
Independent Study Online Course Syllabus

Course Number: SED 904N
Course Name: Special Education Law & Ethics

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

Candidates will demonstrate in-depth understanding of students' and parents' legal rights and responsibilities regarding special education. Federal laws regarding special education and state laws specific to each student will be discussed. The Council for Exceptional Children's Code of Ethics will be examined and discussed.

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.

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.

Required texts and course materials

Students will be responsible for purchasing the follow two texts:

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.
2. Osborne, Jr., A. G., & Russo, C. J. (2014). Special education and the law: A guide for practitioners (3rd Ed.). Thousand Oaks, CA: Corwin Press.

Student Learning Objectives (SLOs)

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

1. Understand and analyze the history of ethical considerations in the provision of special education and related services and social support services for persons with exceptionalities in the USA.	1 & 2	4 & 5
2. Analyze laws and litigation relating to special education and individuals with special needs at the state and national level	2 & 3	1 & 6
3. Apply the Code of Ethics of the Council for Exceptional Children	1 - 10	2 & 3
4. Decipher the legal issues regarding Individualized Education Programs, Individual Transition Programs, Individualized Family Service Plans, and Individualized Service Plans in special education.	5, 8, 9, & 10	2, 4, & 5
5. Discuss the legal and ethical issues related to privacy issues of students with exceptionalities.	4, 6, & 7	5

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.

Course Number and Title: SED 904N Special Education Law and Ethics

Instructor: Julie M. Lane, Ed.D.

Date of Revision 7/19/16

To register for courses go to <http://ce.fresno.edu/cpd> and log in

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 – Special Education Law: An Introduction	<ol style="list-style-type: none"> 1. Journal: Introduce Yourself! 2. Watch: A Historical Perspective on Special Education Law 3. Read: Chapter 1 in Osborne & Russo 4. Quiz: Chapter 1 	10	
Module 2 – Right to a Free and Appropriate Public Education	<ol style="list-style-type: none"> 1. Read Chapter 2 in Osborne & Russo 2. Read: The ARC: What is People First Language? 3. Assignment: People First Language 4. Watch: Child Find Process and Identification 5. Paper: FAPE, Child Find, & LRE 	35	
Module 3 – Related Services, Assistive Technology, & Transition Services	<ol style="list-style-type: none"> 1. Read Chapter 2 in Lane & Kinnison 2. Read Hospitable Classrooms: Biblical Hospitality and 	20	

Course Number and Title: SED 904N Special Education Law and Ethics

Instructor: Julie M. Lane, Ed.D.

Date of Revision 7/19/16

To register for courses go to <http://ce.fresno.edu/cpd> and log in

Module Topics and Activities	Module Assignments	Points	Estimated Time to Complete
	Inclusive Education 3. Assignment: Ethical Practices in Serving Children in Private Schools 4. Assignment: Establishing Collaborative Partnership with Nonpublic Entities		
Module 4 - Related Services, Assistive Technology, & Transition Services	1. Read: Chapter 3 in Osborn & Russo 2. Review: Ability Tools 3. Read: Parents on Behalf of Student v Carpenteria USD 4. Assignment: Rowley v. Board of Education	10	
Module 5 – Related Services, Assistive Technology, & Transition Services (con't)	1. Review: Chapter 3 in Osborne & Russo 2. Assignment: Multidisciplinary Teams 3. Watch: Individualized Transition Plan 4. Assignment: High Stakes High School Exit Exams	20	
Module 6 – Parent and Student Rights	1. Read: Chapter 4 in Osborne & Russo 2. Watch: Parent’s Right and Culture 3. Watch: Procedural Safeguards 4. Review: Sample Procedural Safeguards 5. Assignment: Procedural Safeguards 6. Assignment: Special Education Timeline	35	
Module 7 - Due Process Procedures for Evaluation,	1. Read: Chapter 5 in Osborne & Russo	30	

Course Number and Title: SED 904N Special Education Law and Ethics

Instructor: Julie M. Lane, Ed.D.

