FRESNO PACIFIC
U N I V E R S I T Y

SED-904: Special Education Law and Ethics

Independent Study Online Course Syllabus

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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.

Note: Required books must be acquired separately.

Required Texts and Course Materials

Textbooks:
- Lane, J. M., & Kinnison, Q. P. (2014). *Welcoming children with special needs: Empowering Christian special education through purpose, policies, and procedures*. Westbow Press. ISBN-13: 978-1490852607 https://www.amazon.com/Welcoming-Children Special-Needs-Empowering/dp/1490852603
- Osborne, Jr., A. G., & Russo, C. J. (2021). *Special education and the law: A guide for practitioners* (4th ed.). Corwin Press. ISBN-13: 978-1483303147 https://www.amazon.com/Special-Education-Law-Guide-Practitioners/dp/1483303144

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

There are no official state or national standards for special education. However, the Council on Exceptional Children (CEC) is regarded as the national representative for expectations in special education. The CEC's Ethical Principles and Professional Practice Standards for Special Education, Special Education Professional Ethical Standards, along with best practices, will be utilized for special education expectations

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. Using evidence, instructional data, research, and professional knowledge to inform practice.
6. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
7. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
8. 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.
9. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
10. 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)

Student Learning Outcomes for This Course By the end of this course student will be able to:		National Standards Addressed*	CE-SLO Addressed**
C-SLO 1	Develop an overall understanding of the identification of children with disabilities as defined under the Individuals with Disabilities Education Act (2004).	8, 9, 10	2, 4, 6
C-SLO 2	Develop an overall understanding of *child find* activities	8, 9, 10	2, 4, 6
C-SLO 3	Demonstrate an understanding of the assessment referral process including parental consent and support.	2, 4, 8, 9	2, 4, 5
C-SLO 4	Demonstrate an understanding of frequently used assessment tools and standardized test scores.	5, 8, 9	2, 4
C-SLO 5	Demonstrate an understanding of the multidisciplinary team.	2, 8, 10	2, 4
C-SLO 6	Demonstrate the ability to comprehend an educational/psychological report.	4, 5, 8, 10	2, 3, 4, 6
C-SLO 7	Demonstrate an understanding of SMART goals.	5, 8, 9	1, 2, 3, 4,
C-SLO 8	Demonstrate an understanding of the components of the IEP, ITP, IFSP, and ISP.	5, 8, 9	1, 2, 4

* Please refer to the section on **National Standards Addressed in This Course**
** Please refer to the section on **Continuing Education Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Welcome Module	• Welcome Video • Course Syllabus	

Module Title	Module Assignments and Activities	Points Possible
Module 1 Special Education Law: An Introduction	• Introduce Yourself Forum • The History Behind Special Education • Read: Chapter 1 in Osborne & Russo • 1.1 Quiz: Chapter 1 • Read Chapter 2 in Osborne & Russo • Read: National Health Institute • 1.2 Assignment: People First Language • Watch: Child Find Activities • 1.3 Paper: FAPE, Child Find, & LRE	10 pts 10 pts 25 pts
Module 2 Ethical Practices & Practices in Private Schools	• Read: Chapters 1 & 2 in Lane & Kinnison • Read: Hospitable Classrooms: Biblical Hospitality and Inclusive Education • 2.1 Assignment: Establishing Collaborative Partnerships with Non-Public Schools • 2.2 Assignment: Ethical Practices in Serving Children in Private Schools	10 pts 10 pts
Module 3 Related Services, Assistive Technology, & Transition Services	• Read: Chapter 3 in Osborne & Russo • Review: Ability Tools • Read: Parents on Behalf of Student v Carpentaria USD • 3.1 Assignment: Rowley v. Board of Education • Read: Chapter 3 in Osborne & Russo • 3.2 Assignment: Multidisciplinary Teams • Watch: Individualized Transition Plan • 3.3 Assignment: High Stakes High School Exit Exams	10 pts 10 pts 10 pts
Module 4 Parent and Student Rights	• Read: Chapter 4 in Osborne & Russo • Watch: Parents and Placement • Watch: Procedural Safeguards • Review: Sample Procedural Safeguards • 4.1 Assignment: Procedural Safeguards • 4.2 Assignment: Special Education Timeline	10 pts 25 pts
Module 5 Procedures for Evaluation, IEPs, and Placement	• Read: Chapter 5 in Osborne & Russo • Watch: Assessment Services, & Placement • 5.1 Quiz: Chapter 5 • Read: Student v Fresno Unified School District • 5.2 Assignment: Student v Fresno Unified School District • 5.3 Assignment: Ah Ha and Oh No Moments	15 pts 10 pts 10 pts
Module 6 The Public Schools and Private Education	• Read: Chapters 3 & 4 in Lane & Kinnison • Read: From Inclusion to Belonging • Read: Provisions Related to Children with Disabilities Enrolled by their Parents in Private Schools • Read: IDEA 2004: Private School Children • Watch: Individualized Education Plans	

