

## SED-902: Public Law, Private Schools, & Special Education

### Independent Study Online Course Syllabus

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**Number of Graduate Semester Units:** 3 units  
**Target Audience:** K - 12<sup>th</sup> grade teachers  
**Course Access:** <https://connect.fresno.edu>

### Course Description

This course provides insight as to special education law and its impact on private and parochial schools from grades preschool through 12th. Students will research their individual states and create materials that they can use to request an educational assessment from the public schools. Students will learn about the funding allocations allotted to private schools in their state. Students will learn what an Individualized Education Plan (IEP) meeting is and what their role is in the process.

**Note:** Required book must be acquired separately.

### Required Texts and Course Materials

**Book:** Lane, J. M., & Kinnison, Q. P. (2014). *Welcoming children with special needs: Empowering Christian special education through purpose, policies, and procedures*. Bloomington, IN: Westbow Press. ISBN-13: 978-1490852607 <https://www.amazon.com/Welcoming-Children-Special-Needs-Empowering/dp/1490852603>

**Note:** Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://amazon.com>

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### National Board for Professional Teaching Standards (NBPTS)

### Ethical Principles and Professional Practice Standards for Special Educators

<https://www.cec.sped.org/>

Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with exceptionalities.
5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
6. Using evidence, instructional data, research, and professional knowledge to inform practice.
7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.
10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
11. Engaging in the improvement of the profession through active participation in professional organizations.
12. Participating in the growth and dissemination of professional knowledge and skills.

## Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.

CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

### Course Student Learning Outcomes (C-SLO)

<b>Student Learning Outcomes for This Course</b> By the end of this course student will be able to:	<b>National Standards Addressed*</b>	<b>CE-SLO Addressed**</b>
1. Analyze IDEA and its implications for private schools.	CEC 2, 9	CE 2
2. Understand the historical foundations of IDEA	CEC 2, 9	CE 2
3. Evaluate how IDEA is in their state when working with children placed in private schools by their parents.	CEC 2,3,5,9,10	CE 4 & 5
4. Accurately demonstrate their understanding of their role in an IEP/IFSP meeting.	CEC 3,4,6,10	CE 3 & 5
5. Demonstrate their active involvement with their public school district child find process, consultation, and services.	CEC 2,3,4,11,12	CE 1 & 3
6. Understands the categories of disability which qualify for special education services.	CEC 1,7,9	CE 2 & 6
7. Develops an action plan for school site to support children with special needs	CEC 1 - 12	CE 6

\* Please refer to the section on **National Standards Addressed in This Course**

\*\* Please refer to the section on **Continuing Education Program Student Learning Outcomes**

### Topics, Assignments, and Activities

<b>Module</b>	<b>Activities</b>	<b>Points Per Assignment</b>
<b>Home Page</b>	<ul style="list-style-type: none"> <li>Welcome Video</li> <li>Course Syllabus</li> <li>Policies and Procedures</li> <li>Introduce Yourself Forum</li> </ul>	
<b>Module 1 – Serving Children with Special Needs</b>	<ul style="list-style-type: none"> <li>Read Chapter 1</li> <li>Read: From Inclusion to Belonging</li> <li>Read: Hospitable Classrooms</li> <li>Review: National Institute of Health</li> <li>1.1 People First Language</li> </ul>	10 pts

