special education laws and regulations.

IFSP/IEP/ITP development and implementation processes (i.e., screening; nonbiased and family-centered assessment; eligibility determination using California eligibility criteria) to identify needed student supports and services, make placement decisions, and ensure student access to the core general education curriculum and inclusive communities.

Processes for developing and monitoring meaningful, measurable, standards-based IEP goals and learning objectives.

Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) frameworks for proactively intervening to meet student needs and reduce special education referral.

Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.

Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.

Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school.

Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from kindergarten to post-secondary.

Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.

COURSE FEATURES AND PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

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. Candidates 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 Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. The CSUSM credential programs are using the CalTPA (California Teacher Performance Assessment). Multiple and/or single subject California credential candidates must successfully complete the state-approved CalTPA.

CalTPA

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on this website:

<http://www.ctcpa.nesinc.com/Home.aspx>

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

SCHEDULE/COURSE OUTLINE

For each class session, see topics, supplemental readings and assignments due. Abbreviations for readings are indicated above on page 3. Topics and timelines may be adjusted based upon class needs.

Session Date	Topics	Base Team Meeting Materials or Readings and material to prepare for class or base team	Legal Brief Component or Base Team Mtg. DUE
Class #1 8/31	<p>1. Meet: 5:30 p.m. Introduction to the Course</p> <p>2. View: Intro to Legal Brief #1</p> <p>Collaborative Teaming / Base Team #1 Overview</p> <p>3. Respond: Legal Brief Component #1 (Due 9/14)</p>	Syllabus – Retrieve from Cougar Courses to examine in class	
Base Team Meeting #1	Base Team Meeting #1 – Norms, Names, Roles, and Collaboration	Base Team Meeting Agenda #1 Ch. 10 Collaborative Teaming	BT Mtg. #1 (Meet and post before 9/21)
Class #2 9/14	<p>1. Meet: 5:30 p.m. The IEP Process: Starting with the End in Mind & Your Advocacy Role Co-Teachers: <i>Mikel & “Aunt” Mary Falvey</i></p> <p>Language Matters - “Guidelines for reporting and writing about people with disabilities”</p> <p>2. View: Intro to Legal Brief #2</p> <p>3. Respond: Legal Brief Component #2 (Due 9/21)</p>	<i>The Inclusive Education</i> Checklist, Ch. 7 Student-centered strengths-based assessment (pp. 57 – 60)	Component # 1: Web Search of Important Sites and Class #2 Preview on Ethics via Conversations That Matter Videos
Class #3 9/21	<p>1. View: The Special Education Cycle & IEP Process Pre-referral processes – MTSS/Rtl² & SST Non-discriminatory assessment & eligibility determination Disability categories</p> <p>Base Team Mtg. #2 Overview</p> <p>Intro to Legal Brief Component #3</p> <p>2. Meet: 7:00 p.m. Application Activities</p> <p>3. Respond: Legal Brief Component #3 (Due 9/28)</p>	<p><i>SERR</i> Chs. 2, 3, & 4 Evaluations & Assessments, Eligibility Criteria, & IEP Process</p> <p>SST & MTSS/Rtl² readings: 1) <i>The Inclusive Education Checklist</i> Ch. 11 MTSS/Rtl² (pp. 77 – 80) Ch. 12 PBS (pp. 81 – 85) 2) TTWS Ch. 5</p> <p>Who are students with disabilities? TTWS (pp. 7 – 10)</p>	Component #2: Assessment and Eligibility

Session Date	Topics	Base Team Meeting Materials or Readings and material to prepare for class or base team	Legal Brief Component or Base Team Mtg. DUE
Class #4 9/28	<p>1. View: The IEP Process (continued): Eligibility Types of IEPs Timelines Section 504 PLOPS, Areas of Need, & Goals</p> <p>Intro to Legal Brief #4</p> <p>2. Meet: 7:00 p.m. Application Activities</p> <p>3. Respond: Legal Brief Component #4 (Due 10/5)</p>	SERR Chs.1 & 4 Basic Rights & IEP Process	Component #3: Basic Rights and the IEP Process
Class #5 10/5	<p>1. View: Writing procedurally correct and elegant (GLOC) IEP goals</p> <p>Intro to Legal Brief #5</p> <p>2. Meet: 7:00 p.m. Procedural Rights Practice</p> <p>3. Respond: Legal Brief Component #5 (Due 10/12)</p>	SERR Ch. 6 - Due Process & Compliance Procedures	Component #4: Baker's Dozen of Procedural Rights
Class #6 10/12	<p>1. View: Goal Writing</p> <p>Intro to Legal Brief #6</p> <p>2. Meet: 7:00 p.m. Goal Writing- Practice, Practice, Practice</p> <p>3. Respond: Legal Brief Component #6 (Due 10/19)</p>	<p><i>The Inclusive Education Checklist</i>, Ch. 13 (pp. 87 – 92)</p> <p>SERR Ch. 5 Related Services</p>	Component #5: Related Services and Health Management
Class #7 10/19	<p>1. View: Goal Writing – Case Study Simulation</p> <p>2. Meet: 7:00 p.m. Goal Writing – Case Study Simulation</p> <p>3. Respond: Prep for Base Team #2 (Due 11/9)</p>	<p>VT <i>The Inclusive Education Checklist</i> Introduction & Chs. 1 & 4 (pp. 9 – 27; 39 – 48)</p>	Component #6: Redefining Roles & Responsibilities
Base Team Meeting #2 10/26	Base Team Meeting #2 – Mandated IEP Components in Local IEP Forms	Base Team Meeting Agenda #2 NCSEE IEP forms (on CC) Mandated IEP Components [SMB, pp. 17 & 18]	BT Mtg. #2 (Meet and post before 11/9)

