

## Syllabus-Online

### EDU62040B: Special Educational Foundations: The Learner & Learning Environment

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#### Course Information

Term and Year:

Class Location:

#### Instructor Information

Name:

Phone:

Email:

Availability:

Office Hours:

#### University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

## Program Objectives (PO)

- **PO1:** Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- **PO2:** Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- **PO3:** Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- **PO4:** Use multiple methods of assessment and data sources in making educational decisions.
- **PO5:** Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- **PO6:** Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

## Special Education Program Learning Objectives (PLO)

- **PLO 1:** Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- **PLO 2:** Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- **PLO 3:** Use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- **PLO 4:** Use multiple methods of assessment and data sources in making educational decisions
- **PLO 5:** Select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities..
- **PLO 6:** Use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- **PLO 7:** Collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

## The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission:** CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision:** To develop and promote transformative educational experiences that optimize human potential.

**Goals:** The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

### Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L= Leadership: Innovation with Accountability**

**E= Engagement: Active Learning**

**A=Application: Theory to Practice**

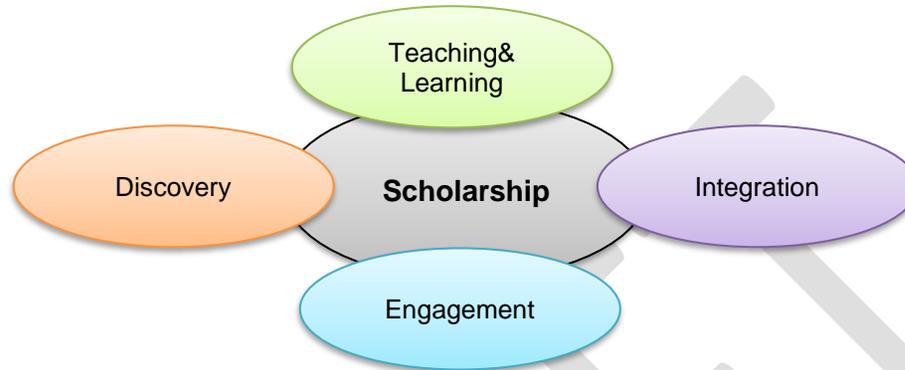
**D=Dedication: Inclusive Excellence**

### Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

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Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning.

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates' bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

### National Interstate New Teacher Assessment and Support Consortium (InTASC) Standards

- **Standard 1:** Learner Development
- **Standard 2:** Learning Differences
- **Standard 3:** Learning Environments
- **Standard 4:** Content Knowledge
- **Standard 5:** Application of Content
- **Standard 6:** Assessment
- **Standard 7:** Planning for Instruction
- **Standard 8:** Instructional Strategies
- **Standard 9:** Professional Learning and Ethical Practices
- **Standard 10:** Leadership and Collaboration

Retrieved from [https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

### International Society for Technology in Education (ISTE) Standards for Teachers

- **Standard 1:** Facilitate and inspire student learning and creativity
- **Standard 2:** Design and develop digital age learning experiences and assessments

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- **Standard 3:** Model digital age work and learning
- **Standard 4:** Promote and model digital citizenship and responsibility
- **Standard 5:** Engage in professional growth and leadership

Retrieved from [https://id.iste.org/docs/pdfs/20-14\\_ISTE\\_Standards-T\\_PDF.pdf](https://id.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf)

### California Teaching Performance Expectations (Universal TPEs)

- **TPE 1:** Engaging and Supporting All Students in Learning
- **TPE 2:** Creating and Maintaining Effective Environments for Student Learning
- **TPE 3:** Understanding and Organizing Subject Matter for Student Learning
- **TPE 4:** Planning Instruction and Designing Learning Experiences for All Students
- **TPE 5:** Assessing Student Learning
- **TPE 6:** Developing as a Professional Educator

Retrieved from <https://www.ctc.ca.gov/educator-prep/stds-prep-program>

### Mild to Moderate Support Needs (MMSN) TPEs

- **TPE 1:** Engaging and Supporting All Students in Learning Elements
- **TPE 2:** Creating and Maintaining Effective Environments for Student Learning Elements
- **TPE 3:** Understanding and Organizing Subject Matter for Student Learning Elements
- **TPE 4:** Planning Instruction and Designing Learning Experiences for All Students Elements
- **TPE 5:** Assessing Student Learning Element
- **TPE 6:** Developing as a Professional Educator Elements

Retrieved from: <https://www.ctc.ca.gov/educator-prep/stds-prep-program>

### Council for Exceptional Children (CEC) Content Standards for Special Education Teachers

- **Standard #1** – Engaging in Professional Learning and Practice within Ethical Guidelines
- **Standard #2** – Understanding and Addressing Each Individual’s Developmental and Learning Needs
- **Standard #3** – Demonstrating Subject Matter Content and Specialized Curricular Knowledge
- **Standard #4** – Using Assessment to Understand the Learner and the Learning Environment for Databased Decision Making
- **Standard #5**- Supporting Learning Using Effective Instruction

- **Standard #6** – Supporting Social, Emotional, and Behavioral Growth
- **Standard #7** – Collaborating with Team Members

Retrieved from: <https://exceptionalchildren.org/sites/default/files/2021-03/K12%20Initial%20Standards%20and%20Components.pdf>

### Professional Standards Alignment

CLO	Program Outcome	Special Education Program Learning Outcomes	InTASC	ISTE	UU TPE's	MM TPEs	CECs
<b>CLO1:</b> Explain historical interactions and contemporary legal and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities.	PO1	PLO 1	Standards 1, 2, & 3		TPE1 & 2	MM 1&2	CEC 2 & 6
<b>CLO2:</b> Examine the disabilities that fall under the Individuals with Disabilities Improvement Act (IDEA) of 2004 and the affects labeling a student with a disability may have.	PO1	PLO 1	Standards 1, 2, & 3		TPE1 & 2	MM 1&2	CEC 2 & 6
<b>CLO3:</b> Examine and apply the educational theories that provide a purpose, application and interpretation of education and learning and the founders of the theories.	PO1	PLO 1	Standards 1, 2, & 3		TPE1 & 2	MM 1&2	CEC 2 & 6
<b>CLO4:</b> Analyze the inclusion model in the educational setting. and examine the inclusive instructional practices such as co-teaching.	PO1	PLO 1	Standards 1, 2, & 3		TPE1 & 2	MM 1&2	CEC 2 & 6
<b>CLO5:</b> I Determine the procedural and legal requirements under the Individuals with Disabilities Improvement Act (IDEA) of 2004 for developing a high-quality IEP, including identifying and examining the different IEP components.	PO1	PLO 1	Standards 1, 2, & 3	Standard 3	TPE1 & 2	MM 1&2	CEC 2 & 6
<b>CLO6:</b> Determine the legal rights of students with disabilities related to behavior, discipline, and rehabilitation	PO1	PLO 1	Standards 1, 2, & 3		TPE1 & 2	MM 1&2	CEC 2 & 6

<b>CLO7:</b> Analyze orders and decisions by administrative law judges in special education due process hearings and the need for procedural safeguards.	PO1	PLO 1	Standards 1, 2, & 3		TPE1 & 2	MM 1 & 2	CEC 2 & 6
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## Required Course Materials

### Books:

Twachtman-Cullen, D. & Twachtman-Bassett, J. (2011). *The IEP from A to Z: How to create meaningful and measurable goals and objectives*. San Francisco: Jossey-Bass.

ISBN: 9780470562345

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2020). *Exceptional learners: An introduction to special education* (14th ed.). Boston: Pearson.

Print ISBN: 9780134806938, 013480693X  
eText ISBN: 9780134806877, 0134806875

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC.

ISBN: 9781433832161

Frank, C. L., Richards, S. B. (2021). *Essentials of Special Education: What Educators Need to Know* (1<sup>st</sup> ed.). Routledge

Print ISBN: 9780367367114, 0367367114  
eText ISBN: 9781000263350, 1000263350e

### Online Resources:

#### [Our Story](#)

View the "[History of Disability & Special Education Teachers](#)" video [8:15] from YouTube.

View the "[Least Restrictive Environment](#)" video [6:01] from YouTube.

[What is the Individuals with Disabilities Education Act \(IDEA\)?](#)

[history\\_of\\_special\\_education.pdf download](#)

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[IDEA Gov. Site](#)

[National Center for Learning Disabilities](#)

[Disability Categories](#) from Project IDEAL a project of the Texas Council for Developmental Disabilities.

[Child Find](#)

[Child Find- WrightsLaw](#)

[Conditions Covered under IDEA](#)

Conn, K. (2017). [Rowley and Andrew F.: Discerning the Outer Bounds of FAPE?](#) Education Law Association's 63rd Annual Conference.

Office of Special Education and Rehabilitation Services. (1994). [Questions and Answers on Least Restrictive Environment \(LRE\) Requirements of the IDEA](#). Wrights Law.

[Theories of Learning](#) (Watch the video in this as well)

**View** the YouTube video [Learning Theories](#)

**View** the YouTube video [What is an Individualized Educational Program \(IEP\) and how to write IEP | SEND Awareness](#)

[IEP Components](#) from the National Association of Special Education Teachers.

