

Independent Study Online Course Syllabus

Course Number: SED 902N
Course Name: Public Law, Private Schools, & Special Education

X Online

Instructor: Julie M. Lane, Ed.D. Phone number: 559.453.5682 Email: Julie.lane@fresno.edu	Units: 3 Grade Level: K-12
---------------------------------------------------------------------------------------------------------------------	---------------------------------------------

Course Description

This course provides insight as special education law and its impact on private and parochial schools from grades pre-school 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.

Required texts and course materials

Students will be responsible for purchasing the follow text:

1. 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.

Students will be responsible for locating their individual state’s special education information along with information from their county and districts as federal law varies from state to state.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Student Learning Objectives (SLOs)

Student Learning Outcomes in this course	Standards Addressed	CE program SLOs
Student will be able to:		

Analyze IDEA and its implications for private schools.	1 & 10	2
Understand the historical foundations of IDEA.	1 & 2	2
Evaluate how IDEA is in their state when working with children placed in private schools by their parents.	1 & 5	4 & 5
Accurately demonstrate their understanding of their role in an IEP/IFSP meeting.	2, 5, 8	3 & 5
Demonstrate their active involvement with their public school district child find process, consultation, and services.	3 & 4	1 & 3
Understands the categories of disability which qualify for special education services.	4 & 8	2 & 6
Develops an action plan for school site to support children with special needs.	1 - 10	6

Standards Addressed in This Course:

Although there are no official state or national standards for special education, the Council for Exceptional Children (www.cec.sped.org) is regarded as the national representative of special education expectations. CEC ethical standards and best practices will be used as a core to special education expectations.

1. The education professional who works with children with special needs understands and applies knowledge of the philosophical, historical, and legal foundations of special education.
2. The education professional who works with children with special needs applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
3. The education professional who works with children with special needs knows how to communicate and collaborate effectively in a variety of professional settings.
4. The education professional who works with children with special needs understands and applies knowledge of the characteristics and needs of individuals with disabilities.
5. The education professional who works with children with special needs understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
6. The education professional who works with children with special needs understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.
7. The education professional who works with children with special needs understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
8. The education professional who works with children with special needs understands assistive technology as defined by state and federal regulations.
9. The special education teacher understands and applies knowledge of transition issues and procedures across the life span.
10. The education professional who works with children with special needs promotes

students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Topics, Assignments and Activities – Points and Time to complete

Module Topics and Activities	Module Assignments	Points	Estimated Time to Complete
Module 1 – Serving Children with Special Needs	<ol style="list-style-type: none"> 1. Journal: Introduce Yourself! 2. Read Chapter 1 3. Read: From Inclusion to Belonging 4. Read: Hospitable Classrooms 5. Review: The ARC: What is People First Language? 6. Response: People First Language 	10	4 Hours
Module 2 – Special Education Law: An Introduction	<ol style="list-style-type: none"> 1. Read Chapter 2 2. Watch: A historical Perspective of Special Education Law 3. Watch: Individuals with Disabilities Education Act 2004 4. Read: CEC-Endorsed Legislation Introduced to Fully Fund IDEA 5. Response: IDEA History 	10	4 Hours
Module 3– Legal Precedence	<ol style="list-style-type: none"> 1. Read: The Establishment Clause 2. Listen to: Aguilar v. Felton 3. Listen to: Zobrest v. Catalina Foothills School District 4. Listen to: Agostini v. Felton 5. Response: What are your thoughts? 	10	4 Hours
Module 4 – IDEA for Parentally Placed Children	<ol style="list-style-type: none"> 1. Watch: Child Find Process and Identification 2. Watch: IDEA – Parentally Placed Children I Private/Parochial Schools 3. Response: Parentally Placed Children 4. Response: State Department of Education 	20	3 Hours
Module 5 – Creating Partnerships	<ol style="list-style-type: none"> 1. Review: Chapter 3 2. Watch: Parent’s Rights and Culture 	30	6 Hours

Module Topics and Activities	Module Assignments	Points	Estimated Time to Complete
	3. Response: Establishing Collaborative Partnerships with Non-Public Schools 4. Response: Ethical Practices in Serving Children in Private Schools 5. Read: The Multidisciplinary Team 6. Response: Multidisciplinary Team		
Module 6 – Laws and Terms to Know	1. Watch: IDEA, 504, & dual Enrollment 2. Paper: 504, ADA, NCLB, & IDEA 3. Response: The Undefinable Term: Inclusion 4. Response: Terms to Define	50	5 Hours
Module 7 – Categories of Disability	1. Watch: The Thirteen Categories 2. Review: Center for Parent Information and Resources 3. Review: Children and Youth with Disabilities 4. Read: Who are Exceptional Learners? 5. Review: U.S. Department of Education – IDEA 6. Paper: Quick Reference Guide to Disabilities	20	6 Hours
Module 8 – Timelines and Initial Assessments	1. Read: Chapter 4 2. Paper: Special Education Timelines 3. Review: Sample Letter 4. Paper: Request Letter 5. Watch: Individualized Education Plans 6. Watch: Assessment Process for the IEP or IFSP 7. Response: IEP and IFSP Meetings 8. Response: Learning about Assessment	70	8 Hours
Module 9 - Individualized	1. Read: What is an Individualized	15	4 Hours

Module Topics and Activities	Module Assignments	Points	Estimated Time to Complete
Family Service Plan	Family Service Plan? 2. Review: Division of Early Childhood 3. Review: IDEA Part C 4. Read: Preschool Inclusion Series 5. Paper: Early Childhood Programs		
Module 10 – Options After Assessment	1. Watch: Individualized Service Plan 2. Read: Individualized Transition Plan 3. Watch: The Complaint Process 4. Paper: Moving Forward – Policies and Procedures	50	7 Hours
Module 11 – IDEA Allocations	1. Reread: Pages 44 – 47 2. Assignment: Funding Allocations	10	2 Hours
Module 12 - Partnerships	1. Read: Collaboration with Families 2. Assignment: Collaborating with Families 3. Paper: Contact List 4. Paper: Public School Summary 5. Response: Ethical Responsibilities of Public School Practitioners	55	5 Hours
Module 13 – Action Plan	1. Read: Chapter 5 2. Assignment: Action Plan	200	10 Hours

Writing Expectations

Responses are graded using the following rubric.