Session Date	Topics	Base Team Meeting Materials or Readings and material to prepare for class or base team	Legal Brief Component or Base Team Mtg. DUE
Class #8 11/2	<p>1. Meet: 5:30 p.m. Confidentiality, Communication, & Family Diversity and Partnerships Co-Teacher: <i>Lisa Houghtelin</i></p> <p>2. View: Intro to Legal Brief #7</p> <p>3. Respond: Legal Brief Component #7 (Due 11/9)</p>	<p>VT <i>The Inclusive Education Checklist</i> Ch. 2 Home-School Collaboration (pp. 29 – 32)</p> <p>SERR Ch. 6 Due Process</p>	
Class #9 11/9	<p>1. Meet 5:30: IFSPs, Part C, and Preschool Services Co-teacher: <i>Diana Vega, HOPE Infant Program</i></p> <p>2. View: Introduction to ITPs</p> <p>Intro to Legal Brief #8</p> <p>3. Respond: Legal Brief Component #8 (Due 11/16)</p>	<p>SERR Chs. 10, 12, & 13 Transition, Early Intervention, & Preschool Services</p> <p>VT <i>The Inclusive Education Checklist</i> Ch. 14 (pp. 93 – 98)</p>	Component #7: IFSPs, Part C, and Preschool Services
Class #10 11/16	<p>1. Meet: 5:30 p.m. Developing ITP Goals and Activities through Student Interviews</p> <p>Co-teachers: <i>Health Science High and Middle College Special Education High School Students & Chas Beam</i></p> <p>2. View: Base Team Mtg. #3 Overview IDEIA Six Principles Introduction to Legal Brief Component #9</p> <p>3. Respond: Prep for Base Team #3 (Due 12/7) Legal Brief Component #9</p>	SERR Chs. 9 & 10 Interagency and Transition Services	Component #8: Transition - Student Interview Jigsaw
Base Team Meeting #3 11/23	Base Team Meeting #3 – Writing ITP Goals and Activities from Student Interview	Base Team Meeting Agenda #3 and Materials	BT Mtg. #3 (Meet and post before 12/7)
Class #11 11/30	<p>1. Meet: 5:30 p.m. Dr. Richard Villa Presentation: "A Journey Toward Excellence and Equity for ALL: The Past, Present, and Future"</p> <p>2. Respond: Legal Brief Component #9 (Due 12/7)</p>		

Session Date	Topics	Base Team Meeting Materials or Readings and material to prepare for class or base team	Legal Brief Component or Base Team Mtg. DUE
Class #12 12/7	1. Meet: 5:30 p.m. Base Team Meeting #4 IDEIA Six Principles 2. Respond: Course Evaluation	SERR Chapters 1 – 7 (Refer to chapters that relate to your assigned IDEIA principle)	Component #9: IDEIA Six Principles

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Grading Scale

A = 93%-100%	B+ = 87%-89%	C+= 77%-79%	D = 60%-69%
A- = 90%-92%	B = 83%-86%	C = 73%-76%	F = 59% or lower.
	B - = 80%-82%	C- = 70%-72%	

NOTE: The minimum acceptable grade for a course in the professional education credential sequence is C+. A "B" average must be maintained for continuation in the program.

There is no Final Exam in this course

Policy on Late/Missed Work

All assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately. Acceptance of late work will be at the professor's discretion and will only be allowed if the student has contacted the professor prior to the original due date. All late assignments will receive a **20% deduction** in point value and will only be accepted within 2 weeks of the due date.

Criteria for Written Products

- The content of each assigned reading is clearly referred to in the document.
- Higher order thinking skills that go beyond reiteration of content (e.g., application, analysis, synthesis, evaluation of content) are clearly demonstrated.
- Spelling, grammar, and mechanical aspects of writing are accurate.
- Thoughts are well organized; section headings are provided as needed.
- The document is word-processed and submitted on or before the date due.

Student Collaboration Policy

Students are to complete work individually and independently unless there is an agreement prior to the submission of the assignment with the course instructor(s). Students will work collaboratively with their Base Team members, where all students will be active participants.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

For this class: Students missing more than two class sessions will not receive a passing grade for this course. No credit can be received for in-class activities that occur during an absence.

Assignment Point Distribution

Class Attendance and Participation	(48 points)
Base Team Meetings	(16 points)
SERR Legal Brief	(36 points)
Total Maximum Points:	100 points

Class Attendance and Participation (12 classes at 4 maximum points/class = 48 points)

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) staying for all of the class; (c) fully participating and cooperating with

classmates, instructors, and guests in accordance with agreed-upon “base team” and class norms; and (d) completing and sharing weekly reflections. Participants who arrive late, depart early, engage in “non-collaborative” behavior, or fail to have assignments/reflections prepared on time can expect to receive less than the maximum points for a class or an assignment.

Base Team Meetings (3 “out of class” meetings at 5 or 6 points = 16 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 turn in (via cougar courses) Team Meeting worksheets, team products, and group processing outcomes by the due dates indicated in the course schedule. Base Team meeting will be held via zoom. Each base team will be “recorded” by the recorder of the meeting. Each team will be required to submit the link to their recorded base team meeting to the course instructors by the due date listed in the syllabus. Your base team will not be graded if the instructors do not have a working link to your recorded meeting.

Participation in base team meetings is mandatory; no team can meet without all members present. Documented attendance and participation in the prescribed agenda (via team meeting minutes and products) is worth **5 to 6 points per meeting** for each of the three out-of-class meetings. See each base team agenda to determine the products to be generated and the group processing to be conducted. Base Team Meeting #4 involves in-class instruction of key IDEA ideas and a celebration! Base Team agendas and needed materials are posted on Cougar Courses.

Base Team Meetings

Mtg. #1: Norms, Names, & Collaboration (5 points)
Mtg. #2: Mandated IEP Components in Local IEP Forms (5 points)
Mtg. #3: Developing ITP Goals and Activities (6 points)
In-Class Mtg. #4: In-Class Final Base Team Meeting

Social Skills Processing

Forming Checklist
Functioning Checklist
Formulating Checklist
“Are We Really a Team?” Checklist

Special Education Rights & Responsibilities “Legal Brief” (9 entries for 36 maximum points)

Each class participant creates a 9-component special education rights and responsibilities “Legal Brief” by examining websites, laws, and regulations and by reading the course texts, chapters and books posted on Cougar Courses, and selected chapters of the updated version of the parent-friendly *Special Education Rights and Responsibilities* (SERR) manual. To access the SERR document, go to the Disability Rights California (DRC) website (<https://serr.disabilityrightsca.org>). For laws, regulations, or statements that you feel you must quote directly, cite sources fully, with quotations for direct quotes. In all cases, abide by APA guidelines and the **CSUSM Academic Honesty Policy** and **Plagiarism** statement (included in this syllabus) for crediting sources.