[Sec. 300.34 Related services](#) of the Individuals with Disabilities Act.

[Related Services - A Closer Look](#) from Wrightslaw.

Morin, A. (2014-2020). [The Difference Between Push-In and Pull-Out Services](#). Understood.

Wright, P., & Wright, P. (2006). Chapter 12: "[Smart IEPs](#)". In, *Wrightslaw: From emotions to advocacy: The special education survival guide* (2nd ed.). Hartfield, VA: Harbor House Law Press.

**View** the "[How to Create Strengths-based IEPs](#)" video [7:09] from Frontline Education and read the webpage.

Austin, B. (nd). "[The Free Strengthsfinder that Actually Works](#)" from Stop Start Do.

[COMMUNITY ACCESS CENTER Empowering people with disabilities](#)

**View** the following videos:

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[“Go Put Your Strengths To Work - Marcus Buckingham”](#) [1:51]

[“Invest in Your Strengths”](#) [3:28]

The National Education Association. (2007). Truth in labeling: disproportionality in special education. Library of Congress Cataloging-in-Publication Data.

[Breaking the School-to-Prison Pipeline for Students with Disabilities](#) from the National Council on Disability.

[Secondary Transition Planning: The Basics](#), updated July 2017 from the California Transition Alliance.

[Notice of Procedural Safeguards](#) from the California Department of Education.

[Procedural Safeguards Notice](#) from Wrightslaw.

[Due process rights: What you need to know](#)

[Due Process-AZ](#)

[Due Process- CA](#)

[6 Options for Resolving an IEP Dispute](#)

[THE IMPORTANCE OF DOCUMENTATION IN SPECIAL EDUCATION DISPUTES](#)

[HONIG, California Superintendent of Public Instruction v. DOE, et al.](#) from Wrightslaw.

[Handling a Manifestation Determination Review \(MDR\)](#)

[What is a Functional Behavioral Assessment and How Is It Used? An Overview for Parents](#) from the Pacer Center.

[Functional Behavior Assessments - What are they?](#) by Amanda N. Kelly, PhD, BCBA-D, LBA aka Behaviorbabe™

[Designing Effective Behavior Intervention Plans \(BIP\) Mastering the Fundamentals](#) presentation by Thomas J. Stacho Ed.S., from Behavior in Schools.

**Explore** the Office of Administrative Hearings Special Education [Decisions](#) page from the State of California. Search for a school district near you, or a major school district in the State of California.

**View** the [“Special Education Dispute Resolution- A parent, teacher, & school board member's perspective”](#) video [24:19] from YouTube.

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Alliant Library- Penney, S. (2012). [Impulse control and criminal responsibility: Lessons from neuroscience](#). *International Journal of Law and Psychiatry*, 35(2), 99-103.

Lynch, M. (2017). [5 Things That Educators Should Know About the Philosophy of Education](#). The Edvocate.

Cohen, L. M. (1999). [Section III - Philosophical Perspectives in Education](#). Oregon State University – School of Education.

[The Five Educational Learning Theories \(Extra Link resources included\)](#)

[7 Steps Of The IEP Process](#)

<https://www.wgu.edu/blog/five-educational-learning-theories2005.html#close>

[What-is-an-iep](#)

[Special-education-acronyms/](#)

## Course Assessments

Assessment	Due	Assignment Category	Point Value
<b>Week 1: History of Special Education</b>			
Discussion: Introductions		Discussion	30
Discussion: Historical Foundations (including IDEA, FAPE, & LRE)		Discussion	30
Assignment: Special Education Timeline		Professional Practices	40
<b>Week 2: Disability Awareness</b>			
Discussion: Advantages and Disadvantages of Labeling		Discussion	30
Discussion: Identification and Referral (Child Find Flow Chart)		Discussion	30
Assignment: Disability Categories Research		Professional Practices	40
<b>Week 3: Theories</b>			
Discussion: Five Main Educational Learning Theories and their Founders?		Discussion	30
Discussion: How to Apply the Theories		Discussion	30

Assignment: Unpacking the Standards	Professional Practice	100
<b>Week 4: Inclusion and inclusive instructional practices</b>		
Discussion: What is Inclusion? What does it look like?	Discussion	30
Discussion: Instructional Methods	Discussion	30
Assignment: Co-teaching	Professional Practice	40
<b>Week 5: Individual Education Plans</b>		
Discussion: IEP/504	Discussion	30
Assignment: Special Education Director or Special Education Teacher Interview	Professional Practice	40
Assignment: Developing High Quality IEPs	Professional Practice	40
<b>Week 6: Procedural Safeguards and Due Process</b>		
Discussion: Dispute Resolution	Discussion	30
Discussion: Orders and Decisions	Discussion	30
Assignment: Procedural Safeguards	Professional Practices	40
<b>Week 7: Behavior Intervention Plans &amp; Manifestation Determination</b>		
Discussion: Dispute Resolution	Discussion	30
Discussion: Manifest Determination	Discussion	30
Assignment: Functional Behavioral Assessment & Behavior Intervention Plans	Professional Practices	40
<b>Week 8: Philosophy of Education</b>		
Discussion: Philosophy of Education	Discussion	30
Assignment: Philosophy of Education	Signature Assignment	200
<b>Total Points</b>		<b>1000</b>

## ***Week 1: History of Special Education***

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### **Learning Objectives**

1.1 Analyze historical and contemporary legal and philosophical changes that impacted the development of special education.	CLO1
1.2 Interpret the implications of the changing definition Free and Appropriated Public Education (FAPE) on school districts and students.	CLO 1
1.3 Determine the foundational importance of the Least Restrictive Environment (LRE) provision of the Individuals with Disabilities Education Act (IDEA) to the academic, social, and emotional development of students with disabilities.	CLO 1

### **Activities and Resources**

<b>Readings</b>	1.1, 1.2, 1.3
<b><i>Exceptional Learners</i></b> <ul style="list-style-type: none"><li>Ch. 1: Exceptionality and Special Education</li></ul>	
<b><i>Essentials of Special Education</i></b> <ul style="list-style-type: none"><li>Ch. 1: Legal Aspects of Special Education</li></ul>	
<b><i>CSOE Clinical Practice Handbook</i></b> <p>Read the following sections:</p> <ul style="list-style-type: none"><li>Alliant International University pp. 3-4</li><li>California School of Education (CSOE) pp. 5-7</li></ul>	
<b><i>Online Resources</i></b> <a href="#">Our Story</a>	

**View** the [“History of Disability & Special Education Teachers”](#) video [8:15] from YouTube.

**View** the [“Least Restrictive Environment”](#) video [6:01] from YouTube.

[What is the Individuals with Disabilities Education Act \(IDEA\)?](#)

[American Educational History: A Hypertext Timeline](#)

[history\\_of\\_special\\_education.pdf](#) download

[IDEA Gov. Site](#)

[National Center for Learning Disabilities](#)

Conn, K. (2017). [Rowley and Endrew F.: Discerning the Outer Bounds of FAPE?](#) Education Law Association’s 63rd Annual Conference.

Office of Special Education and Rehabilitation Services. (1994). [Questions and Answers on Least Restrictive Environment \(LRE\) Requirements of the IDEA](#). Wrights Law.

<b>Important Note about Completing Assignments</b>	<b>COURSE</b>
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It is critical that all students complete all of the assignments in this course. Omitting assignments deprives you of an opportunity to demonstrate your skills and knowledge as well as receive feedback on those abilities.

## Assignments

<b>Discussion: Introductions</b>	<b>Introduction</b>
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**Utilize YouTube** to record your responses.

**Record** a 2-to 4-minute response \*(YouTube) to the following prompts in the Introductions discussion forum by Wednesday:

\*Be sure you enable closed captions on your video.

**Respond** to the following prompts in the Introductions discussion forum by Wednesday:

- What is your professional background?
- Why are you pursuing a career in special education?
- Share three things you hope to learn throughout this course?

**Include** any other personal information you feel comfortable sharing.

**Note:** You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday)

**Support** your response with citations and references consistent with APA style guidelines.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Discussion: Historical Foundations**

1.1

**Respond** to the following prompts in the Historical Foundations discussion forum by Friday:

- What two or three societal or legal changes reflect a cultural shift in the way we view differences and disabilities?
- Consider the possibility of change that can occur at an individual level, given the short amount of time an entire society can change. Have you ever been in a situation where you experienced a paradigm shift? If so, explain.
- How might integrating Alliant’s IMPACT values help you to become an effective, positive change agent in the lives of your students?

**Note:** You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Friday)

**Support** your response with citations and references consistent with APA style guidelines.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Assignment: Special Education History Timeline**

1.1, 1.2, 1.3

**Research** major historical education changes such as court cases, laws and policies, and events.

*Note. You will want to use the resources provided to you as well as complete research on your own for critical thinking.*

**Create** a visual timeline that includes at least 7 major historical changes that have impacted how special education looks today.

**Explain** the following for each major historical special education change:

- What was the court case, law/policy, and event?
- How did education look prior to this?
- How did the court trial, law/policy, or event change/effect special education?