10 Points	7 Points	4 Point	0 Points
Initial post is written in a scholarly tone and fully addressed the assigned criteria. The post is at least 300 words. The post has no proper	Initial post is written in a scholarly tone and addresses most assigned criteria. The post is at least 300 words. The post has minimal grammar,	Initial post does not maintain a scholarly tone and not all criteria are addressed. The post is less than 300 words. Grammar, spelling,	No Posting

grammar, spelling, punctuation, or sentence structure errors. The post cites relevant sources.	spelling, punctuation, and sentence structure errors. The post cites relevant sources.	punctuation, and sentence structure errors appear throughout. The post does not properly cite relevant sources.	
------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------	--

Papers are graded using the following rubric.

<i>Criteria</i>	<i>Does Not Meet Criterion (0.00-1.00)</i>	<i>Approaches Criterion (1.01-2.00)</i>	<i>Meets Criterion (2.01-3.00)</i>	<i>Exceeds Criterion (3.01-4.00)</i>
Criterion: <i>Introductory Paragraph</i> <i>Weight 15%</i>	Introductory paragraph does not include a thesis statement, points that will be covered in the paper nor a transitional sentence.	Introductory paragraph includes some of the following: a thesis statement, points that will be covered in the paper, or a transitional sentence.	Introductory paragraph includes a thesis statement, the points that will be covered in the paper, and concluding with a transitional sentence.	Introductory paragraph is well-crafted and concise.
Criterion: <i>Three (3) points of the paper.</i> <i>Weight 60%</i>	Paper is off topic. Paragraphs are not well developed.	Not all points are covered as required for the assignment. Paragraphs may include an introductory sentence and concluding transitional sentence.	Points are covered as required content for the assignment. Paragraphs are well developed with an introductory sentence and a concluding transitional sentence.	Paragraphs are well-crafted and concise.
Criterion: <i>Concluding paragraph</i> <i>Weight 15%</i>	Concluding paragraph does not summarize points nor has a concluding sentence.	Concluding paragraph summarizes some of the points or does not have a concluding sentence. Concluding paragraph introduces new material.	Concluding paragraph summarizes points and has a concluding sentence.	Concluding paragraph is well crafted and concise.

<p>Criterion:</p> <p><i>Weight 10%</i></p>	<p>Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used; APA format and style are not evident. Page requirements were not followed.</p>	<p>Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language, sentence structure, and/or word choice are present. Title page is present, though missing APA elements; in-text citations, where necessary, are used but formatted inaccurately and not referenced.</p>	<p>Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct sentence structure and audience-appropriate language are used. All key elements of an APA title page are present; in-text citations and a reference page are present with few format errors. Mechanics of writing are reflective of APA style.</p>	<p>Prose is free of mechanical errors. A variety of sentence structures and effective figures of speech are used. Writer is clearly in command of standard, written, academic English. A broad understanding of APA format and style is evident. Accurate citations and references are presented. No APA errors are evident.</p>
---------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Final Assignments: Action Plan

Utilizing all of your new knowledge, create an 18 month action plan for your school. Your action plan will be a step-by-step plan which will allow you to either (1) develop a program in your school or (2) refine an existing program. Your plan should begin with an introductory paragraph that explains:

1. Vision for the program
2. Current existing program or services, if any
3. Purpose of the program

Their action plan will be based upon the information shared throughout the course and modeled after Chapter Five in the text. The action plan may be written in a text format or flow chart. Regardless, enough information must be provided in either format whereas someone could pick up the plan and put it into action. **The plan should be as specific as possible.**

The following headers should be present in either format:

1. Developing a Program
2. Determining the Need
3. Establishing a Committee
4. Policies
5. Procedures
6. Admissions
7. Identifying and Addressing the Needs of Current Students
8. Response to Intervention and/or Student Study Teams
9. Establishing Public School Partnerships
10. Steps for an Initial Assessment
11. Following an Assessment
12. Professional & Educational Development
13. How to address confidentiality
14. Funding
15. Grants

The action plan should include:

1. Dates/times
2. Who will carry out each step? Provide the name or title of each person.
3. Who will need to approve each step?

Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to 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. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

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 according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>

Grading Policies and Rubrics for Assignments

- Assignments will be graded according to criteria presented in the course grading rubrics. (Provided as a separate document in course materials.)
- Students must earn a minimum of 80% to received credit
- A – 90-100%, B= 80-89%, (anything below 80% will not receive credit.)
- Grading policies:
 - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
 - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
 - All assignments must be completed in order to receive a grade. In addition, all assignments 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.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 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 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 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 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 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.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: 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.
Written Communication: 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.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: 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.
Critical Thinking: 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.
Moral Reasoning: 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 world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global

perspectives and will employ these perspectives to *evaluate* complex systems.

Quantitative Reasoning: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.

Information Literacy: Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information.