Date of Revision 7/19/16

To register for courses go to <http://ce.fresno.edu/cpd> and log in

Module Topics and Activities	Module Assignments	Points	Estimated Time to Complete
Development of IEPs, and Placement	<ol style="list-style-type: none"> 2. Watch: Assessment Process for the IEP or IFSP 3. Quiz: Chapter 5 4. Read: Student v Fresno Unified School District 5. Assignment: Student v Fresno USD 6. Assignment: Ah Ha and Oh No Moments 		
Module 8 - The Public Schools Assessment Process for Private Education	<ol style="list-style-type: none"> 1. Read: Chapters 3 & 4 in Lane & Kinnison 2. Read: From Inclusion to Belonging 3. Watch: Individualized Education Plans 4. Read: Individualized Service Plan 5. Read Petitioner v. District of Columbia Public Schools 6. Assignment: Ethical Responsibilities for Public School Practitioners 	10	
Module 9 - Individualized Family Service Plan	<ol style="list-style-type: none"> 1. Review: IDEA Part C 2. Review: Division of Early Childhood 3. Read/Watch: Preschool Inclusion Series 4. Assignment: Early Childhood Programs 	30	
Module 10 – Student Discipline	<ol style="list-style-type: none"> 1. Read: Chapter 6 in Osborne and Russo 2. Watch: Discipline 3. Review: Office of Administrative Hearings 4. Paper: Office of Administrative 	35	

Course Number and Title: SED 904N Special Education Law and Ethics

Instructor: Julie M. Lane, Ed.D.

Date of Revision 7/19/16

To register for courses go to <http://ce.fresno.edu/cpd> and log in

Module Topics and Activities	Module Assignments	Points	Estimated Time to Complete
	Hearings Discipline Case 5. Quiz: Manifestation Determination Procedures		
Module 11 – Dispute Resolution	1. Read: Chapter 7 in Osborne and Russo 2. Watch: Surviving Due Process 3. Assignment: Surviving Due Process 4. Assignment: Fair Hearing, Mediation, & Complaint Process Paper	35	
Module 12 - Remedies for Failure to Provide a Free and Appropriate Public Education & Categories of Disability	1. Read: Chapter 8 in Osborne and Russo 2. Review: The Thirteen Categories 3. Review: Children and Youth with Disabilities 4. Review: Who are Exceptional Learners? 5. Review: U.S. Department of Education – IDEA 6. Review: Center for Parent Information and Resources 7. Assignment: Quick Reference Guide to Disabilities 8. Quiz: Free and Appropriate Public Education	70	
Module 13 - Section 504 and the Americans with Disabilities Act	1. Read Chapter 9 in Osborne and Russo 2. Watch IDEA, 504, & Dual Enrollment 3. Paper: 504, ADA, NCLB, and IDEA 4. Assignment: LRE, Inclusion, Mainstreaming, Interventions,	40	

Course Number and Title: SED 904N Special Education Law and Ethics

Instructor: Julie M. Lane, Ed.D.

Date of Revision 7/19/16

To register for courses go to <http://ce.fresno.edu/cpd> and log in

Module Topics and Activities	Module Assignments	Points	Estimated Time to Complete
	Modifications, & Accommodations		
Module 14 - Conflict Management: IDEA Compliance & Ethical Practices & Equity in Special Education	<ol style="list-style-type: none"> 1. Read: Chapter 10 in Osborne and Russo 2. Review: Collaborating with Families 3. Assignment: Parent Collaboration 4. Review: CEC Code of Ethics 5. Read Chapter 1 of Lane & Kinnison 6. Assignment: Code of Ethics 	20	
Module 15 - Final Assignment	<ol style="list-style-type: none"> 1. Pinterest Page 2. Ethics Statement 		

Writing Expectations

Assignments 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 grammar, spelling, punctuation, or sentence structure errors. The post cites relevant sources.	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, spelling, punctuation, and sentence structure errors. The post cites relevant sources.	Initial post does not maintain a scholarly tone and not all criteria are addressed. The post is less than 300 words. Grammar, spelling, punctuation, and sentence structure errors appear throughout. The post does not properly cite relevant sources.	No Posting

Course Number and Title: SED 904N Special Education Law and Ethics

Instructor: Julie M. Lane, Ed.D.

Date of Revision 7/19/16

To register for courses go to <http://ce.fresno.edu/cpd> and log in

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>
<p>Criterion: <i>Introductory Paragraph</i> <i>Weight 15%</i></p>	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.
<p>Criterion: <i>Three (3) points of the paper.</i> <i>Weight 60%</i></p>	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.
<p>Criterion: <i>Concluding paragraph</i> <i>Weight 15%</i></p>	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 summarizes points and has a concluding sentence.	Concluding paragraph is well crafted and concise.