**Utilize any** form of presenting (visual PDF timeline, PowerPoint timeline, YouTube video timeline with the ability of closed captioning, etc.)

Examples: [Youtube Timeline](#); [PDF Timeline Examples](#), [Timeline Powerpoint/Slideshare](#)

**Add** a reference page consistent with APA style guidelines. Your reference page should have a minimum of three sources.

**Include** in-text citations of your references where appropriate.

The Special Education Timeline Rubric will be used to grade this assignment.

**Submit** your assignment document by Sunday.

## Week 2: Categories of Disabilities

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### Learning Objectives

2.1 Examine the advantages and disadvantages labeling a student with a disability may have	CLO 2
2.2 Explain the prevalence, characteristics, impact on learning, teaching strategies, assistive technology, and organizational supports for the Disability Categories used by the U.S. Department of Education.	CLO 2

### Activities and Resources

Readings	2.1, 2.2
<p><b>Exceptional Learners</b></p> <ul style="list-style-type: none"><li>Ch. 2: Current Practices for Meeting the Needs of Exceptional Learners</li><li>Ch. 3 Multicultural and Bilingual Aspects of Special Education</li></ul> <p><b>Essentials of Special Education</b></p> <ul style="list-style-type: none"><li>Ch. 4 Disabilities</li></ul>	
<p><b>Online Resources</b></p> <p><a href="#">Conditions Covered under IDEA</a></p> <p><a href="#">Child Find</a></p> <p><a href="#">Child Find- WrightsLaw'</a></p> <p>School's Racial Makewup Can Sway Disability Diagnoses <a href="https://www.edweek.org/teaching-learning/schools-racial-makeup-can-sway-disability-diagnoses/2019/06">https://www.edweek.org/teaching-learning/schools-racial-makeup-can-sway-disability-diagnoses/2019/06</a></p> <p><a href="#">Is Disproportionality Among Minority Students Still an Issue?</a> <a href="https://youtu.be/d_QU55wwNlk">https://youtu.be/d_QU55wwNlk</a></p>	

## Assignments

<b>Discussion: Labeling (Advantages and Disadvantages)</b>	2.1
<p><b>Two Part Discussion</b></p> <p><b>Respond</b> to the following prompts:</p> <p><b>Part 1:</b></p> <ul style="list-style-type: none"><li>• In your own words, define disability awareness inside and outside the classroom setting.</li><li>• Identify the advantages and disadvantages of a student being identified and labeled with a disability?</li><li>•</li><li>• What are the contributing factors associated with overrepresentation of minority students in special education?</li></ul> <p><b>Part 2:</b></p> <ul style="list-style-type: none"><li>• Identify levels of support for parents/care givers and learners with disabilities within the levels identified below.<ul style="list-style-type: none"><li>○ 2 at your Local/ community level</li><li>○ 3 at the State level</li><li>○ 2 at the National level</li></ul></li></ul> <p><b>Respond</b> to the following prompts in the Labeling forum by Wednesday.</p> <p><b>Note:</b> You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday)</p> <p><b>Support</b> your response with citations and references consistent with APA style guidelines.</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Discussion: Identification and Referral (Child Find Flow Chart)</b>	2.2
<p><b>Complete</b> a flowchart that identifies your knowledge of your states Identification and Referral Process (Child Find).</p> <p><b>Include:</b></p> <ol style="list-style-type: none"><li>1. Your State and County</li><li>2. Define Child Find</li><li>3. Sequential Timeline</li></ol>	

4. Provide an explanation between Response to Intervention (RTI) and Multi-Tiered System of Support (MTSS).

**Support** your response with citations and references consistent with APA style guidelines.

**Post** to the Forum by Friday.

**Note:** You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Friday)

**Review** two classmate’s posts. Respond by sharing similarities and/or differences from your shared flowchart by applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Assignment: Disability Categories Research

2.2

**Research** the disability categories identified with IDEA. Identify if your state and/or department of education differs in any way. If so, describe how?

**Complete** the following for each disability category:

- Provide a definition
- Identify the prevalence within the overall population of special education
- Identify the common characteristics
- Explain the impact on learning for individuals.
- Explain the recommended **research-based** teaching strategies (include scaffolding).
- Explain what, if any, assistive technologies are available to support individuals
- Identify national, state, or community level organizations that provide services (three at each level)

*Note: A complete paragraph is 3-8 sentences; a good, detailed paragraph is 8-10 sentences. Make sure you are connecting research to practice!*

**Add** a title and reference page consistent with APA style guidelines. Your reference page should have a minimum of three sources.

**Include** in-text citations of your references where appropriate.

**Turnitin:** You must use Turnitin prior to submitting your written assignment. Be sure to provide adequate time to obtain your Turnitin report, which must be submitted along with your assignment. Failure to do so will result in a grade of zero.

This Assignment will use the Disability Rubric for grading.

**Submit both** your Turnitin report and your assignment as a Word document by Sunday.

## Week 3: Theories

### Learning Objectives

<p><b>3.1</b> Describe the educational theories that provide a purpose, application and interpretation of education and learning and the founders of the theories.</p> <p><b>3.2</b> Explain how educational theories can be applied in the classroom.</p> <p><b>3.3</b> Analyze the different standards (Council for Exceptional Children (CEC) Content Standards for Special Education Teachers and Mild to Moderate Support Needs Teaching Performance and describe the different elements demonstrated as a teacher in the learning environment.</p>	<p><b>CLO 3</b></p> <p><b>CLO3</b></p>
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### Activities and Resources

<b>Readings</b>	3.1, 3.2, 3.3
<p><b>Exceptional Learners</b></p> <ul style="list-style-type: none"><li>• <b>Review</b> the sections in Ch. 1: Exceptionality and Special Education:<ul style="list-style-type: none"><li>○ History and Origins of Special Education</li><li>○ People and Ideas</li></ul></li></ul>	
<p><b>Online Resources</b></p> <p><a href="#">Five Educational Learning Theories</a></p> <p><a href="#">The Five Educational Learning Theories (Extra Link resources included)</a></p> <p><a href="#">Theories of Learning</a> (Watch the video in this as well)</p> <p><b>View</b> the YouTube video <a href="#">Learning Theories</a></p> <p><a href="#">Council for Exceptional Students Professional Standards Common Core</a></p> <p><a href="#">Mild to Moderate Support Needs (MMSN) TPEs</a></p>	

## Assignments

<b>Discussion: Five Main Educational Learning Theories and their Founders</b>	3.1
<p><b>After</b> reviewing this week's readings, please <b>respond</b> to the Prompt below:</p> <ul style="list-style-type: none"><li>• Out of the five education theories, which two theories and theorists relate the most to your teaching beliefs.</li></ul> <p><b>Post</b> to the Forum by Wednesday.</p> <p><b>Note:</b> You must submit your "initial" discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday)</p> <p><b>Support</b> your response with citations and references consistent with APA style guidelines.</p> <p><b>Reply</b> to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
<b>Discussion: Applying Theories</b>	3.2
<p><b>After</b> reviewing this week's readings, please respond to the Prompt below:</p> <ul style="list-style-type: none"><li>• Out of the given theories, please describe the following:<ul style="list-style-type: none"><li>○ How would/could you apply each theory to the classroom?</li><li>○ Justify each application with expert citation.</li></ul></li></ul> <p><b>Post</b> to the Forum by Friday.</p> <p><b>Note:</b> You must submit your "initial" discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Friday)</p> <p><b>Support</b> your response with citations and references consistent with APA style guidelines.</p> <p><b>Reply</b> to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

**Assignment: Unpacking the MMSN & CEC Standards: Teaching Standards Infographic**

3.3

**Review** all of the resources below.

The 10 Professional Standards All Effective Teachers Must Meet.

<https://www.theedadvocate.org/10-professional-standards-effective-teachers-must-meet/>

InTASC Standards:

<https://www.doe.in.gov/sites/default/files/licensing/intasc.pdf>

California Teaching Performance Expectations: Universal Standards

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>

Council for Exceptional Children (CEC) Content Standards for Special Education Teachers

<https://exceptionalchildren.org/special-education-preparation-standards>

Mild to Moderate Support Needs Teaching Performance

<https://www.ctc.ca.gov/docs/default-source/educator-prep/special-education-docs/mmsn-tpes-comparison-chart.pdf>

Identify your state's Professional Teaching Standards (Educational Specialist)

**Collaborative Assignments** promote opportunities to get to know your classmates, and exchange information and ideas. While working in your collaborative groups, you will be assigned a Mild Moderate TPE and the corresponding Council for Exceptional Children (CEC) Standard. As a group, you will analyze the standards and discuss the different elements, demonstrated as a teacher in the learning environment. Your group will develop two infographics; one that identify the assigned Mild Moderate TPEs and the second identifying, the corresponding CEC Standard(s). Provide the supporting elements that are relevant to the learning environment and describe them in your own words.