Module Title	Module Assignments and Activities	Points Possible
	• Read Petitioner v. District of Columbia Public Schools • 6.1 Assignment: Ethical Responsibilities for Public School Practitioners	10 pts
Module 7 Individualized Family Service Plan	• Watch: IDEA Part C • Review: Division of Early Childhood • Read/Watch: Preschool Inclusion Series • 7.1 Assignment: Early Childhood Programs	15 pts
Module 8 Student Discipline & Due Process	• Read: Chapter 6 in Osborne and Russo • Watch: Discipline • Review: Office of Administrative Hearings • 8.1 Assignment: Office of Administrative Hearings Discipline Case • 8.2 Quiz: Manifestation Determination Procedures • Read: Chapter 7 in Osborne and Russo • Watch: Surviving Due Process • 8.3 Assignment: Surviving Due Process Reflection • 8.4 Assignment: Fair Hearing, Mediation, & Complaint Article	25 pts 10 pts 10 pts 25 pts
Module 9 FAPE & Categories of Disability	• Read: Chapter 8 in Osborne and Russo • Watch: Thirteen Categories • Review: Children and Youth with Disabilities • Review: Who are Exceptional Learners? • Review: U.S. Department of Education – IDEA • Review Center for Parent Information and Resources • 9.1 Assignment: Quick Reference Guide to Disabilities • 9.2 Quiz: Free and Appropriate Public Education	60 pts 10 pts
Module 10 Section 504 and the Americans with Disabilities Act	• Read Chapter 9 in Osborne and Russo • Watch IDEA, 504, & Dual Enrollment • 10.1 Paper: 504, ADA, ESSA, and IDEA • 10.2 Assignment: LRE, Inclusion, Mainstreaming, Interventions, Modifications, & Accommodations	30 pts 10 pts
Module 11 Conflict Management, Ethical Practices & Equity	• Read: Chapter 10 in Osborne and Russo • Review: Collaborating with Families • 11.1 Assignment: Collaborating with Families • Review: CEC Code of Ethics • Read Chapter 1 of Lane & Kinnison • 11.2 Assignment: Code of Ethics • 11.3 Assignment: Ethics Statement	10 pts 10 pts 25 pts
Course Wrap-up – Grading and Evaluation	• Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	TOTAL POINTS	**415 points**

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
- **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.
- **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.
- **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
- **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.
- **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.

- **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. 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/registrars-office/academic-catalogs.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	**Student Learning Outcomes Oral Communication:** Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components.
FPU-SLO 2	**Written Communication:** Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others.
FPU-SLO 3	**Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	**Reflection**: Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	**Critical Thinking:** Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations.
FPU-SLO 6	**Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian worldview.

FPU-SLO 7	**Service**: Students will *demonstrate* service and reconciliation as a way of leadership.
FPU-SLO 8	**Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems.
FPU-SLO 9	**Quantitative Reasoning**: Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study.
FPU-SLO 10	**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.