

Contact Information

Course and Contact Information

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Office Hours:	

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc) (http://www.sjsu.edu/at/asc) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Course Description and Requisites

Introduces special education policy and laws, situating these policies in the historical context in which they developed while highlighting the rights of all students as outlined in federal policy.

Course may be repeated for up to 2 units.

Letter Graded

Classroom Protocols

Classroom Individual and Community Expectations

St t t t d t t t t t s t u d a d a t t i o u r s m a t l e

due date. Only exceptions include documented emergencies (e.g. illnesses, accidents, family emergencies).

c. Take a social media break during class. Reduce time on social media apps or other non-class related websites.

d. Respect your professor and your peers!

e. Make the most of your engagement online in discussion posts, activities and with video content.

Program Information

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the fuc fuc fuc, sing veld

Course Learning Outcomes (CLO): California Commission on Teacher Credentialing (CCTC) Standards

To support development of the PLOs, this course addresses the following course learning outcomes (CLOs) which align with the Council for Exceptional Children's High-Leverage Practices, and assists students to meet the following competencies specified in the [CCTC Teacher Performance Expectations \(TPEs\)](https://www.sjsu.edu/specialed/programs/teacher-performance). (<https://www.sjsu.edu/specialed/programs/teacher-performance> n

Villegas A.M., Ciotoli F., Lucas T. (2017). A framework for preparing teachers for classrooms that are inclusive of all students. In L. Florian & N. Panti (Eds.) *Teacher Education for the Changing Demographics of Schooling. Inclusive Learning and Educational Equity, Volume 2*. Cham, Switzerland: Springer.

Mid-Atlantic ADA Center. (n.d.). *A comparison of ADA, IDEA, and Section 504*. Re

In this assignment, you



Grading Information

All grading rubrics can be found on Canvas

Discussion 1	<p>Define exceptional children, disability, handicapped, developmentally delayed, at risk, and special education.</p> <p>Identify the thirteen disability categories recognized by IDEA</p> <p>Describe the historical evolution of services for children and adults with disabilities.</p> <p>List the related services sometimes required by students with disabilities.</p> <p>Outline the differences between multi-, inter-, and transdisciplinary team models.</p> <p>Describe common instructional models of cooperative teaching.</p> <p>Identify key dimensions of universal design for learning.</p> <p>Describe the services typically available to infants/toddlers, preschoolers, adolescents, and adults with disabilities.</p>	10	6.7%	<p>U 1.2</p> <p>U 4.5</p> <p>U 6.7</p> <p>ECSE 6.1</p> <p>ECSE 6.3</p> <p>ECSE 6.4</p> <p>ECSE 6.6</p> <p>ESN 3.3</p> <p>ESN 6.4</p> <p>MM 5.3</p> <p>MM 6.3</p>	<p>PLO 4</p> <p>CLO 1</p> <p>CLO 2</p>

Discussion 2	Identify the court cases that led to the enactment				
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<p>Special Books by Special Kids Discussion</p>	<p>Describe strengths and desires of individuals with disabilities</p> <p>Connect personal stories of individual with disabilities to the need for educational policy for students with disabilities</p> <p>Debate the pros and cons of different service delivery models (separated, pull-out, push-in, inclusive) on meeting the personal desires of the individuals with disabilities shared in their videos.</p> <p>Describe possible short-term and long-term IEP goals related to the individuals' stated desires</p>	<p>6.7%</p>	<p>5.7%</p>	<p>U 2.3</p> <p>U 2.5</p> <p>U 5.2</p> <p>ECSE 4.5</p> <p>MM 2.8</p> <p>MM 6.6</p> <p>ESN 4.8</p> <p>ESN 6.4</p> <p>ESN 5.2</p>	<p>CLO 5</p>
<p>Mediation and Due Process: Online Discussion</p>	<p>Define mediation and due process as they relate to special education services and parental rights as described in IDEA</p> <p>Compare the processes for mediation and due process</p> <p>Reflect on the impact of mediation versus due process on the relationship between the parents and the school team</p> <p>Discuss and develop strategies to ensure parent collaboration in the development and implementation of the IEP that may reduce the likelihood of parents electing to enter mediation or start due process hearings</p>	<p>6.7%</p>	<p>5.7%</p>	<p>U 4.5</p> <p>U 6.5</p> <p>U 6.7</p> <p>ECSE 6.1</p> <p>ECSE 6.3</p> <p>ECSE 6.6</p> <p>MM 5.3</p> <p>MM 6.3</p> <p>ESN 6.3</p> <p>ESN 6.5</p>	<p>CLO 1</p> <p>CLO 2</p> <p>CLO 3</p>

IRIS IEP Module	Recognize the most common procedural and substantive errors made by IEP teams	30	20%	U 1.2	PLO 4
				U 2.5	CLO 1
	Describe how a high-quality IEP is developed around the unique needs of each student			U 6.7	CLO 2
				ECSE 4.11	CLO 4
	Identify the elements of a high-quality PLAAFP statement			ECSE 5.8	CLO 5
	Explain how to develop challenging, ambitious, and measurable goals			ECSE 6.1	
	Identify the elements that should be included in a statement of the individualized services and supports to be provided to a student			ECSE 6.3	
				ECSE 6.5	
	Explain the importance of documenting a student's progress toward meeting his or her IEP goals and reporting that progress to parents			ECSE 6.6	
				MM 1.5	
				MM 5.3	
				MM 6.3	
				ESN 3.3	
	ESN 4.8				
	ESN 5.4				
	ESN 6.5				

B-level	B+ = 157-152	B = 151-145	B- = 144-140
C-level	C+ = 139-135	C = 135-128	C- = 127-123
D-level	D = 122-105		
F-level	104 or below		

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4 Feb 12 to 16th	The right		