**Collaborative Groups:**

- Your course instructor will place you in your collaborative groups
- In your group, you will review and unpack the Mild Moderate TPEs and corresponding CEC Standard(s)
  - Brainstorm 5-10 key ideas you think every person should know about your MM TPE and corresponding CEC Standard(s).
  - Provide your references according to the current APA style guide
- Using your own words, provide supporting elements/examples.
- Be sure to include your corresponding references/sources
- Identify your name with the section(s) you completed

**Summit** BOTH Infographics to your weekly assignment dropbox **AND** have the team leaders post both infographics to the Weekly General Form (provided by your course instructor). Sharing your Infographics & annotated bibliographies with your classmates will provide further insight to the Mild Moderate TPEs and CEC standards, and your classmates unique perspective to the professional teaching standards.

- Co-teaching and co-planning.

- Classroom management.

**Submit** the two Infographics to BOTH the assignment dropbox AND the course announcements document by Sunday.

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## ***Week 4: Inclusion and inclusive instructional practices***

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### **Learning Objectives**

4.1 Interpret what inclusion is and what it looks like in the classroom.	<b>CLO4</b>
4.2 Analyze whether inclusion or mainstreaming is the design that best fits your educational beliefs.	<b>CLO4</b>
4.3 Analyze instructional methods, approaches, and strategies as utilized in the inclusive setting.	<b>CLO4</b>
4.4 Describe co-teaching, the different models, and how they support your personal teaching beliefs.	<b>CLO4</b>

### **Activities and Resources**

<b>Readings</b>	4.1, 4.2, 4.3, 4.4
<b>Essentials of Special Education</b> <ul style="list-style-type: none"><li>• Ch. 6 Teaching Strategies</li><li>• Ch. 7 Collaboration and Co-Teaching</li></ul>	
<b>Online Resources</b> <a href="#">4 benefits of inclusive classrooms</a> <a href="#">Inclusive Education: What It Means, Proven Strategies, and a Case Study</a> <a href="#">What's Inclusion? Theory and Practice</a> <a href="#">Inclusive Classrooms: A Primer for Teachers</a>	
<b>YouTube</b> <b>View</b> the videos: Special Education Teaching Strategies Common Co-Teaching Challenges	

Co-Teaching & Teacher Collaboration

## Assignments

### Discussion: Inclusion

4.1, 4.2

**Respond** to the following prompts in the Inclusion discussion forum by Wednesday:

During your reading and research, you learned that Mainstreaming and Inclusion are often confused,

- Based on your current knowledge and IDEA define inclusion in the educational setting.
- Based on your educational beliefs, determine which design (mainstream/inclusion) you will use as an educator.
- Justify your response.

**Support** your response with citations and references consistent with APA style guidelines.

**Note:** You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday)

**Reply** to two classmate’s posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Discussion: Instructional Approaches

4.3

**Respond to the following prompts:**

- **Compare and contrast** between instructional methods, approaches, and strategies?
  - Is there a difference?
  - Are there similarities?
  - Justify your response.
- **Identify 4-6** instructional methods, approaches, and strategies that support your educational beliefs as an educator.

**Note:** You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Friday)

**Support** your response with citations and references consistent with APA style guidelines.

**Reply** to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Assignment: Co-Teaching**

4.4

**In a paper, using APA format examine the following:**

- Define co-teaching.
- What are the Models of Co-teaching? What does each model look like in the classroom?
- What are the Pros and Cons of co-teaching?
- Which model is the Most/least effective?
- Which two support your teaching beliefs.

**Utilize** the Co-teaching Paper Template

**Add** a title and reference page consistent with APA style guidelines. Your reference page should have a minimum of three sources.

**Include** in-text citations of your references where appropriate.

**Turnitin:** You must use Turnitin prior to submitting your written assignment. Be sure to provide adequate time to obtain your Turnitin report, which must be submitted along with your assignment. Failure to do so will result in a grade of zero.

**Submit both** your Turnitin report and your assignment as a Word document by Sunday.

This assignment will use the Co-Teaching Rubric

## Week 5: Individualized Special Education Plans

### Learning Objectives

5.1 Explain the elements and components of an Individualized Education Program (IEP).	CLO 5
5.2 Explain the procedural and legal requirements of the Individuals with Disabilities Improvement Act (IDEIA) of 2004 for developing a high-quality Individualized Education Program (IEP) in terms of elements and components.	CLO 5

### Activities and Resources

Readings	5.1, 5.2
<p><b><i>The IEP from A to Z</i></b></p> <p>Ch. 2: The “Gold Standard” for Setting Goals and Measuring Progress Ch. 3: Setups for Successful Performance Ch. 7: Getting to the Heart of the Matter: How to Write Meaningful Goals and Objectives</p> <p><b>Essentials of Special Education</b></p> <ul style="list-style-type: none"><li>Ch. 5: Individualized Education Programs</li></ul>	
<p><b>Online Resources</b></p> <p>Morin, A. (2014-2020). <a href="#">The Difference Between Push-In and Pull-Out Services</a>. Understood.</p> <p><a href="#">7 Steps Of The IEP Process</a></p> <p><a href="#">COMMUNITY ACCESS CENTER Empowering people with disabilities</a></p> <p>Wright, P., &amp; Wright, P. (2006). Chapter 12: “<a href="#">Smart IEPs</a>”. In, <i>Wrightslaw: From emotions to advocacy: The special education survival guide</i> (2nd ed.). Hartfield, VA: Harbor House Law Press.</p> <p>Austin, B. (nd). “<a href="#">The Free Strengthsfinder that Actually Works</a>” from Stop Start Do.</p> <p><a href="#">What-is-an-iep</a></p> <p><a href="#">Special-education-acronyms/</a></p>	

[Sec. 300.34 Related services](#) of the Individuals with Disabilities Act.

[Related Services - A Closer Look](#) from Wrightslaw.

**Video Resources:**

**View** the following videos:

[“Go Put Your Strengths To Work - Marcus Buckingham”](#) [1:51]

[“Invest in Your Strengths”](#) [3:28]

[IEP Components](#) from the National Association of Special Education Teachers.

**View** the YouTube video [What is an Individualized Educational Program \(IEP\) and how to write IEP | SEND Awareness](#)

**View** the [“How to Create Strengths-based IEPs”](#) video [7:09] from Frontline Education and read the webpage.

## Assignments

<b>Assignment: Special Education Director or Special Education Teacher Interview</b>	N/A
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**Interview** a special education teacher using the following questions:

1. What is your role/title, and what county do you teach in?
2. What area of special education do you teach (self-contained/ resource; Social Emotional, life skills, etc.)?
3. How long have you been in your role? And how many years have you served as an educator?
4. Explain the effects disabilities can have on students’ academic and social development, attitudes, interests, and values.
5. Describe how factors such as cultural diversity and human issues affect students with disabilities.
6. Explain how you address the unique learning needs of students with disabilities in the classroom, including those students with culturally and linguistically diverse backgrounds.
7. Describe how you use various types of technology to support students with disabilities in both the special education and regular education classroom.
8. Discuss how you collaborate with general education teachers to communicate, create, and store student documentation.
9. What two tools or methods help you organize, communicate, schedule, and collaborate in your role as a Special Education teacher with Related Service Providers?
10. How do you collaborate with other professionals, such as site-based and community resources and agencies, using a variety of interventions, related services and additional supports, to provide integrated support for students with behavior, social, emotional, trauma, and mental health needs?

Describe the following components of an IEP?

- a. Present Levels of Performance
- b. Annual Goals
- c. Measuring and Reporting Progress
- d. Special Education
- e. Related Services
- f. Supplementary Aids and Services
- g. Extend of Nonparticipation
- h. Accommodations in Assessment
- i. Service Delivery
- j. When the IEP Team Meets
- k. Adult Services

12. Identify one or two major challenges special educators face.

13. What advice can you give a new educator?

**After** interviewing, you will **Write** a summary of the interview, and what you took away.

**Add** a title and reference page consistent with APA style guidelines. Your reference page should have a minimum of one source.

**Include** in-text citations of your references where appropriate.

**Submit** both the interview and reflection as a Word document by Friday.

This Assignment will use the Special Education Director or Special Education Teacher Rubric

**Assignment: Developing High Quality IEPs**

5.1, 5.2

**Explain** the following elements and components of an Individualized Education Program (IEP):

- Present Levels of Performance: What factors define this section?
- Annual Goals: How are these identified and defined?
- Measuring and Reporting Progress: What are the best practice recommendations regarding methods used to measure and report progress?
- Special Education: What three distinct elements are provided here? Why are they critical?
- Related Services: How are these identified and defined?
- Supplementary Aids and Services: How are these identified and defined?
- Extend of Nonparticipation: Why is this documented?
- Accommodations in Assessment: How is this identified?
- Service Delivery: What is documented in this component?
- When the IEP Team Meets: Who is involved? Why?

- Adult Services: What are they?

**Utilize** the [High Quality IEPs template](#) to complete this assignment.

**Add** a title and reference page consistent with APA style guidelines. Your reference page should have a minimum of three sources.

**Include** in-text citations of your references where appropriate.

**Turnitin:** You must use Turnitin prior to submitting your written assignment. Be sure to provide adequate time to obtain your Turnitin report, which must be submitted along with your assignment. Failure to do so will result in a grade of zero.