Course Number and Title: SED 904N Special Education Law and Ethics

Instructor: Julie M. Lane, Ed.D.

Date of Revision 7/19/16

To register for courses go to <http://ce.fresno.edu/cpd> and log in

		Concluding paragraph introduces new material.		
Criterion: <i>Weight 10%</i>	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.	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.	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.	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.

Final Assignments: Electronic Resources

A. Create Electronic Resources (50 Points)

1. The candidate will create a private electronic resource page by creating a page on Pinterest.
 - a. Log into pinterest.com
 - b. Create an account.
 - c. Follow the directions in Moodle to set your Pinterest page as “secret”

2. Utilizing course materials identify website's that discuss the topics below. Then, develop a Pinterest page:

Ethics

1. CEC Code of Ethics
2. People First Language
3. Ethical Responsibilities
4. Plus 2 of your choosing

Court Cases

1. Brown v. Board of Ed
2. Mills v. Board of Ed.
3. PARC
4. Parents on Behalf of Student v Carpentaria
5. Rowley v. Board of Education
6. Student v Fresno USD
7. Plus 5 Cases – Preferably from your state

Laws

1. American's with Disabilities Act
2. Individuals with Disabilities Education Act (Select at least 5 webpages that you will find helpful)
3. No Child Left Behind
4. Section 504 of the Rehabilitation Act of 1973

Terms

1. 13 Categories areas of Disability under IDEA
2. Accommodations
3. Child Find
4. Due Process
5. Free and Appropriate Public Education
6. Inclusion
7. Interventions
8. Least Restrictive Environment
9. Mainstreaming
10. Modifications
11. Procedural Safeguards

Resources

1. Assistive Technology
2. Your state's Department of Education (Select at least 5 webpages that you will find helpful)
3. Your state's Pre School Services
4. Office of Administrative Hearings
5. Private school children placed by their parents
6. Establishing Collaborative Partnership
7. Timelines

Your Choice

1. Select ten (10) additional pages that you feel would be beneficial to you.

B. Ethics Statement (25 Points)

- a. Create a personal ethics statement concerning his/her professional life that will guide teaching and professional involvement. The statement may be expressed through words, graphics, or pictorials. The ethics statement is to be uploaded into Moodle.

C. Rationale of Selected Works (25 Points)

- a. The candidate will create a Word doc that provides a one to two sentence rationale and justification of how the resource is applicable to the candidate's understanding of each concept.
- b. Student's Name should be placed in the top right hand corner of the first page.
- c. The Word doc is in a number list format.
- d. **Includes the link to the Pinterest Page.**
- e. Upload onto Moodle

Electronic Resource 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>Electronic Resources</i> C-SLO: 6 CTC-SLO: 2	Page is not developed on Pinterest. A few of the required	Most documents are included.	The Electronic Resources are created on a Pinterest page. All documents on the page are	The Pinterest Page is well-organized; Additional and appropriate materials are

P-SLO: 3 <i>Weight 60%</i>	documents are present.		relevant to student learning outcomes and course materials. All required documents are included.	included and explanations provided on the <i>Explanation of Works</i> submission.
Criterion: <i>Ethics Statement</i> C-SLO: 3 & 4 CTC-SLO: 4 & 5 P-SLO: 1 & 6 <i>Weight 20%</i>	Ethics statement was not submitted.	Ethics statement does not represent CEC standards.	Ethics statement is clearly understood and representative of the CEC standards.	Ethics statement reflects the FPU Idea.
Criterion: <i>Rationale of Selected Works</i> C-SLO: 1 & 4 CTC-SLO: 2 & 8 P-SLO: 3 <i>Weight 20%</i>	The Word document does not provide student's name, rationale, and is not in a number list.	<i>Rationale of Works</i> are not consistently tied to student learning outcomes and material covered in the course. Sentence(s) are not complete.	The <i>Rationale of Works</i> is tied to student learning outcomes and material covered in the course. Each explanation is one to two complete sentences in length. The Word document is presented in a number list.	The document is well-presented. Rationale are highly relevant and denoted to current or future job goals.

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 receive 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.

Writing Requirements to include in rubrics

This is a sample, but will need to be aligned to the grading rubrics for assignments.

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling.
- **Written assignments and papers need to follow APA formatting** (1” margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to log on 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.

<p>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.</p>
<p>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.</p>
<p>Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.</p>
<p>Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.</p>
<p>Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.</p>
<p>Information Literacy: 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.</p>