Legal Brief Component #1: Web Search of Important Sites and Class #2 Preview on Ethics (4 points)

Part A: Web Search (3 points)

For Part 1 of this first Legal Brief Component, you will produce a site review of three websites:

- 1) www.disabilityrightsca.org - Disability Rights California. At the top of the home page, there are nine tabs. Examine information at each of the tabs. At the “Who We Are” tab, be sure to take a look at the 2019 annual report. See what services this organization provides individuals with disabilities and their families.
- 2) <https://www.wrightslaw.com> – the Wrights Law resource site. This is a HUGE, very BUSY, yet extremely useful website. Please search it as if you are a parent whose child has just been identified as eligible for special education and who is hungry for resources. Be sure to click on the **IDEA 2004** link on the top, right-hand corner of the home page. Also click on the **Advocacy Library** and **Law Library** links at the “Begin your search in the Advocacy Libraries and Law Libraries” sentence near the top of the home page. Finally, find the “Topics from A-Z” link on the left-hand scroll bar. Search topics related to special education and advocacy and topics of interest to you.
- 3) a website of your choosing from page 4 of this syllabus.

For EACH website, compose a 1-page, double-spaced review of the website that includes:

- a) the website name, URL, and originator/author;
- b) a description of the information you found at the site relating to ethics, law, and procedures in special education and your responsibilities as a special educator;
- c) a description of the resources that are useful to students and parents regarding advocacy and rights which are accessible at or from the site; and
- d) any additional resources and/or web links that would benefit special educators, general educators, parents, students, administrators, or the general public. (Who would benefit? How?)

Part B: Class #2 Preview on Ethics (1 point)

Websites are great. Real stories are even better! In order to access the stories for this part of the reflection, complete your subscription to *Conversations that Matter* located at <http://conversationsthatmatter.org/user>. This is your first introduction to this amazingly rich collection of videos of internationally-known disability rights advocates and experts. To see videos, click on the VIDEOS BY PRESENTER tab, which is the 4th tab on the right. Scroll through presenters and select Norman Kunc, who is on page 2 of the presenters. Select and watch the TWO videos: *Fostering Ability through Opportunity – Part 1* and *Fostering Ability through Opportunity – Part 2*. After watching BOTH videos, please answer the following three questions:

1. What are the three or four most salient points that Norman Kunc makes in **each** of the two videos (i.e., a total 6 – 8 salient points)? Why do these points stand out for you?
2. Based upon Norman’s words and experiences, what thoughts, feelings, and/or opinions about *your* ethical role as a special educator come to mind?
3. As you work to advocate for educational *opportunity* for your students with IEPs, what will be the top *four* ethical principles that will guide your work? Why?

For Part B of Legal Brief Component #1, compose a 1 to 2-paged, double-spaced response that addresses all three questions. Post the Part A and B responses on Cougar Courses in the Component #1 “Submit Here” location. Have both Parts A and B “available” to share in Class #2. **Please do not submit your response to the “Conversations that Matter” website.**

Component #2: Assessment and Eligibility (4 points)

PREPARATION:

Please read *SERR* Ch. 2 (Evaluation & Assessment) and *SERR* Ch. 3 (Eligibility Criteria).

Also read the *Los Angeles Unified School District Eligibility Determination (Revised 3.12.18)* PDF to learn about the 13 + 1 CA disability categories and eligibility criteria. Note that this document is posted in the *Legal Brief Component #2 Assessment and Eligibility Resources* folder on Cougar Courses. To get to know more about the *particular disabilities* (i.e., ED & SLD) about which the parent in this assignment is concerned, use your 2020 TTWS 9th edition text.

Also find assessment and eligibility timelines by searching California Code - Part 30 SPECIAL EDUCATION PROGRAMS [56000. – 56865.] To access this, go to <http://leginfo.legislature.ca.gov/faces/codes.xhtml>. Give this site some time, as it takes a while for links to come up. Here you will find in the top right corner two boxes. The one on the left is for the Code you will select: EDC. The one on the right is where you enter the number of the section of EDC you are seeking. First enter for Section, 56302.1 and read what it says about timelines. Next select and read 56321 with particular attention to section (a). Also enter and read 56325 with particular attention to part (a). Next enter and read 56343.5 regarding IEP timelines. Finally, enter and read 56504 regarding procedural safeguards. Have fun browsing California special education law and learning about your legal timeline responsibilities. There will be a quiz!

SCENARIO:

Given this input, compose your “advice” for the following scenario. A good friend approaches you for information about assessment and eligibility in special education. Recently, the head of special education services at her son’s school contacted her to request permission to conduct assessments for possible qualification for special education services. Your friend wants to know what to expect in the *referral, assessment, and eligibility determination process – the steps, timelines, and so forth*. In addition, your friend has done some preliminary research on the Internet and wants to know more about what a *Specific*

Learning Disability (SLD) and Emotional Disturbance (ED) IS and what is required to qualify for special education services for each of these disabilities. Your friend lives in the Los Angeles Unified School District.

ASSIGNMENT: Based upon your readings, summarize your advice to your friend as a letter to the family being sure to cover all of what the family wants to know (see previous paragraph). Be sure to include a summary of the referral, assessment, and eligibility process. Note timelines, highlight parental rights, and describe the SLD and ED eligibility criteria and possible behaviors. Use a jargon term only if you have already defined the jargon term previously; and summarize information so a naïve reader (someone who knows absolutely nothing about special education) can easily and readily understand the information. The letter should be at least two pages in length in order to cover all of the topics, but more is welcomed to ensure a thorough coverage of the information.