	<ul style="list-style-type: none"> <li>• Read Chapter 2</li> <li>• Watch: A Historical Perspective of Special Education Law</li> <li>• Watch: Individuals with Disabilities Education Act 2004</li> <li>• Read: IDEA Full Funding: Why Should Congress Invest In Special Education?</li> <li>• 1.2 IDEA History</li> </ul>	10 pts
<b>Module 2 – Legal Precedence</b>	<ul style="list-style-type: none"> <li>• Read: The Establishment Clause</li> <li>• Listen to: Aguilar v. Felton</li> <li>• Listen to: Zobrest v. Catalina Foothills School District</li> <li>• Listen to: Agostini v. Felton</li> <li>• 2.1 What are your thoughts?</li> <li>• Watch: Child Find Process and Identification</li> <li>• Watch: IDEA – Parentally Placed Children In Private/Parochial Schools</li> <li>• 2.2 Parentally Placed Children</li> <li>• 2.3 State Department of Education</li> </ul>	10 pts       10 pts 10 pts
<b>Module 3 – Understanding Your Role</b>	<ul style="list-style-type: none"> <li>• Review: Chapter 3</li> <li>• Watch: Parent’s Rights and Culture</li> <li>• 3.1 Establishing Collaborative Partnerships with Non-Public Schools</li> <li>• 3.2 Ethical Practices in Serving Children in Private Schools</li> <li>• Read: The Multidisciplinary Team</li> <li>• 3.4 Multidisciplinary Team</li> </ul>	10 pts  10 pts  10 pts
<b>Module 4 – Laws and Terms to Know</b>	<ul style="list-style-type: none"> <li>• Watch: IDEA, 504, &amp; dual Enrollment</li> <li>• 4.1: 504, ADA, ESSA, &amp; IDEA</li> <li>• 4.2 The Undefinable Term: Inclusion</li> <li>• 4.3 Terms to Define</li> </ul>	30 pts 10 pts 10 pts
<b>Module 5 – Categories of Disability</b>	<ul style="list-style-type: none"> <li>• Watch: The Thirteen Categories</li> <li>• Review: Center for Parent Information and Resources</li> <li>• Read: Who are Exceptional Learners?</li> <li>• Review: U.S. Department of Education – IDEA</li> <li>• 5.1 Quick Reference Guide to Disabilities</li> <li>• Read: Chapter 4</li> <li>• 5.2 Special Education Timelines</li> <li>• Review: Sample Letter</li> <li>• 5.3 Request Letter</li> </ul>	65 pts  25 pts  10 pts
<b>Module 6 – Timelines and Initial Assessments</b>	<ul style="list-style-type: none"> <li>• Watch: The Four Plans</li> <li>• Watch: Assessment Process for the IEP or IFSP</li> <li>• 6.1 IEP and IFSP Meetings</li> <li>• 6.2 Learning about Assessment</li> <li>• Read: What is an Individualized Family Service Plan?</li> <li>• Review: Division of Early Childhood</li> <li>• Review: IDEA Part C</li> </ul>	10 pts 25 pts

	<ul style="list-style-type: none"> <li>• Read: Preschool Inclusion Series</li> <li>• 6.3 Early Childhood Programs</li> </ul>	15 pts
<b>Module 7 – Options After Assessment</b>	<ul style="list-style-type: none"> <li>• Watch: Individualized Service Plan</li> <li>• Read: Individualized Transition Plan</li> <li>• Watch: The Complaint Process</li> <li>• 7.1 Moving Forward – Policies and Procedures</li> <li>• Reread: Pages 44 – 47</li> <li>• 7.2 Funding Allocations</li> </ul>	50 pts 10 pts
<b>Module 8 – Partnerships &amp; Programming</b>	<ul style="list-style-type: none"> <li>• Read: Collaboration with Families</li> <li>• 8.1 Collaborating with Families</li> <li>• 8.2 Contact List</li> <li>• 8.3 Public School Summary</li> <li>• 8.4 Ethical Responsibilities of Private School Practitioners</li> <li>• Read: Chapter 5</li> <li>• 8.5 Action Plan</li> </ul>	10 pts 10 pts 25 pts 10 pts 200 pts
<b>Course Wrap-up – Grading and Evaluation</b>	<ul style="list-style-type: none"> <li>• Final Reflection Forum</li> <li>• Course Evaluation</li> <li>• Course Completion Checklist</li> <li>• Grade Request / Transcript Request</li> </ul>	
	<b>TOTAL POINTS</b>	<b>595 points</b>

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

## Writing Requirements

13. **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
14. **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
15. **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

## Lesson Plan Requirements

16. **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
17. **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
18. **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

## Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## Forums

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and replies to the forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

## Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework



offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## **Services for Students with Disabilities**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

## **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

## **Technology Requirements**

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## **University Policies and Procedures**

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrar-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.