**Submit both** your Turnitin report and your assignment as a Word document by Sunday.

This assignment will use the Developing High Quality IEPs Rubric

**Discussion: IEP/504**

5.1, 5.2

**Two Part Discussion Question:**

**Respond** to the following prompts in the discussion forum by Wednesday:

- Share your knowledge of an IEP/504.
  - Identify mandatory members
  - Why is it important to develop a positive working relationship with each member?
- If you are familiar, share an experience.
  - If you are not experienced, please share 1) some of your concerns 2) what you would like to learn and 3) how can you plan to address those?

**Then...**

**Respond** to the following prompts in the discussion forum by Wednesday:

- What are the benefits of putting a greater focus on students' strengths as opposed to their weaknesses?
- What might a strength-based IEP look like to you?

**Note:** You must submit your "initial" discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday)

**Support** your response with citations and references consistent with APA style guidelines.

**Reply** to two classmate's posts, applying the RISE Model for Meaningful Feedback, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

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## Week 6: Procedural Safeguards and Due Process

### Learning Objectives

6.1 Explain procedural safeguards offered to parents.	CLO 5
6.2 Analyze orders and decisions by administrative law judges in a special education due process hearing.	CLO 7
6.3 Interpret the perspective of parents whose disputes with their child's school lead to legal proceedings.	CLO 6

### Activities and Resources

Readings	6.1, 6.2, 6.3
<p><b>Books:</b> <b>The IEP from A to Z</b></p> <ul style="list-style-type: none"><li>Ch. 9: In the Shadow of No Child Left Behind</li></ul>	
<p><b>Online Resources</b></p> <p><a href="#">Notice of Procedural Safeguards</a> from the California Department of Education.</p> <p><a href="#">Procedural Safeguards Notice</a> from Wrightslaw.</p> <p><a href="#">Due process rights: What you need to know</a></p> <p><a href="#">What to Expect at a Due Process Hearing</a></p> <p><a href="#">Due Process-AZ</a></p> <p><a href="#">Due Process- CA</a></p> <p><a href="#">6 Options for Resolving an IEP Dispute</a></p> <p><a href="#">THE IMPORTANCE OF DOCUMENTATION IN SPECIAL EDUCATION DISPUTES</a></p>	

**Explore** the Office of Administrative Hearings Special Education [Decisions](#) page from the State of California. Search for a school district near you, or a major school district in the State of California.

**Video Resources**

**View** the “[Special Education Dispute Resolution- A parent, teacher, & school board member's perspective](#)” video [24:19] from YouTube.

**IRAC Method**

The IRAC method is a framework for organizing an answer to a law question. The basic structure is:

- **Issue:** State the legal issue(s) to be discussed.
- **Rule:** State the relevant statutes and case law.
- **Application:** Apply the relevant rules to the facts that created the issue.
- **Conclusion:** State the most likely conclusions using the logic of the application section. Include any alternative outcomes created by ambiguities in the relevant facts and rules.

**Assignments**

<b>Discussion: Dispute Resolution</b>	6.2, 6.3
<p>The video from this week’s readings presented several issues pertaining to parent rights, power and control, legal violations, as well as the inner workings of school districts regarding Special Education litigation.</p> <p><b>Respond</b> to the following prompts in the Dispute Resolution discussion forum by Wednesday:</p> <ul style="list-style-type: none"> <li>• What are your thoughts pertaining to parent rights, power and control, legal violations, as well as the inner workings of school districts regarding Special Education litigation?</li> <li>• What questions do you have about Special Education litigation? And how would you appropriately go about researching your questions?</li> </ul> <p><b>Note:</b> You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday)</p> <p><b>Support</b> your response with citations and references consistent with APA style guidelines.</p> <p><b>Reply</b> to two classmate’s posts, by not only applying the <a href="#">RISE Model for Meaningful Feedback</a>, <b>but one response must answer a litigation question asked by a peer using at least one expert citation</b> by Sunday. Respond to posts that have not yet received feedback from a classmate.</p>	
<b>Discussion: Orders &amp; Decisions</b>	6.2, 6.3

**Respond** to a decision from the Office of Administrative Hearings Special Education [Decisions](#) page using the IRAC method.

**Analyze** the chosen Hearing.

**Then...**

**Reflect** using the IRAC method.

**Note:** You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Friday)

**Support** your response with citations and references consistent with APA style guidelines.

**Post** your response in the Orders & Decisions discussion forum by Friday.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

<b>Assignment: Procedural Safeguards</b>	6.1
<p><b>Describe</b> a Procedural Safeguards Notice and the components. Make sure to include the purpose of each component.</p> <p><b>Add</b> a title and reference page consistent with APA style guidelines. Your reference page should have a minimum of two sources.</p> <p><b>Include</b> in-text citations of your references where appropriate.</p> <p><b>Turnitin:</b> You must use Turnitin prior to submitting your written assignment. Be sure to provide adequate time to obtain your Turnitin report, which must be submitted along with your assignment. Failure to do so will result in a grade of zero.</p> <p><b>Submit both</b> your Turnitin report and your assignment as a Word document by Sunday.</p> <p>The Procedural Safeguards Rubric will be used to grade this assignment.</p>	

## ***Week 7: Behavior Intervention Plans & Manifestation Determination***

### **Learning Objectives**

7.1 Analyze the concept of manifest determination in special education and criminal law.	CLO6, CLO7
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7.2 Explain the purpose of Functional Behavioral Assessments and Behavior Intervention Plans.

CLO6, CLO7

### Activities and Resources

<b>Readings</b>	7.1, 7.2
<p><b>Online Resources</b></p> <p><a href="#">HONIG, California Superintendent of Public Instruction v. DOE, et al.</a> from Wrightslaw.</p> <p><a href="#">Handling a Manifestation Determination Review (MDR)</a></p> <p><a href="#">What is a Functional Behavioral Assessment and How Is It Used? An Overview for Parents</a> from the Pacer Center.</p> <p><a href="#">Functional Behavior Assessments - What are they?</a> by Amanda N. Kelly, PhD, BCBA-D, LBA aka Behaviorbabe™</p> <p><a href="#">Designing Effective Behavior Intervention Plans (BIP) Mastering the Fundamentals</a> presentation by Thomas J. Stacho Ed.S., from Behavior in Schools.</p>	
<p><b>Alliant Library</b></p> <p>Penney, S. (2012). <a href="#">Impulse control and criminal responsibility: Lessons from neuroscience</a>. <i>International Journal of Law and Psychiatry</i>, 35(2), 99-103.</p>	
<p><b>IRAC Method</b></p> <p>The IRAC method is a framework for organizing an answer to a law question. The basic structure is:</p> <ul style="list-style-type: none"> <li>• <b>Issue:</b> State the legal issue(s) to be discussed.</li> <li>• <b>Rule:</b> State the relevant statutes and case law.</li> <li>• <b>Application:</b> Apply the relevant rules to the facts that created the issue.</li> <li>• <b>Conclusion:</b> State the most likely conclusions using the logic of the application section. Include any alternative outcomes created by ambiguities in the relevant facts and rules.</li> </ul>	

### Assignments

<b>Discussion: Honig v. Doe</b>	7.1
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**Respond** to the following prompt using the IRAC method in the Honig v. Doe discussion forum by Wednesday:

- What are benefits and challenges for students and school districts regarding the ruling of Honig v. Doe.

**Support** your response with citations and references consistent with APA style guidelines.

**Note:** You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday)

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Discussion: Manifest Determination

7.1

In the previous discussion, you examined Honig v. Doe and learned that a student could not be punished for behavior that was a manifestation of his disability. The Honig v Doe case describes two separate cases of students, both 17-years old, who had severe emotional disturbances and attacked other students. The district expelled both students from their respective schools. The students litigated against the school district claiming that the district violated their right to a FAPE by expelling them. The case worked its way up to the Supreme Court and it found that the students were improperly expelled and that students could not be punished for behavior that was a manifestation of their disability.

Given the outcome of the Supreme Court decision, if these same students today hypothetically attacked other students, even to the point of choking another student that student could not be expelled from school, because the behavior would be deemed a manifestation of his disability. However, in less than a year, upon turning 18-years old, they both could have been charged in adult criminal court with a Battery charge; and barring temporary insanity they could not say their behavior was a result of their disability. ‘[ j

**Examine** the concepts of punishment, therapeutic intervention, and deterrence of maladjusted behavior.

**Consider** the differences between the laws that govern both Special Education and our criminal justice system. Special education students may not be deemed responsible for their behavior in school or receive punishment in the way their neurotypical peers would, but they cannot use the same argument in criminal court at the age of majority.

**Respond** to the following prompt in the Manifest Determination discussion forum by Friday: Which entity, the Supreme Court or the criminal justice system, is right in their approach to addressing illegal conduct of persons with disabilities? Explain your answer.