Please post your advice in the Component #2 "Submit Here" location.

Component #3: Basic Rights and the IEP Process (4 points)

Please read Chapter 1 - Basic Rights and Chapter 4 - IEP Process of the *SERR* manual. These chapters examine basic rights and components of the Individual Education Program (IEP) plan and the IEP development process. For this reflection, create a Double Baker's Dozen (that would be 26 items) "list" of new or deeper learnings and understandings about the IEP process and student and family rights that you want to remember and have at your fingertips.

- Be sure to include enough information in each item in the list, so you know what it is you are trying to "recall."
- Please summarize your learnings in your own words.
- For laws, regulations, or statements that you feel you must quote directly, please cite your source in APA style.
- Please post your Double Baker's Dozen in the Component #3 "Submit Here" location on Cougar Courses.

Component #4: Baker's Dozen of Procedural Safeguards (4 points)

As you skim Chapter 6 - Due Process/Compliance Procedures of the *SERR* manual, likely you will feel overwhelmed by its length, complexity, and detail. That is O.K. It is all good information on parental and student safeguards. This information actually is translated into a more compact, yet still very lengthy, document - the Notice of Procedural Safeguards - which all parents, legal guardians, surrogate parents, and students who are not conserved and who reach the age of majority (18) must be given at strategic points during the assessment and IEP process. To help you "digest" IDEA's procedural safeguards, often also referred to as "parental rights," this Legal Brief Component #4 has three parts or steps:

Step 1. Read carefully the latest California *Notice of Procedural Safeguards*. As you read, please **highlight** (literally) all of the information that you consider important to remember and to highlight (verbally) in an IEP meeting for students and their families.

Step 2. Realizing that you cannot go over all of the content of the safeguards with a parent/guardian or student in a meeting, select **20** of your highlighted items that you believe are important to **explain using lay (versus jargon) language** to a student and family members. *Create a word document of your explanations of these 20 safeguards.*

Step 3. From this list of 20, select the top **13** (yes, another Baker's Dozen) to include on a small "5 X 7 card" type of document that you can use as your procedural safeguards "*pocket cheat sheet*" as you explain these key safeguards to students and parents/guardians. Note: Please word process this content; just cut it down to size, as if it were a 5 X 7 card.

Submit to cougar courses in Component #4 "Submit Here" location: (1) your list of 20 safeguard points explained in lay language and (2) your shrunken "pocket cheat sheet" of 13 of these 20 items. We will be using these cards in class to practice delivering safeguards to parents and students.

Component #5: Related Services and Health Management (4 points)

As special educators, we collaborate with a variety of related service professionals including health professionals. This Legal Brief component examines related services and health issues (e.g., universal precautions).

Readings:

1. Read Chapter 13 (pp. 87 – 91) of Villa and Thousand's *The Inclusive Education Checklist*.
2. Study Figure 1.3 of the Turnbull, Turnbull, Wehmeyer, & Shogren (TTWS) text.
3. In the Brown, McDonnell, and Snell (BMS) text carefully read pages 23 - 26 and pages 278 - 286 & 294 - 297. If you have BMS 8th Editions read pages 22 - 25 and pages 270 - 275 & 282 - 285 heading.
4. Skim Chapter 5 - Related Services of the *SERR* manual.
5. Skim Health Framework for California Public Schools <https://www.cde.ca.gov/ci/he/cf/>

Given this input, please respond to the following prompts in 3-4 double-spaced pages.

- (a) What are related services? Why would a child receive related services? What are related services of which you were unfamiliar prior to reading this material?
- (b) Villa and Thousand (in Chapter 13 of *The Inclusive Education Checklist*) preview and Giangreco (on pages 23 through 26 of Brown, McDonnell, and Snell – p. 22-25 if you have the 8th edition) deeply examine three concepts or values for guiding team decisions regarding related services:
 - 1) more is not necessarily better,
 - 2) the fallacy of return on investment, and
 - 3) only as specialized as necessary.Describe in as much detail as you can a) how you would *explain* each of these three values to your IEP teammates and b) how you would *establish* them as *decision-making guidelines* within your IEP team.
- (c) In your own words, *differentiate* the two concepts – *educationally relevant* and *educationally necessary* - as it relates to related services. Provide your *own example* (not from the Brown, McDonnell, & Snell text) of a related service that might be proposed and considered *educationally relevant*, but likely would NOT be judged as *educationally necessary* for a student. To which of the FIVE Giangreco questions on page 25 of BMS (24 for 8th edition) did you answer “yes”? Why?
- (d) What do you now know about the health and safety procedures for which you are responsible, the role of the school nurse, and/or the school's role in promoting student health that you did not know OR that you were reminded was essential for you (and all school staff) to know? Identify at least three new learnings and/or reminders and why they are important.
- (e) Pages 278 - 286 & 294 - 297 of BMS (pages 270 - 275 & 282 - 285 heading if you have the 8th edition) examine basic care and emergency preparedness. You are the school nurse charged with creating an emergency preparedness checklist for your school's staff. In one page or the equivalent, create a comprehensive checklist that ensures that “all bases are covered” for an individual child and the school in general.

Please post your responses in the Cougar Courses “Submit Here” location for Component #5.

