



Sul Ross State University

Department of Education

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Foundations of Special Education Law-Summer I 2017

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

Yell, M. (2016). The Law and Special Education. Fourth Edition. Pearson Publishing. ISBN 9780133827019

Requirements:

Students will:

- Participate and collaborate in online discussions, assignments, and activities
- Utilize Blackboard on the SRSU website to fulfill course requirements
- Satisfactorily pass course quizzes and exams
- Practice professional conduct and ethics and respectful learning exchanges.
- Preserve confidentiality of information shared regarding student, family, or school district experiences

Course Objectives:

1. Describe federal and state legal systems.
2. Describe the major provisions of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), the Family Education

- and Privacy Act (FERPA), the Elementary and Secondary Education Act (ESEA), and other federal and state laws affecting the education of students with disabilities.
3. Identify and explain the six major principles of the IDEA.
 4. Identify and explain the major litigation leading to the passage of the IDEA.
 5. Discuss and evaluate the major court rulings on the IDEA.
 6. Critical discuss and evaluate legal trends in special education.
 7. Identify and explain the major principles of Section 504.
 8. Identify and explain the major principles of ESEA.
 9. Develop legally sound policies and procedures with respect to special education in accordance with IDEA, Section 504, FERPA, ESEA, and pertinent litigation.
 10. Locate sources of information regarding legislation and litigation.

Course Schedule

Week 1: Wednesday, May 31-Sunday, June 4

Access and review syllabus, introductions

Chapter 1 and 2

Complete chapter quizzes, weekly discussion, and any additional assignments

Week 2: Monday, June 5-Sunday, June 11

Chapters 3 and 4

Complete chapter quizzes, weekly discussion, and any additional assignments

Week 3: Monday, June 12-Sunday, June 18

Chapters 5, 6, and 7

Complete chapter quizzes, weekly discussion, and any additional assignments

Week 4: Monday, June 19-Sunday, June 25

Chapters 8, 9, and 10

Complete chapter quizzes, weekly discussion, and any additional assignments

Week 5: Monday, June 26-Sunday, July 2

Chapters 11, 12, 13 and 14

Complete chapter quizzes, weekly discussion, and any additional assignments

Final Exam: Monday, July 3

**The final exam and instructions for completion will be posted on Blackboard and will be open on Monday, July 3rd.

Class Evaluation

1. Case Briefings/Chapter Assignments	14@20=280
2. Chapter Tests	<u>14@20=280</u>
Total	560 points

A = 560-504 points, B = 503-448 points, C = 447-392 points, D=392-336 points, F=Below 336
Graduate students must maintain a 3.0 grade average

Course Requirements /Grading Criteria

It is critical to stay on topic of weekly and chapter assignments. We will move at a quick pace to get through all the information. Below is a brief description of the course requirements:

- Case Briefings-When assigned, case briefings will provide the student with an opportunity to analyze important court cases and rulings related to special education. Specific instructions, such as format and resources, will be placed in Blackboard.
- Chapter Assignments-When assigned, chapter assignments will provide the student with opportunities to apply, in a practical manner, newly acquired knowledge.
- Chapter Tests-Students will complete a full-length chapter test for each of the fourteen chapters covered in the textbooks and content covered within the course. Specific administration information is provided in Blackboard.

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 Student Learning Outcomes (SLOs):

- 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 Objectives:

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.
- Use assessment and evaluation information to plan individualized programs and make instructional decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds.
- Use appropriate communication skills to report and interpret assessment and evaluation results.
- Keep accurate and detailed records of assessments, evaluations, and related proceedings (e.g. ARD/IEP meetings, parent/guardian communications and notification).

Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students’ identities and to protect students’ information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Attendance Policy: Students are expected to attend all scheduled on- campus classes. Prompt arrival for class is expected. Students in web-enhanced or web classes are expected to log in several times each week to the Blackboard course site on the Internet site. The instructor will monitor the Blackboard log-ins for attendance points. Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. SRSU Class Attendance policy states “The instructors may, at their discretion, drop a student