**Support** your response with citations and references consistent with APA style guidelines.

**Note:** You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Friday)

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate

**Assignment: Functional Behavioral Assessment & Behavior Intervention Plans**

7.2

**Write** a two-to-three-page paper as a guide to someone explaining Functional Behavioral Assessment and Behavior Intervention Plans.

**Include** the following headings in your paper:

- Functional Behavioral Assessment
- Behavior Intervention Plans
- The Law as it Pertains to Disability and Discipline
- Teaching Coping and Self-Control for Behavior Management

**Format** your paper consistent with APA style guidelines. Your reference page should have a minimum of three sources.

**Include** in-text citations of your references where appropriate.

**Turnitin:** You must use Turnitin prior to submitting your written assignment. Be sure to provide adequate time to obtain your Turnitin report, which must be submitted along with your assignment. Failure to do so will result in a grade of zero.

**Submit both** your Turnitin report and your assignment as a Word document by Sunday.

The Functional Behavioral Assessment & Behavior Intervention Plans Rubric will be used for this assignment.

## **Week 8: Philosophy of Education**

### **Learning Objectives**

8.1 Determine where Alliant’s IMPACT values intersect with your personal philosophy and the professional practices addressed in this course.

CLO1, 2, 3 4, 5, 6, 7

### **Activities and Resources**

**Readings**

8.1

**Online Resources**

Lynch, M. (2017). [5 Things That Educators Should Know About the Philosophy of Education](#). The Edvocate.

Cohen, L. M. (1999). [Section III - Philosophical Perspectives in Education](#). Oregon State University – School of Education.

**Review:**

[Our Story](#)

## Assignments

### Discussion: Philosophy of Education

8.1

**Respond** to the following prompts in the Philosophy of Education discussion forum by Friday:

- How do Alliant’s IMPACT values correspond to the fundamental values of LRE and IDEA?
- Which educational philosophy best aligns to the fundamental values and beliefs of Special Education law? Provide rationale.
- What is your personal philosophy of education?

**Support** your response with citations and references consistent with APA style guidelines.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Assignment: Philosophy of Education

8.1

**Write** a 6- to 10-page paper that explains how you will integrate Alliant’s IMPACT values into your professional practice as a special education teacher and your personal philosophy of education.

**Identify** where the values of inclusion, mentorship, passion, accountability, communication, and teamwork fit into your personal philosophy and the professional practices addressed in this course:

- Special Education History and Law
- Disability Categories
- Theories
- Inclusion & Inclusive instructional practices
- Individual Education Plan

- FBAs and BIPs
- Dispute resolution

**Note.** For example, the Disability Categories can be linked to the inclusion IMPACT value.

**Consider** using the six elements of Alliant's IMPACT values as the headings in your paper.

**Format** your paper consistent with APA style guidelines. Your reference page should have a minimum of five sources.

**Include** in-text citations of your references where appropriate.

**Turnitin:** You must use Turnitin prior to submitting your written assignment. Be sure to provide adequate time to obtain your Turnitin report, which must be submitted along with your assignment. Failure to do so will result in point deduction and a possible grade of zero.

**Submit both** your Turnitin report and your assignment as a Word document by Sunday.

**Rubrics**

Discussion Rubric

Criteria	Ratings				Points Earned
<p><b>Initial Response to the Forum Topic</b></p>	<p>15  <b>All aspects</b> of the prompt are addressed thoughtfully. Discussion post is <b>supported by a variety of citations and references in APA format, reflects author’s ability to connect theory to practice.</b></p>	<p>13                      All aspects of the prompt are addressed but <b>lack one or more of the following: supported by a variety of citations and references in APA format, reflects the author’s ability to connect theory to practice.</b></p>	<p>11  <b>Some aspects</b> of the prompt are addressed thoughtfully but <b>one or more component of the prompt is not addressed.</b></p>	<p>9                      The topic is addressed superficially and <b>without supporting citations and without connecting theory to practice.</b></p>	
<p><b>Feedback to Peer’s Response to the Forum Topic</b></p>	<p>10  <b>2 responses</b> reflect higher order thinking skills in the delivery of constructive feedback to their peers through the RISE Model. <b>Reflect-</b> recall, ponder, articulate.</p>	<p>8.5  <b>2 responses</b> reflect <b>incomplete delivery</b> of constructive feedback based on a <b>lack of one or two levels</b> of the RISE Model.</p>	<p>7  <b>2 responses</b> reflect <b>incomplete delivery</b> of constructive feedback based on a <b>lack of three levels</b> of the RISE Model.</p>	<p>5  <b>2 responses</b> reflect incomplete delivery of constructive feedback based on a <b>lack of all levels</b> of the RISE Model.                       OR                      Candidate only provided <b>1 peer response.</b></p>	

	<p><b><u>Inquire</u></b>- seek information and provide ideas through questioning.</p> <p><b><u>Suggest</u></b>- introduce ideas for improvement of current iteration.</p> <p><b><u>Elevate</u></b>- raise to a higher degree or purpose in future iterations</p>				
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Disability Categories Rubric

Assignment: Disability Categories Research Rubric 40 Points				
Criteria	Ratings			Pts
<p><b>Elements/ Quality</b></p>	<p>15 pts Includes disability categories identified by IDEA by completing each of the following: 1) Providing a definition 2) Identified the prevalence within the overall</p>	<p>10 pts Includes disability categories identified by IDEA but is missing 1-2 categories when completing each of the following: 1) Providing a definition</p>	<p>5 pts Include disability categories identified but is missing 3 or more categories when completing each of the following: 1) Providing a definition</p>	<p>Points / 15 pts</p>

	<p>population of special education</p> <p>3) Identified the common characteristics</p> <p>4) Explained the impact on learning for individuals</p> <p>5) Explained the recommended research-based teaching strategies</p> <p>6) Identified national, state, or community level organizations that provide services (three at each level)</p>	<p>2) Identified the prevalence within the overall population of special education</p> <p>3) Identified the common characteristics</p> <p>4) Explained the impact on learning for individuals</p> <p>5) Explained the recommended research-based teaching strategies</p> <p>6) Identified national, state, or community level organizations that provide services (three at each level)</p>	<p>2) Identified the prevalence within the overall population of special education</p> <p>3) Identified the common characteristics</p> <p>4) Explained the impact on learning for individuals</p> <p>5) Explained the recommended research-based teaching strategies</p> <p>6) Identified national, state, or community level organizations that provide services (three at each level)</p>	
<b>Application</b>	15pts	10pts	5 pts	<b>Points / 15 pts</b>

	Identified if their state and/or department of education differs in any way with detailed explanation in regard to the disability categories.	Identified limited information if their state and/or department of education differs in any way in regard to the disability categories.	Did not clearly identify if their state and/or department of education differs in any way.	
<b>Organization of content</b>	7pts All content is well organized and is displayed through an appropriate sequence of information.	4pts A significant portion of content is well organized and is displayed through an appropriate sequence of information.	1pts Minimal content is organized and is not displayed through an appropriate sequence of information	Points / 7 pts
<b>Annotated Bibliography &amp; Citations</b>	3pts Annotated Bibliography and citations are utilized to support analysis.	2pts Annotated Bibliography and citations are limited sources utilized OR	0 pts Annotated Bibliography and citations do not include	Points / 3 pts

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	Sources are credible. Sources are cited using APA citation style in text and bibliography	some sources are not credible. Sources are cited using APA citation style in text and bibliography.	sources or does not include APA citations.	
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Signature Assignment Rubric

Professional Standards Alignment: EDU6204b – Ed Foundations: Learner and Learning Environment (SPED)							
CLO	POs	PLOs	InTASC	ISTE	TPEs	MMSN	CEC's
<b>CLO1:</b> Explain historical interactions and contemporary legal and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities.	PO1	PLO 1 & 6	STNDS1, 2 & 3		TPE1&2	MM 1&2	CEC 2 & 6
<b>CLO2:</b> Examine the disabilities that fall under the Individuals with Disabilities Improvement Act (IDEA) of 2004 and the affects labeling a student with a disability may have.	PO1	PLO 1 & 6	STNDS1, 2 & 3		TPE1& 2	MM 1&2	CEC 2 & 6
<b>CLO3:</b> Examine and apply the educational theories that provide a purpose, application	PO1	PLO 1 & 6	STNDS1, 2 & 3		TPE1&2	MM 1&2	CEC 2 & 6

and interpretation of education and learning and the founders of the theories.							
<b>CLO4:</b> Analyze the inclusion model in the educational setting. and examine the inclusive instructional practices such as co-teaching.	PO1	PLO 1 & 6	STND1 1(d) & 1(e) - Knowledg e / 1(a) & 1(b) - Performan ce  STND2 2(g), 2(h), & 2(j) - Knowledg e / 2(s), 2(b) & 2(c) - Performan ce  STND3 3(i) & 3(l) - Knowledg e / 3(c), 3(d), 3(e), & 3(g) - Performan ce		TPE1(1), 1(4), 1(7) & 1(8) & TPE2(1), 2(2), 2(3) & 2(5)	MM 1&2	CEC 2 & 6
<b>CLO5:</b> Determine the procedural and legal requirements under the Individuals with Disabilities Improvement Act (IDEA) of 2004 for developing a high-quality IEP, including identifying and	PO1	PLO 1 & 6	STNDS1, 2 1(a) & 1(b) - Performan ce / 1(d) & 1(e) - Knowledg e STAND2	STND3(a) & 3(d)	TPE1(1), 1(4), 1(7) & 1(8) & TPE2(1), 2(2), 2(3) & 2(5)	MM 1&2	CEC 2 & 6