Component #6: Redefining Roles and Responsibilities – Paraeducators and Me (4 points)

As an Education Specialist, one of your important legal obligations is to ensure that personnel who work with students are clear about their roles. Education Specialists are particularly responsible for ensuring that *paraeducators* know what they are to do and know how to do it with quality. For this Legal Brief Component #6, read:

1. Brown, McDonnell, & Snell (BMS) Chapter 5, pages 142 (starting with Research on Paraprofessionals) through 144 (ending at Research on Peer Support Strategies). If you have the 8th Edition read (Chapter 5, pages 137 (starting with Collaborative Teaming) through 138 (ending at Schedule for Instruction).
2. Chapters 3 and 6 of the Nevin, Villa & Thousand (NVT) *Co-Teaching with Paraeducators* FREE text posted on Cougar Courses
3. Villa and Thousand *The Inclusive Education Checklist*, Ch. 1 (pp. 17 - 27); and Ch. 4 (pp. 39 - 45)

Given input from *all three sources*, in the equivalent of two to three double-spaced pages, use any medium you wish (e.g., checklist, brochure, action plan, job description for yourself, Prezi, PowerPoint) to create documents that remind you of best practices in paraeducator support and your responsibilities to train and supervise paraeducators. Create at least the following:

- 1) YOUR OWN “best practices checklist” of how a paraeducator *best provides support to students* with disabilities. Note that the BMS text identifies several best practices. Examples in the NVT chapters directly and indirectly suggest others. Items 28 – 32 on page 45 of the *Checklist* are examples of best practices in supporting students. Go beyond these (i.e., resist cutting and pasting). If you wish to create a checklist similar to those in the VT text, a blank checklist template is posted in the “Readings for Legal Brief Components and Class” Cougar Courses file folder for you to use.
- 2) YOUR action plan for **training** paraeducators, which includes *priority training topics* and method(s) for imparting this information; and
- 3) YOUR job responsibilities and action plan for **supervising** paraeducators including how you would arrange for observations and coaching from you and others who co-teach with a paraeducator.

Note that this document is not only for you but also for *your paraeducators* as well as *other educators*, such as general educators, with whom your paraeducator likely will co-teach. Keep this in mind as you think about the best format for presenting the above information in a clear and useful way. Please post your product(s) in the Cougar Courses “Submit Here” location for Component #6.

Component #7: IFSPs, IDEIA Part C, and Preschool Services (4 points)

First please read in your Turnbull, Turnbull, Wehmeyer, & Shogren (TTWS) text, Chapter 1, pp. 7 – 8 (The Students and Their Education According to Their Ages).

Now, at the READINGS AND RESOURCES section of Cougar Courses, please find Component #7 and download and read in order from a) to e) the following readings:

- a) *Early Start Transition: A Guide for Parents* document, which gives an overview of the transition process that occurs from Part C to Part B services between the ages of 2 to 3 years;
- b) *HOPE Overview and Parent Welcome Packet* for families receiving birth to age 3 services;
- c) IFSP form for San Diego County 0 - 3 programs;
- d) IFSP form WITH DIRECTIONS for San Diego County 0 – 3 programs;
- e) IFSP Transition Plan (Note: In 2016, the transition plan was removed from the IFSP)
- f) IFSP transition parent guide entitled *Special Education for Preschoolers: A Guide for Parents*. This guide examines Part B services, which start at age 3 for eligible students.

Also skim *SERR* Chapters 12 and 13 (Early Intervention & Preschool Services) for further clarification. Then respond to the following Part 1 and 2.

Part 1. Based upon an examination of these materials and the NCCSE IEP pages, compare and contrast the *purpose of* and the *elements required* in an Individual Family Service Plan (Part C, ages 0 to 3) versus an Individual Education Program (Part B, starting with age 3) plan. Feel free to construct compare/contrast tables or graphics, if this helps you describe similarities and differences.

Part 2. Review items #1 - #7 of the *IFSP Transition Plan*. Assume you are your school district’s representative on a toddler’s transition team. Describe the timeline(s) you must meet. What topics must you discuss with the family? What are your other responsibilities?

Your responses in combination (Part 1 and 2) should be the equivalent of 1.5 to 2 double-spaced pages and be posted at the Cougar Courses Component #7 “Submit Here” location.

Component #8: Transition - Student Interview Jigsaw (4 points)

In preparation for this assignment, read *SERR* Chapter 10: Transition Services, including Vocational Education at least through Question #15. Also, starting at “Indicator 13 Requirements” heading on page 531 of the Brown, McDonnell, & Snell text (p. 514 for 8th edition), read through page 536 (p. 518 for 8th edition) to learn about the legally required elements of an ITP, good versus bad ITP goals, and characteristics of good transition assessments.

In class, you will interview and collect data from a high school student with an IEP, so that you can develop the most relevant and meaningful ITP transition goals and activities for that student. To be prepared for this experience, **for this Legal Brief Component, you will redesign a transition survey and transform it into a student-friendly student interview.** You will be assigned one section of a survey to redesign into a student interview. Do not ask “yes/no” questions and use direct and jargon free language.

Please post your student interview at the Component #8 “Submit Here” location. You will use your interview questions to interview a student in class and be observed by classmates and your instructor(s) as you interview. Based upon the student’s answers to your questions and the questions of other interviewers, you will then (in Base Team Meeting #3) develop post-secondary ITP goals to facilitate making the student’s transition to post-secondary education, training, employment and other adult life, recreation, and leisure post-secondary DREAMS come true!

Component #9: IDEIA Six Principles (4 points)

The Scenario:

Assume that you, a new Education Specialist at a new school site, have been assigned to prepare and deliver a brief 8-minute informational in-service at the beginning-of-the-year school site orientation. Your task is to familiarize teachers with ONE (or 2) of the “Six Principles” that are the ethical and legal underpinnings of IDEIA (i.e., FAPE or appropriate education, LRE, nondiscriminatory evaluation, procedural due process, parent and student participation, zero reject). You are to create an informational handout and assessment checklist that the teachers can use to examine their own and the schools’ practices regarding the principle.

You want to impress your new colleagues not only with your knowledge, but your engaging way of communicating and actively involving them in learning what otherwise might be considered “dry” legal information. The orientation is being held online – so you will only be able to share your screen.

The Readings and Other Possible Input:

To prepare, first read about the Campbell and Gonzales families on pages 28 – 30 of Chapter 2 of the Brown, McDonnell, & Snell text (p. 27-29 if you have the 8th edition) and study Figure 2-1 on page 31 of the same text (p. 30 of 8th edition). Then read about and take notes on YOUR assigned principle(s) included within a) pages 31 – 38 of Chapter 2 of the Brown, McDonnell, & Snell text (p. 30-36 of the 8th edition) and b) pages 13 – 25 of Chapter 1 of the Turnbull, Turnbull, Wehmeyer, & Shogren text and refer to the subject index starting on p. 496 for your assigned principle.

