



Sul Ross State University  
Department of Education

Instructor	Scarlet Clouse	Phone	432-837-8013
Office	Morelock Academic Building 305B	E-mail	<a href="mailto:sanderson@sulross.edu">sanderson@sulross.edu</a> *(Best method of contact)*
Office Hours	By Appointment	Virtual Office Hours	As needed via GoToMeeting

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**Foundations of Special Education Law-Summer I 2016**

**Course Description**

This course will emphasize the importance of legal foundations of special education and professional responsibilities associated with compliance of laws and policies.

**Required Textbooks**

Hulett, K. (2009). *Legal Aspects of Special Education*. Upper Saddle River, NJ: Pearson. ISBN 978-0131171460

Weishaar, M. (2007). *Case Studies in Special Education Law: No Child Left Behind Act and Individuals with Disabilities Improvement Act*. Upper Saddle River, NJ: Pearson. ISBN 978-0132186285

**Course Textbook Correlation Schedule:**

Assignment	Text	Chapter	Dates (suggested due dates)
Assignment 1	Hulett	Prologue, 1, 2	June 1-June 5
Assignment 2	Hulett Weishaar	3, 4, 5 10	June 6-June 12

Assignment 3	Hulett	6	June 13-June 19
	Weishaar	1, 2, 3	
Assignment 4	Hulett	7, 8	June 20-June 26
	Weishaar	5, 7, 8	
Assignment 5	Hulett	9, 10	June 27-July 3
	Weishaar	4, 6	
Assignment 6	Hulett	11, Epilogue	July 3-July 5
	Weishaar	9	
Last Class Day/Final Exam			July 5

*This is a self-paced course so it is your responsibility to have all assignments submitted by the last class day. The dates above and in Bb are just a guide for planning your summer schedule and assignment completion. Please always read the Announcements on the course homepage for due dates and any changes in the schedule. There will be no “Incompletes” awarded in this class due to failure to keep up with workload.*

### **Class Evaluation**

1. Discussions 5@ 0-3 pts.	15
2. Huelett & Weishaar Assignments 23 @ 0- 3 pts.	69
3. Final Exam	<u>100</u>
Total	184 points

A = 184-166 points, B = 165-147 points, C = 146-129 points, D=128-110 points, F=Below 109  
Graduate students must maintain a 3.0 grade average

### **Course Requirements /Grading Criteria**

Discussion Forums- There is a total of five discussion forums on Blackboard for this course. You will be required to post an initial response to the specific forum topic and then reply to at least two classmates’ posting. Please refer to the Discussion Board rubric for specific grading criteria for the Discussion forums. Grades for each response will be **0**/no response or lack of understanding, **1**/evidence of understanding, or **2**/mastery of understanding.

Hulett Critical Thinking Questions-A designated number of questions will be completed for each chapter. The information from these chapters will serve as the foundation in which you will apply information from the Weishaar case studies. Grades for each response will be **0**/no response or lack of understanding, **1**/evidence of understanding, or **2**/mastery of understanding.

Weishaar Case Studies-A case study examination will be completed after every chapter. These will come from the Weishaar textbook and will complement the information learned from Hulett. Grades for each response will be **0**/no response or lack of understanding, **1**/evidence of understanding, or **2**/mastery of understanding.

Final Examination-A comprehensive final exam will be available for completion on July 7, 2015.

**Educator Standards Addressed for Educational Diagnostician-153:**

**Educational Diagnostician Standard I**-The educational diagnostician understands and applies knowledge of the purpose, philosophy and legal foundations of evaluation and special education.

**Educational Diagnostician Standard II**-The educational diagnostician understands and applies knowledge of ethical and professional practices, roles and responsibilities.

**Educational Diagnostician Standard V**-The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

**Educational Diagnostician Standard VIII**-The educational diagnostician knows and demonstrates skills necessary for scheduling, time management and organization.

**ED 5321 will contribute to the following Program Learning Outcomes (PLOs):**

- The educational diagnostician candidate will demonstrate knowledge of factors that affect evaluations students with disabilities.
- The educational diagnostician candidate will discriminate between appropriate and inappropriate behaviors during observations and evaluations.
- The educational diagnostician candidate will demonstrate knowledge of legal foundations of psychoeducational assessment.

**ED 5321 will address the following Student Learning Outcomes (SLOs):**

The beginning diagnostician is able to:

- Articulate the purpose of evaluation procedures and their relationship to educational programming.
- Conduct evaluations and other professional activities consistent with the requirements of laws, rules and regulations, and local district policies and procedures.
- Score assessment and evaluation instruments accurately.



Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

**Grading: All assignments are due on the date posted. Late work WILL NOT be accepted!**

**This course syllabus is intended to be a guide and may be amended at any time.**