examining the different IEP components.			2(a), 2(b) & 2(c) - Performance / 2(g), 2(h), & 2(j) - Knowledge  STND3 3(c), 3(d), 3(e), & 3(g) - Performance / 3(i) & 3(l) - Knowledge				
<b>CLO6:</b> Determine the legal rights of students with disabilities related to behavior, discipline, and rehabilitation.	PO1	PLO 1 & 6	STNDS1, 2 & 3		TPE1&2	MM 1&2	CEC 2 & 6
<b>CLO7:</b> Analyze orders and decisions by administrative law judges in special education due process hearings and the need for procedural safeguards.	PO1	PLO 1 & 6	STNDS1, 2 & 3		TPE1&2	MM 1&2	CEC 2 & 6
<b>National Interstate New Teacher Assessment and Support Consortium (InTASC) Standards</b>							
<b>International Society for Technology in Education (ISTE) Standards for Teachers</b>							
<b>InTASC / ISTE</b>	<b>Exceeds Requirements</b>		<b>Meets Requirements</b>	<b>Approaches Requirements</b>	<b>Below Requirements</b>		

<p><b>Elements</b></p> <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Mentorship</li> <li>• Passion</li> <li>• Accountability</li> <li>• Communication</li> <li>• Teamwork</li> </ul> <p><b>Learner Development/Learning Differences (InTASC)</b> STND1(d) &amp; 1(e) / 2(g), 2(h), &amp; 2(j) - Knowledge</p>	<p>Candidate demonstrates insightful knowledge of their educational philosophy and practices as a special education teacher, correlating between theory and practice in all elements.</p>		<p>Candidate demonstrates considerable knowledge of their educational philosophy and practices as a special education teacher, correlating between theory and practice, in five (5) elements.</p>	<p>Candidate demonstrates moderate knowledge of their educational philosophy and practices as a special education teacher, correlating between theory and practice, in four (4) elements.</p>	<p>Candidate demonstrates limited knowledge of their educational philosophy and practices as a special education teacher, correlating between theory and practice, in three (3) elements.</p>		
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Inclusion</li> <li>• Mentorship</li> <li>• Passion</li> <li>• Accountability</li> <li>• Communication</li> <li>• Teamwork</li> </ul> <p><b>Learner Development/Learning Differences (InTASC)</b></p>	<p>Candidate demonstrates a critical and creative understanding with high degrees of effectiveness in their educational practices as a special education teacher,</p>		<p>Candidate demonstrates a critical and creative understanding with considerable effectiveness in their educational practices as a special education teacher,</p>	<p>Candidate demonstrates a critical and creative understanding with moderate effectiveness in their educational practices as a special education teacher,</p>	<p>Candidate demonstrates a critical and creative understanding with limited effectiveness in their educational practices as a special education teacher, correlating</p>		

<p><i>STND1(a) &amp; 1(b) / 2(a), 2(b) &amp; 2(c) - Performance</i></p>	<p>correlating between theory and practice, in all elements.</p>		<p>correlating between theory and practice in all elements.</p>	<p>correlating between theory and practice, in five (5) elements.</p>	<p>between theory and practice, in four (4) elements.</p>		
<p><b>Application</b></p> <ul style="list-style-type: none"> <li>• Distinguishing research findings and other sources of information</li> <li>• Discussing literature reviews on selected theory</li> <li>• Indicating why theory is important to teaching and learning</li> </ul> <p><b>Learning Environments (InTASC)</b>  <i>STND3(i) &amp; 3(l) - Knowledge / 3(c), 3(d), 3(e), &amp; 3(g) - Performance</i></p>	<p>Candidate integrates a theory of teaching and learning by identifying a research/evidence-based approach, using all the elements.</p>		<p>Candidate integrates a theory of teaching and learning by identifying a research/evidence-based approach, using elements one (1) and three (3) only.</p>	<p>Candidate integrates a theory of teaching and learning by identifying a research/evidence-based approach, using elements one (1) and two (2) only.</p>	<p>Candidate integrates a theory of teaching and learning by identifying a research/evidence-based approach, using elements one (1), two (2), or three (3) only.</p>		

<p><b>Citizen (ISTE)</b> STND3(a) &amp; 3(d) - Create / Model</p>							
<p><b>References (APA)</b></p> <ul style="list-style-type: none"> <li>• Demonstrates use of literature reviews on the topic</li> <li>• Discuss why certain studies are important</li> <li>• Cite and identify applicable landmark seminal studies</li> <li>• Proper documentation of sources in the text</li> <li>• Provide a comprehensive reference section</li> </ul>	<p>References of paper conform to APA guidelines. With all elements.</p>		<p>References of paper conform to APA guidelines, with only four (4) elements.</p>	<p>References of paper conform to APA guidelines, with only three (3) elements.</p>	<p>References of paper conform to APA guidelines, with only two (2) elements.</p>		
<p><b>Format (APA)</b></p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Page numbers</li> </ul>	<p>Formatting of paper conforms to APA guidelines. With all elements.</p>		<p>Formatting of paper conforms to APA guidelines, with only</p>	<p>Formatting of paper conforms to APA guidelines, with only</p>	<p>Formatting of paper conforms to APA guidelines, with only</p>		

<ul style="list-style-type: none"> <li>• Headings/sub-headings</li> <li>• Margins</li> <li>• Indentions and alignment</li> <li>• Spacing</li> <li>• Punctuation spacing</li> <li>• Font</li> <li>• Spelling and grammar</li> </ul>			eight (8) elements.	seven (7) elements.	six (6) elements.		
Professional Performance Standards (POs)							
POs	Exceeds Requirements		Meets Requirements	Approaches Requirements	Below Requirements		
<b>PO1:</b> Integrate a research and evidence-based theory of teaching and learning. <i>(InTASC1, 2 &amp; 3)</i>	This level is achieved if the candidate earns a 93% or higher on the assessment.		This level is achieved if the candidate earns between 92% and 80% on the assessment.	This level is achieved if the candidate earns between 79% and 73% on the assessment.	This level is achieved if the candidate earns a 72% or less on the assessment.		
Teaching Performance Expectations (TPEs)							
TPEs	Exceeds Requirements		Meets Requirements	Approaches	Below Requirements		

				<b>Requirements</b>			
<b>TPE1(1), 1(4), 1(7) &amp; 1(8):</b> Engaging and Supporting All Students in Learning ( <i>InTASC1 &amp; 2</i> )	This level is achieved if the student earns a 93% or higher on the assessment.		This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the candidate earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.		
<b>TPE2(1), 2(2), 2(3) &amp; 2(5):</b> Creating and Maintaining Effective Environments for Student Learning ( <i>InTASC3</i> )	This level is achieved if the student earns a 93% or higher on the assessment.		This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.		
<b>Special Education Program Learning Objectives (PLOs)</b>							
<b>POs</b>	<b>Exceeds Requirements</b>		<b>Meets Requirements</b>	<b>Approaches Requirements</b>	<b>Below Requirements</b>		
<b>PLO1:</b> Understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful	This level is achieved if the candidate earns a 93% or higher on		This level is achieved if the candidate earns between 92% and	This level is achieved if the candidate earns between 79% and	This level is achieved if the candidate earns a 72% or less on		

and challenging learning experiences for individuals with exceptionalities. (InTASC1, 2 & 3)	the assessment.		80% on the assessment.	73% on the assessment.	the assessment.		
<b>Mild to Moderate Support Needs (MMSN)</b>							
<b>TPEs</b>	<b>Exceeds Requirements</b>		<b>Meets Requirements</b>	<b>Approaches Requirements</b>	<b>Below Requirements</b>		
<b>MM TPE1(3) &amp; 1(7):</b> Engaging and Supporting and Students in Learning Elements (InTASC1 & 2)	This level is achieved if the student earns a 93% or higher on the assessment.		This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the candidate earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.		
<b>TPE2(3), 2(6), &amp; 2(7):</b> Creating and Maintaining Effective Environments for Student Learning Elements (InTASC3)	This level is achieved if the student earns a 93% or higher on the assessment.		This level is achieved if the student earns between 92% and 80% on the assessment.	This level is achieved if the student earns between 79% and 73% on the assessment.	This level is achieved if the student earns a 72% or less on the assessment.		