Additionally, consider reviewing class notes and PowerPoints, exploring Chapters 1 through 7 of the *SERR* manual relevant to your principle(s) as well as other websites. And recall what you already know about your principle from previous Legal Brief entries and your own professional experiences.

Checklist Product (2 points):

Given your readings and research on the assigned principle(s), create a brief (1- to 2-paged) narrative summary of the principle(s) similar to the introduction of each of the chapters in the Villa and Thousand *The Inclusive Education Checklist*. This summary should answer at least the following three questions:

- (1) What is the principle? What does it mean?
- (2) What important assurances does the principle provide a child and family for a child eligible for special education?
- (3) How does the principle impact the work of general educators and others who teach and work with students eligible for special education and their families?

Next, create a *Best Practice Checklist Assessment* similar to the checklists in *The Inclusive Education Checklist* chapters. Include at least 10 to 12 items stated in active, positive language that describe what school personnel, students, or others DO or what the practice “looks and sounds like” when ideally implemented. Use any checklist chapter as a model. Find in the Legal Brief Component #9 file folder under READINGS AND RESOURCES a blank and sample template for you to use to complete the narrative and checklist parts of the assignment.

Note: If you are assigned two best practices, create two checklists with shorter descriptions and fewer (e.g., 5 to 7) assessment checklist items.

Preparation of Teaching Materials and Methods (1 point) AND Presentation of Product (1 point):

Given your research on the assigned principle(s) and the narrative and checklist you created for your assigned principle, create a presentation to teach your principle and introduce your Checklist Assessment. As you prepare, keep the following two success criteria in mind:

Criterion #1: Given your 8-minute instruction and checklist introduction, a naïve teacher will have a basic understanding of the principle, be able to answer each of the three questions above and know what the principle looks and sounds like in action. (1 point)

Criterion #2: Your instruction is engaging, meaningful, and memorable for a teacher at an 8 a.m. meeting. Make your 8 minutes interactive - include manipulatives, predictions, mnemonics, visual representations and symbols, a pre-test/post-test quiz, a case study or story, actual application of checklist items, and so forth. (1 point)

You have eight (8) minutes to teach your principle to other base team members (as rehearsal for teaching it to your “general education” audience). Please also post your products in the Component #9 “Submit Here” location.

Under RUBRICS FOR LEGAL BRIEF COMPONENTS, please find two rubrics – (1) the rubric for assessing the Component #9 in-service *content and materials*, and (2) the rubric teammates will use to assess the effectiveness of the instruction on the IDEIA principle.

EDMX 631 TRACKING FORM

NAME: _____ BASE TEAM NAME & MEMBERS: _____

Weekly Class Attendance, Punctuality & Participation

48 possible points

- Class #1 _____ (4)
- Class #2 _____ (4)
- Class #3 _____ (4)
- Class #4 _____ (4)
- Class #5 _____ (4)
- Class #6 _____ (4)
- Class #7 _____ (4)
- Class #8 _____ (4)
- Class #9 _____ (4)
- Class #10 _____ (4)
- Class #11 _____ (4)
- Class #12 _____ (4)

Base Team Meetings

16 possible points

- Base Team Meeting #1 _____ (5)
- Base Team Meeting #2 _____ (5)
- Base Team Meeting #3 _____ (6)

Rights and Responsibilities Legal Brief (SERR Chapters)

36 possible points

- Component #1: Web Search & Prep for Class #2 Ethics _____ (4)
- Component #2: Assessment & Eligibility Criteria (SERR Chs. 2 & 3) _____ (4)
- Component #3: Basic Rights & IEP Process (SERR Chs. 1 & 4) _____ (4)
- Component #4: Baker's Dozen of Procedural Safeguards (SERR Ch. 6) _____ (4)
- Component #5: Related Services & Health Management (SERR Ch. 5) _____ (4)
- Component #6: Redefining Roles and Responsibilities – Paraeducators and Me _____ (4)
- Component #7: IFSP, Part C, & Preschool Services (SERR Chs. 12 & 13) _____ (4)
- Component #8: Transition Student Interview Jigsaw (SERR Ch. 10) _____ (4)
- Component #9: IDEIA Six Principles (SERR Chs. 1 – 7) _____ (4)

A: 93-100 A-: 90-92 B+: 87-89 B: 83-86 B-: 80-82 C+: 78-79

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the attention of the instructor(s). The instructor(s) reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Find the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

All work in this course must be the original work of the credential candidate. Scanning of student work via Turnitin™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others. The instructor may require that some assignments in the course be submitted using the built in Turnitin™ software feature.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy, this hybrid course is a combination of face-to-face class time, Base Team meeting time associated with class sessions, and on-line work totaling at least 45 hours per unit of credit.

All University Writing Requirement

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and postings for Education Specialist standards assigned to this course.

Graduate Writing Requirements

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's

candidate will satisfy the graduate writing requirement by receiving a passing score on a written product assessed with the GVAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the *Publication Manual of the American Psychological Association* (aka, *APA Manual*). This manual is a required text in all graduate-level (600-level) courses.

Course Format

Per the CSUSM Online Instruction Policy, EDMX 631 is considered primarily as traditional (FT) instruction.

Necessary Technical Competency Required of Students

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates.

Please save a digital copy of all assignments for your use in your teaching portfolio. Most assignments are submitted online at Cougar Courses; some are submitted both online and in class; at least two assignments are submitted only in class. Details will be given for each assignment in class.

Contact Information for Technical Support Assistance

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at <http://www.csusm.edu/sth/support/index.html>

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Other Professional and Administrative Requirements

1. Use "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student") must be used throughout all written and oral assignments and discussions.
2. Word-process all written documents. Be sure to keep an electronic copy of all of your work including Cougar Courses postings. Also, you will want these copies for your records and professional portfolio.
3. Always write in a professional voice. Be sure to avoid abbreviations, contractions, and slang. Write out acronyms on first appearance - such as Individualized Education Program (IEP).

