ELIS 2680 - Special Education Process/Application: Designing Education Programs within an Ecological Framework

Fall 2026 Syllabus, Section 01, CRN 43966,

Credit hours: 3

Instructor

Courtney Cruz

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Public Instructor Information

Professor: Dr. Courtney Cruz

Professional Qualifications:

Ph.D., Special Education, Kent State University
M.Ed., Early Childhood Education, Youngstown State University
B.A., Early Childhood Education, Mount Vernon Nazarene University

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Course Description

2680. Special Education Process/Application: Designing Education Programs within an Ecological Framework. This course prepares the pre-service teacher candidate (PK-5) in developing knowledge and skills associated with the special education process for children with exceptionalities. Teacher candidates will learn the special education process within an ecological framework (e.g., school, family, community) through active engagement and hands-on application processes in building teacher-family-school partnerships, data collection and interpretation to design and implementation of special education plans (e.g., IFSP, 504, IEP, WEP), collaboration and consultation with other school professionals and support agencies, and preparation and facilitation of IEP meetings. Field hours required. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Powerful partnerships: A teacher's guide to engaging families for student success.	Mapp, K., Carver, I., & Lander, J.	
Required	Developing educationally meaningful and legally sound IEPs.	Yell, M., Bateman, D., Shriner, J.	

Mapp, K., Carver, I., & Lander, J. (2017). *Powerful partnerships: A teacher's guide to engaging families for student success.* Scholastic Professional.

Yell, M., Bateman, D., Shriner, J. (2021). *Developing educationally meaningful and legally sound IEPs.* Rowman & Littlefield Publishers.

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Day	Date	Reading(s)	Proposed Topic	Due/To Prepare for Class
Tue	8/25	Course syllabus scavenger hunt	Course Overview & Building Class Community	Complete Pre-course Assessment and Self-Reflection (no preparation required, complete in class)
Thu	8/27	BB materials	Introduction to the SPED Process and Portfolio	Select Book Club text and sign-up
Tue	9/1	Read: Chapter 1 (Yell & Shriner, 2021) Ohio Disability Specific Resources: https://education.ohio.gov/Topics/Special-Education/Students-with-Disabilities People First Language https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_People_First_Language.pdf	Words Have Power and the SPED Education Process	Work on Portfolio Resource #1
Thu	9/3	BB materials	IDEA Disability Categories Disability Rights/ Awareness (People First Language/Models of Disability)	Add to My SPED Portfolio • Resource #1: Introduction and Philosophy
Tue	9/8	Read: Chapter 1 (Mapp et al., 2017)	Building Teacher Family School Partnerships (TFSP) I	Add to My SPED Portfolio • Resource #2: Building Teacher Family School Partnerships
Thu	9/10	Read: Chapter 3 (Mapp et al., 2017)	Building Teacher Family School Partnerships (TFSP) II	Add to My SPED Portfolio • Resource #2: Building Teacher Family School Partnerships
Tue	9/15	IFSP materials in BB	Early Intervention and Individualized Family Service Plans (IFSP) I	Confirm identifying field/interview contacts
Thu	9/17	Review IFSP materials in BB	IFSPs II: Family-Centered Planning & Transition	CFU #1
Tue	9/22	Read: Chapter 8 (Yell & Shriner, 2021) Ohio ETR forms	Evaluation & Evaluation Team Reports (ETRs) I	Work on Portfolio Resource #3 Jargon Guide
Thu	9/24	Review ETR forms/materials in BB	Evaluation & Evaluation Team Reports (ETRs) II	Continue Portfolio #1-3
Tue	9/29	Read: Chapter 3 (Yell & Shriner, 2021)	Section 504 Plans	
Thu	10/1	IEP examples/materials in BB	Moving from the ETR to the IEP	Portfolio Check-In #1: Resources 1-3
Tue	10/6	Complete selected Book Club text	Book Club Round Circles I	Book Club Review
Thu	10/8		Book Club Round Circles II	
Tue	10/13	Read: Navigating Individualized Education Programs (IEPs): Your Roadmap to Equitable Access (Newcomer & Morin, 2020) View: Preschool Transition from Part C to Part B	Developing the IEP Part I: PLAAFP	Mid-term Reflection: complete during class in BB Begin Portfolio Resource #5: Child Case Study
Thu	10/15	Review PLAAFP/case materials in BB	Writing Strong PLAAFPs	Work on Child Case Study
Tue	10/20	Read: Chapters 5-6 (Yell & Shriner, 2021)	Developing the IEP Part II: Measurable Goals	Continue Portfolio Resource #5
Thu	10/22		SDI, Services & Accommodations	CFU #2
Tue	10/27	Read: Chapter 7 (Yell & Shriner, 2021)	IEP Application: Child Case Study	Work on Portfolio Resources #4 and #5
Thu	10/29	Review case materials	IEP Application Workshop	Portfolio Check-In #2: Resources 4 and 5 progress
Tue	11/3	Read: Chapter 6 (Yell & Shriner, 2021)	Implementing the IEP: Progress Monitoring	Add progress monitoring to Child Case Study
Thu	11/5	Review materials in BB	Reporting Progress & Revising the IEP	

Tue	11/10	Read: Chapter 4 (Mapp et al., 2017)	Preparing for the IEP Meeting	Work on Portfolio Resource #6: Field Experience
Thu	11/12	IEP Meetings: Building Compassion and Conversation (Fialka, 2017) View: Student Video provided in BB	Facilitating an Effective IEP Meeting	Work on Portfolio Resource #7: Preparing for Effective IEP Meetings CFU #3
Tue	11/17	Review materials in BB	Mock IEP Meeting-Round 1	Mock IEP meeting participation
Thu	11/19	Review materials in BB	Mock IEP Meeting- Round 2 & Debrief	Portfolio Check-In #3: Resources 6 and 7 progress
Tue	11/24	Review materials in BB Ohio Gifted Education links	WEPs and Gifted Education	Mock IEP Meeting and Reflection Continue portfolio revisions
Tue	12/1	Read: Chapter 5 (Mapp et al., 2017)	Parent/Student Guest Panel	Final Portfolio revisions Community forum
Thu	12/3	Review course materials in BB	Bringing the SPED Process Together	Submit: My SPED Portfolio: Critical Task (upload to SL&L & BB)
Tue	12/8		Course synthesis & Post Course Assessment	1.Post-Course Assessment 2.Self-Reflection 3. Post-Course Reflection

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