Co-Teaching Rubric

Assignment: Co-Teaching 40 Points

Criteria	Ratings			Pts
<b>Elements/ Quality</b>	30pts  Defined co-teaching, states the models of Co-teaching, described what each model looks like in the classroom, discussed the Pros and Cons of co-teaching, explained which model is the most and least effective, and described which model supports their teaching beliefs.	15 pts  Missed one of the following aspects: Defined co-teaching, states the models of Co-teaching, described what each model looks like in the classroom, discussed the Pros and Cons of co-teaching, explained which model is the most and least effective, and described which model supports their teaching beliefs.	0pts Missed two or more of the following aspects: Defined co-teaching, states the models of Co-teaching, described what each model looks like in the classroom, discussed the Pros and Cons of co-teaching, explained which model is the most and least effective, and described which model supports their teaching beliefs.	Points / 30 pts
<b>Organization of content</b>	8pts  All content is well organized	6pts  A significant portion of	1pts  Minimal content is	Points / 7 pts

	and is displayed through an appropriate sequence of information.	content is well organized and is displayed through an appropriate sequence of information.	organized and is not displayed through an appropriate sequence of information	
<b>Annotated Bibliography &amp; Citations</b>	3pts  Annotated Bibliography and citations are utilized to support analysis. Sources are credible. Sources are cited using APA citation style in text and bibliography	2pts  Annotated Bibliography and citations are limited sources utilized OR some sources are not credible. Sources are cited using APA citation style in text and bibliography.	0 pts  Annotated Bibliography and citations do not include sources or does not include APA citations.	Points / 3 pts

Special Education Timeline Rubric

Assignment Rubric–Special Education Timeline 40 points					
Criteria	Ratings				Pts
<b>Elements/Quality</b>	15pts  The student explains in detail 7-10	10pts  The student explains in detail 6 major	5pts  The student explains in detail 5 major	2pts  The student explains in detail 4 or less	Points / 15 pts

	major historical special education changes.	historical special education changes.	historical special education changes.	major historical special education changes.	
<b>Application</b>	<p>15pts</p> <p>Includes in detail with examples:                      1) The court case, law/policy, and event?                      2) How education looked prior to the implementation.                      3) How the court trial, law/policy, and event changed/effected special education?</p>	<p>10pts</p> <p>Includes in detail with minimal examples:                      1) The court case, law/policy, and event?                      2) How education looked prior to the implementation.                      3) How the court trial, law/policy, and event changed/effected special education?</p>	<p>5pts</p> <p>Includes general content without examples:                      1) The court case, law/policy, and event?                      2) How education looked prior to the implementation.                      3) How the court trial, law/policy, and event changed/effected special education?</p>	<p>2pts</p> <p>Includes limited content:                      1) The court case, law/policy, and event?                      2) How education looked prior to the implementation.                      3) How the court trial, law/policy, and event changed/effected special education?</p>	<p>Points / 15 pts</p>

Special Education Director or Teacher Rubric

<b>Assignment: Special Education Director or Teacher Interview 40 Points</b>				
<b>Criteria</b>	<b>Ratings</b>			<b>Pts</b>
<b>Interview</b>	15 pts The student has all interview questions completed by a special education director or teacher.	10 pts The student missed 3 interview questions.	5 pts The student missed 6 interview questions	Points / 10 pts
<b>Reflection</b>	20 pts The student reflects on the interview and what they took away from the interview and making connections.	10 pts The student has a basic reflection of the interview and does not fully show a connection to a takeaway.	0 pts There is no reflection.	Points / 20 pts
<b>Organization of content</b>	8pts All content is well organized and is displayed through an appropriate	6pts A significant portion of content is well organized and is displayed through an	1pts Minimal content is organized and is not displayed	Points / 7 pts

	sequence of information.	appropriate sequence of information.	through an appropriate sequence of information	
<b>Annotated Bibliography &amp; Citations</b>	3pts  Annotated Bibliography and citations are utilized to support analysis. Sources are credible. Sources are cited using APA citation style in text and bibliography	2pts  Annotated Bibliography and citations are limited sources utilized OR some sources are not credible. Sources are cited using APA citation style in text and bibliography.	0 pts  Annotated Bibliography and citations do not include sources or does not include APA citations.	Points / 3 pts

Developing High Quality IEPs Rubric

<b>Assignment: Developing High Quality IEPs Rubric 40 Points</b>				
<b>Criteria</b>	<b>Ratings</b>			<b>Pts</b>
<b>Elements/ Quality</b>	15pts  Identifies the different IEP components.	5 pts Missed up to 2 IEP components.	0pts Missed more than 2 IEP components.	Points / 15 pts
<b>Application</b>	15pts	5pts	0pts	Points / 15 pts

	Answered application question for each IEP component with detail and evidence with expert citation.	Answered application question for each IEP component with general information not linking back to expert citation.	Did not answer application question for each IEP component.	
<b>Organization of content</b>	8pts All content is well organized and is displayed through an appropriate sequence of information.	6pts A significant portion of content is well organized and is displayed through an appropriate sequence of information.	1pts Minimal content is organized and is not displayed through an appropriate sequence of information	Points / 7 pts
<b>Annotated Bibliography &amp; Citations</b>	3pts Annotated Bibliography and citations are utilized to support analysis. Sources are credible.	2pts Annotated Bibliography and citations are limited sources utilized OR some sources are not	0 pts Annotated Bibliography and citations do not include sources or does not	Points / 3 pts

	Sources are cited using APA citation style in text and bibliography	credible. Sources are cited using APA citation style in text and bibliography.	include APA citations.	
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Procedural Safeguards Rubric

Assignment: Developing High Quality IEPs Rubric 40 Points				
Criteria	Ratings			Pts
<b>Elements/ Quality</b>	15pts  Identifies the different IEP components.	5 pts Missed up to 2 IEP components.	0pts Missed more than 2 IEP components.	Points / 15 pts
<b>Application</b>	15pts  Answered application question for each IEP component with detail and evidence with expert citation.	5pts  Answered application question for each IEP component with general information not linking back to expert citation.	0pts Did not answer application question for each IEP component.	Points / 15 pts
<b>Organization of content</b>	8pts	6pts	1pts	Points / 7 pts

	All content is well organized and is displayed through an appropriate sequence of information.	A significant portion of content is well organized and is displayed through an appropriate sequence of information.	Minimal content is organized and is not displayed through an appropriate sequence of information	
<b>Annotated Bibliography &amp; Citations</b>	3pts  Annotated Bibliography and citations are utilized to support analysis. Sources are credible. Sources are cited using APA citation style in text and bibliography	2pts  Annotated Bibliography and citations are limited sources utilized OR some sources are not credible. Sources are cited using APA citation style in text and bibliography.	0 pts  Annotated Bibliography and citations do not include sources or does not include APA citations.	Points / 3 pts

Functional Behavioral Assessment & Behavior Intervention Plans Rubric

<b>Assignment: Functional Behavioral Assessment &amp; Behavior Intervention Plans</b>				
<b>Rubric 40 Points</b>				
<b>Criteria</b>	<b>Ratings</b>			<b>Pts</b>
<b>Elements/ Quality</b>	15pts	5 pts	0pts	Points / 15 pts

	Wrote a clear guide explaining Functional Behavioral Assessment and Behavior Intervention Plans.	Wrote an unorganized guide explaining Functional Behavioral Assessment and Behavior Intervention Plans.	Did not write a guide explaining Functional Behavioral Assessment and Behavior Intervention Plans.	
<b>Application</b>	<p>15pts</p> <p>The guide includes:</p> <ul style="list-style-type: none"> <li>• Functional Behavior Assessment</li> <li>• Behavior Intervention Plans</li> <li>• The law as it</li> </ul>	<p>5pts</p> <p>The guide misses one of the following:</p> <ul style="list-style-type: none"> <li>• Functional Behavior Assessment</li> <li>• Behavior Intervention Plans</li> <li>• The law as</li> </ul>	<p>0pts</p> <p>The guide misses two or of the following:</p> <ul style="list-style-type: none"> <li>• Functional Behavior Assessment</li> <li>• Behavior Interv</li> </ul>	<p>Points / 15 pts</p>

	<p>pertains to disability and discipline</p> <ul style="list-style-type: none"> <li>Teaching coping and self-control for behavior management</li> </ul>	<p>it pertains to disability and discipline</p> <ul style="list-style-type: none"> <li>Teaching coping and self control for behavior management</li> </ul>	<p>ention Plans</p> <ul style="list-style-type: none"> <li>The law as it pertains to disability and discipline</li> <li>Teaching coping and self control for behavior management</li> </ul>	
<b>Organization of content</b>	<p>8pts</p> <p>All content is well organized and is displayed through an appropriate</p>	<p>6pts</p> <p>A significant portion of content is well organized and is displayed through an</p>	<p>1pts</p> <p>Minimal content is organized and is not displayed</p>	<p>Points / 7 pts</p>

	sequence of information. Includes 2-3 pages.	appropriate sequence of information. Includes 2-3 pages.	through an appropriate sequence of information Does not have 2-3 pages.	
<b>Annotated Bibliography &amp; Citations</b>	3pts  Annotated Bibliography and citations are utilized to support analysis. Sources are credible. Sources are cited using APA citation style in text and bibliography	2pts  Annotated Bibliography and citations are limited sources utilized OR some sources are not credible. Sources are cited using APA citation style in text and bibliography.	0 pts  Annotated Bibliography and citations do not include sources or does not include APA citations.	Points / 3 pts