4. Examine Cougar Courses at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class prior to class and bring to class all required resources.
5. Complete and post all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor.
6. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests. Participation points are assigned on the basis of participation, collegiality, collaborative effort, and professionalism in interactions with fellow students, the instructors and guests.
7. If you are to miss class, be sure to select a class “buddy” to ensure that you receive handouts and information when you must miss class.

School of Education Civility Statement

This fall semester brings heightened concerns related to COVID-19, social unrest in our world, financial hardships, an intense political climate in the US, our own online learning challenges, and many other circumstantial issues. It will therefore be especially important for all of us to be highly self-aware and self-monitor to ensure that stress does not negatively influence the way we interact with others. It is the expectation that all students' words and actions are professional, collaborative, courteous and supportive at all times. Instances of failure to display a civil disposition that violates our student code of conduct are directed to the appropriate campus administrator. The formal CSUSM student code of conduct can be found at <https://www.csusm.edu/dos/advocacy/conduct/index.html>

Student Virtual Expectation Link

Please make the time to visit this link and to review these guidelines, which reflect CSUSM values and expectations for safe, inclusive, responsible behaviors.

https://www.canva.com/design/DAECjPp-ayg/9fDNO2ablJM3A70PElph_A/view?utm_content=DAECjPp-ayg&utm_campaign=designshare&utm_medium=link&utm_source=viewer

BASE TEAM MEETING #1 MATERIALS

BASE TEAM MEETING #1

Date: _____

Time: _____

Persons Present:

<u>Roles:</u>	<u>This Meeting</u>	<u>Next Meeting</u>
Recorder	_____	Assigned at start of Base Team Mtg. #2
Timekeeper	_____	Assigned at start of Base Team Mtg. #2
Jargon buster	_____	Assigned at start of Base Team Mtg. #2
Equalizer	_____	Assigned at start of Base Team Mtg. #2
"But" watcher	_____	Assigned at start of Base Team Mtg. #2
Encourager	_____	Assigned at start of Base Team Mtg. #2

AGENDA

TOPICAL ITEMS	SUGGESTED TIME LIMITS
1. Round robin, quickly share, one positive per person about your professional development becoming a credentialed Education Specialist. Review agenda and assign roles for this and next meeting.	5 min
2. Set Norms for Base Team Meetings: Review the 5 norms you consider most critical identified on the Study Guide for Ch. 10, <i>Collaborative Teams: A Powerful Tool in School Restructuring</i> "Round robin" share norms of all members (Recorder records publicly so all can see) Agree upon at least 5 team norms. Be sure to define each norm, so it is observable and measurable (Recorder records ON TEAM STUDY GUIDE)	2 min 7 min 10 min
3. Individually, complete the "Individual Assessment of Functions of Effective Team Members"	3 min
4. As a team, complete one composite "Team Summary Chart." The reader reads each function and team members raise hands for functions that are strengths. When complete, based upon an analysis of the Team Summary Chart, identify one functioning goal that teammates agree to strive to develop. Add this "functioning goal" to the bottom of the Team Summary Chart.	15 min
5. As a team, COMPLETE ALL QUESTIONS OF THE STUDY GUIDE	25 min
6. Given what you have learned about each other in this first team meeting, give your Base Team a name. Come up with something fun that represents your	5 min

TOPICAL ITEMS

team’s personality! Document it on your TEAM Study Guide.

**SUGGESTED
TIME LIMITS**

7. Group Processing:

8 min

As a **team complete** the *Group Assessment of Collaborative Skills*. Jointly select 2 - 4 skills to improve.

TOTAL TIME

80 min

MINUTES OF OUTCOMES

Action Items:

Person(s) Responsible?

By When?

1. Read about the required contents of the IEP on the handout received in class and on page 17 and the top of page 18 of Turnbull, Turnbull, Wehmeyer, & Shogren [TTWS]
2. Carefully study the agenda for Base Team Meeting #2.
3. Bring to Meeting #2 pages 17 & 18 of TTWS
4. Bring to Meeting #2 the IEP and ITP forms that are posted on Cougar Courses.

AGENDA BUILDING FOR NEXT MEETING

Date: _____

Location: _____

Time Start: _____

Time End: _____

Expected Agenda Items:

See agenda for Base Team Meeting #2

**Base Team #1 Study Guide for
Thousand & Villa, Chapter 10
*Collaborative Teams: A Powerful Tool in School Restructuring***

Directions:

Please read *Collaborative Teams: A Powerful Tool in School Restructuring* prior to your Base Team Meeting. Based upon your reading of this chapter, answer the following questions. All questions must be completed in writing **INDIVIDUALLY BEFORE YOUR FIRST BASE TEAM MEETING**. Please bring the collaborative teaming chapter and this study guide to your first Base Team meeting.

Base team members will collaborate to create ONE Team Study Guide. You do not need to submit your individual answers.

COMPLETE BEFORE BASE TEAM MEETING #1:

1. Identify 5 team "norms" (i.e., rules not to be broken) that you consider most critical for you and your teammates to practice. Justify your selections.
2. Of the 13 suggested methods for processing presented in Table 1, identify the 2 that you find the most appealing or most challenging and that you would like to use to evaluate team functioning following in-class or out-of-class meetings or group activities.
3. What does "parity" mean within a collaborative team?
4. Identify 3 strategies for promoting *parity* among members of a team.
5. In what ways does the distribution of leadership roles among team members promote healthy team functioning?
6. Aside from the roles of Recorder and Timekeeper, what 3 roles do you consider most helpful in promoting productive team functioning? Why?
7. Identify 2 ways the *Collaborative Meeting Worksheet* (Figure 3) structures face-to-face interaction.
8. Identify 5 of your favorite questions on *The 'Are We Really a Team?' Worksheet* (Figure 4) for prompting team members to focus upon improving their "good team member" behaviors. What is your rationale for selecting these 5 questions?

BASE TEAM #1 AGENDA ITEM #1
Collaborative Team Roles and Role Definitions

Recorder	Reads the questions. Records all contributions on lined paper. Records agreed upon answer on answer sheet. Secures signatures within the time limit.
Timekeeper	Notifies the group of approaching time limits. Moves the group along to the next question or activity.
Jargon Buster	Signals (with a noisemaker) whenever a specialized “jargon” term that might not be understood or known by someone on the team is used. Prompted a jargon user to define the term or uses an analogous familiar lay term. Once defined, a jargon term then can be used.
Equalizer	Regulates the flow of communication to prompt equal airtime or all team members by encouraging participation of “quiet” members.
But Watcher	Helps the team defer judgment when generating ideas by monitoring and signaling members’ use of blocking or judgmental language such as, “Yes, but...”
Reader	Reads material out loud to the group as many times as needed and requested by group members.
Checker	Checks to make certain each member understands or agrees with agreements. Checks at any time during a discussion.

**AGENDA ITEM #3 (BASE TEAM MEETING #1)
INDIVIDUAL SELF-ASSESSMENT OF
“FUNCTIONS OF EFFECTIVE TEAM MEMBERS”**

Directions: Check off the team functions that you consider strengths or preferences.

Team Member Name:

MY STRENGTHS	FUNCTIONS OF EFFECTIVE TEAM MEMBERS
	Assuming Leadership
	Being the Decision Maker
	Record Keeping
	Accepting Criticism
	Staying on the Topic
	Brainstorming Creatively
	Sharing Turf and Control
	Compromising
	Listening Quietly
	Summarizing
	Planning Specifics and Details
	Dealing with Conflict
	Being Diplomatic
	Analyzing Problems
	Doing Research
	Expressing Opposing Ideas
	Staying Positive when Disliking the Task
	Organizing
	Following Through on Group Decisions
	Trusting in People to Do a Quality Job
	Following Routines and Procedures
	Changing the Way to Do Things
	Delegating Tasks and Decisions
	Giving Others Recognition and Credit
	Weighing Pros and Cons
	Working with Open-Ended Activities
	Staying Aware of the Group's Feelings
	Tolerating Delays
	Meeting Deadlines
	Serving as a Spokesperson
	Setting Goals
	Evaluating Results

**AGENDA ITEMS #4 (BASE TEAM MEETING #1)
TEAM SUMMARY CHART**

Put the names of your team members across the top of the grid and have each member identify his/her areas of strength. If there are areas with no checks, decide how this function will be fulfilled. Use the results to establish a team goal.

FUNCTIONS OF EFFECTIVE TEAM MEMBERS	CHECK OFF STRENGTHS BY FUNCTION						
TEAM MEMBER NAMES (Initials)							
Assuming Leadership							
Being the Decision Maker							
Record Keeping							
Accepting Criticism							
Staying on the Topic							
Brainstorming Creatively							
Sharing Turf and Control							
Compromising							
Listening Quietly							
Summarizing							
Planning Specifics and Details							
Dealing with Conflict							
Being Diplomatic							
Analyzing Problems							
Doing Research							
Expressing Opposing Ideas							
Staying Positive when Disliking the Task							
Organizing							
Following Through on Group Decisions							
Trusting in People to Do a Quality Job							
Following Routines and Procedures							
Changing the Way to Do Things							
Delegating Tasks and Decisions							
Giving Others Recognition and Credit							
Weighing Pros and Cons							
Working with Open-Ended Activities							
Staying Aware of the Group's Feelings							
Tolerating Delays							
Meeting Deadlines							
Serving as a Spokesperson							
Setting Goals							
Evaluating Results							
Encouraging Others to Participate							

TEAM GOAL:

AGENDA ITEM #5 (BASE TEAM MEETING #1)
Collaborative Teams: A Powerful Tool in Restructuring

COMPLETE AS A TEAM

Our Names _____

Team Name _____

1. Identify 5 team "norms" (i.e., rules not to be broken) that you consider most critical for you and your teammates to practice. Justify your selections.
2. Of the 13 suggested methods for processing presented in Table 1, identify the 2 that each team member identified as the most appealing or most challenging and that they would like to use to evaluate team functioning following in-class or out-of-class meetings or group activities.
3. What does "parity" mean within a collaborative team?
4. Identify 3 strategies for promoting *parity* among members of a team.
5. In what ways does the distribution of leadership roles among team members promote healthy team functioning?
6. Aside from the roles of Recorder and Timekeeper, what 3 roles do you consider most helpful in promoting productive team functioning? Why?
7. Identify 2 ways the *Collaborative Meeting Worksheet* (Figure 3) structures face-to-face interaction.
8. Identify 5 of your favorite questions on *The 'Are We Really a Team?' Worksheet* (Figure 4) for prompting team members to focus upon improving their "good team member" behaviors. What is your rationale for selecting these 5 questions?

MEETING AGENDA ITEM #7 (BASE TEAM MEETING #1)
Group Assessment of Collaboration Skills: Forming Skills

Name: _____ Team Name: _____

Directions for Group Assessment

Reflect on your team's functioning. On a 5-point scale (1 = We never do; 5 = We always do), rate your entire team on the following skills. Jointly select 2 - 4 skills to improve.

Forming Skills
(Trust Building)

GROUP

- | | |
|---|-------|
| We arrive at meetings on time | _____ |
| We stay for the duration of the meeting | _____ |
| We participate(d) in the establishment of the group's goals | _____ |
| We shared individual personal goals | _____ |
| We encourage everyone to participate | _____ |
| We use member's names | _____ |
| We look at the speaker | _____ |
| We do not use "put-downs" | _____ |
| We use an appropriate volume and voice tone | _____ |

List 2-4 skills your team hope to improve on for next Base Team Meeting:

BASE TEAM #1 Grading Rubric

Base Team #1

All Team Members Must EACH Submit:

- Individual – Individual Assessment of Functions of Effective Team Member
- Team – Study Guide for Chapter 10
- Team – Team Summary Chart
- Team – Group Processing
- Zoom link to Base Team Recording (*Base Teams will receive a score of “0” if a working link is not provided*)

Grading Rubric:

Base Team Meeting #1	Participation of all team members throughout	All individual and team products are complete, accurate, and on time.
Points Possible	3	2
TOTAL:		

Comments: