



EDUA 5321 Special Education Law

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virtual office hours via Blackboard

Tuesday 4pm-8pm; Thursday 4pm-8pm
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Course Description

ED 5321 Foundations of Special Education Law (3-0). A course designed to provide an understanding of the laws governing the area of special education, focusing on current law as such as IDEA, Section 504, and ADA, as well as the legal aspects of the development and implementation of IEPs and IFSPs. Previous cases impacting special education will be examined

Course Prerequisite

There are no prerequisites

Skills Prerequisite

You will need regular access to a computer with an internet connection and speakers or headphones. It is the student's responsibility to ensure they have adequate access to the Internet and can access and understand the learning management system. Students are also required to have access to a word processor that can save files in formats readable by Microsoft Word (i.e., .doc, docx).

You may download a free copy of Office 365 from the menu on the left of the learning management system.

All students will need to know all the basic requirements established in the pre-course assignment, as well as develop some new skills:

- Proficiency in the SRSU Learning Management System
- Using email with attachments
- Using SafeAssign to check grammar and similarity scores

- Using word processing software
- Canva software

Textbooks & Materials

Required Texts:

Yell, M.L. (2019). The law and special education (5th ed.). Upper Saddle River, NJ: Pearson Inc. (ISBN 0-13-517536-4)

Additional Resources/Suggested Text:

American Psychological Association. (2010). Publication manual of the American Psychological Association (7th ed.). Washington DC: Author. ISBN: 9781433805615

<https://sulross.textbookx.com/institutional/index.php?action=browse#books/3801088/>

Course Objectives

At the end of this course, students will be able to:

CO1 Explain how federal, state and local education agencies intersect in shaping special education public policy

CO2 Interpret landmark court decisions and how they currently influence practice in special education

CO3 Analyze potential trends in future special education public policy by comparing landmark federal court decisions with due process decisions of the state over the last year.

Educational Diagnostician Program Student Learning Outcomes (SACSCOC)

EDUA 5321 will contribute to the following Student Learning Outcomes (SLOs) for the Educational Diagnostician Program:

- Demonstrate the ability to collect, analyze, interpret, and integrate multiple sources of information regarding the cognitive and scholastic development of pupils in order to assist parents and school personnel to make informed educational decisions regarding instructional needs
- Demonstrate the ability to use knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence
- Demonstrate appropriate knowledge of legal, ethical, and professional policies, and practices

Professional Standards

This course is part of the Sul Ross State University, College of Education and Professional Studies, Master of Education Degree as well as Educational Diagnostician Certification. This program complies with the standards published by the professional standards set by Texas Education Agency (TEA, 2020). These include:

Educational Diagnostician Competencies Competency 001 (Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.

Competency 002 (Evaluation, Planning, Selection, and Administration): Apply knowledge of the functions and principles of assessment, assessments used to make educational and instructional decisions about students, and procedures and considerations in selecting and administering appropriate formal and informal assessments for individual students.

Competency 005 (Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.

Competency 007 (Legal and Ethical Practice): Apply knowledge of professional practices, roles, and responsibilities and the legal and ethical foundations of evaluation related to special education.

Marketable Skills. All courses aligned with specific degree programs should use the Marketable Skills of that program that are reported to THECB. The Academic Assessment Program Coordinators can provide Marketable Skills for each degree plan. They also are located at srinfo.sulross.edu/hb2504

Program Marketable Skills that this course addresses:

MS 1 Research Skills and Awareness

- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement
- Demonstrate problem-solving skills
- Utilize organization and time-management skills for prioritizing workload
- Demonstrate self-management for planning improving personal practice.

MS 2 Communication Skills

- Demonstrate effective technical writing skills
- Effectively use and decide on appropriate forms and levels of communication
- Communicate and explain analysis to diverse audiences, including both specialists and non-specialists

MS 3 Ethics and Social Justice

- Apply research and principles of ethical conduct during assessment
- Define consequences of social injustice poverty, racism, inequity, violence, isolation, and economic segregation as it relates to disability
- Advocate for free and appropriate public education in the least restrictive environment

- Utilize ethical judgement for the advocacy of others

General Course Policies

LMS: This course will be delivered online via Blackboard (Bb) Learning Management System (LMS). The course site opens on the first day of classes. This is an asynchronous class with meeting announcements posted in announcements.

Schedule: Our instructional week will start on Monday, and finish on Sunday at midnight. You may work ahead.

Login Frequency: Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and access to course materials at least 3 times per week.

Participation: Students are expected to actively engage in all course activities throughout the length of the course which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from university technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues. Please contact the Lobo Technical Assistance Center for additional information and help for general technical issues Contact: <https://www.sulross.edu/ltac-student-resources/>. For Blackboard issues, the Blackboard technical support desk is open 24 hours a day/7 days a week for your convenience. To reach the support desk: call 888.837.6055 or reach them via email at blackboardsupport@sulross.edu.

Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Teams, Zoom or Bb Collaborate meeting spaces are used for these meetings. An old-fashioned phone call is fine as well. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times. Please include the course number and your "A" number in the email (e.g., EDUA 6314)

Student Collaboration: Students are encouraged to collaborate throughout the course. Students can use the Blackboard Collaborate meeting room as needed. No appointment is necessary. Students can always email the instructor to request the instructor attend a student collaboration session. GroupMe App is frequently used by cohorts to discuss information.

Advisor Support: Students may schedule a meeting for advisement to discuss their degree plan, courses or other concerns. Please include your "A number" as part of your request. Your advisor is Karin Leiva Otzoy, please contact her via email regarding your questions or to set up an appointment Contact Karin.Leiva-Otzoy@sulross.edu

Writing Expectations: A large component of an Educational Diagnostician's workload is professional writing and synthesis of information. Therefore, a large part of the preparation and participation with this course will involve writing. Students will use APA format 7th edition when writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited. Services are available for the Sul Ross State University Writing Center on your Blackboard Organization page, please call the Online Support Desk at (888)837-6055 or blackboardsupport@sulross.edu if you have difficulty accessing the page and need help with creating error free papers.

Netiquette: The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so that others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require accommodation to ensure accessibility must be registered with SRSU Disability Services.

Grading Policy: All assignments should be submitted via Blackboard by midnight on Sunday. Turnaround time for grades and feedback is one week from the due date of the assignment. If a revision is offered for an assignment, the student has one week to revise for a new grade. If after two weeks, you have not received feedback regarding an assignment, please email me.

Disclaimer/Changes to Syllabus: This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

Withdrawal and Incomplete Policy: To withdraw from this class, the student must initiate an official withdrawal; non-attendance does NOT constitute official withdrawal. Failure to withdraw will result in a grade of "F" being assigned for the course. Please confer with the professor before withdrawing from the course. An incomplete is only offered under circumstances that the student is unable to complete the final assignment only due to circumstances beyond their control.

Graduate student load: A full time graduate load is 6 units (2 classes). Please follow the course rotation found online for your degree plan and start date. Failure to follow the degree plan will cause a longer completion time. Part-time completion is accepted but students should note degree completion will be longer than projected time.

Copyright: Many of the materials and readings for this class have copyright protection. They are for your sole educational use and should not be shared, copied or distributed without permission of the instructor or the copyright holder. Please refer to the Student Handbook for

details on your responsibilities regarding copyright and penalties for copyright infringement. If you have questions about sharing specific materials outside the course, please ask your instructor.

Confidentiality (FERPA): Confidentiality is of utmost importance for the students enrolled in the Educational Diagnostician program at Sul Ross State University. We take the issue of confidentiality of student and families very seriously; therefore, violations of confidentiality could result in dismissal of the program without refund of tuition and fees. Responsibility in maintaining confidentiality extend to discussions posted in Blackboard, There will be no mention of specific names of students, school districts, or families. All information discussed will be strictly among students in the course and the instructor and will be on a strict need-to- know basis. Reports generated in the testing courses will not be disseminated to any person other than the course instructor. See appendix of your program handbook regarding FERPA.

University Policies

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are in the student handbook.

ADA Accommodations: SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartz@sulross.edu Our office is located on the first floor of Ferguson Hall – room 112, and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine. Texas, 79832.

Early Alert: As encouraged by Sul Ross State University, this course will be using the Early Alert notification system. Early Alert is a system for identifying students who are having difficulties in each course. The goal of the Early Alert system is not to penalize students but rather to address problems—incomplete work, attendance, test scores, etc.—they may be experiencing. By addressing these issues early in the semester, the hope is that students will be able to take the necessary steps to improve their standing. Student involvement is essential; you must keep up—doing so will provide benefits in terms of your grades and will be excellent preparation for life after college.

Library: The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books,

articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123)

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: 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; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. For examples on citing works, please refer to <https://owl.english.purdue.edu/owl/resource/589/02/>

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement: I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Family. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Minimum Technical Requirements: To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support/Browser_Checker

To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started

Email, Passwords and Logins Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course. It is very important that you access your SRSU email account once classes begin and check it regularly throughout your time at SRSU. This will be the email address you use to contact campus faculty and staff, and it is the email address the university will use to send you reminders of important notification regarding course and enrollment information, events, and other news. Student technology support not related to Blackboard can be found at the provided hyperlink below:

Contact: <https://www.sulross.edu/office-of-information-technology-2/>

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:

- Adobe Acrobat Reader: <https://get.adobe.com/reader/>
- Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
- Apple Quick Time Player: www.apple.com/quicktime/download/

Browser When accessing My SRSU it is best viewed in the following browsers:

- Chrome
- Mozilla
- Firefox
- Safari

Sometimes things will not work like they are supposed to. Before contacting the helpdesk, check to see if your software is up to date.

Additional Technical Assistance Please contact the Lobo Technical Assistance Center for additional information and help

Contact: <https://www.sulross.edu/ltac-student-resources/>

Blackboard Support: The SRSU Blackboard Online Support Desk is where you can direct all your Blackboard technical questions such as problems submitting a document to an assignment, trouble getting videos to play, or dealing with a technical error in your Blackboard course. The Blackboard technical support desk is open 24 hours a day/7 days a week for your convenience.

To reach the support desk:

By calling 888.837.6055

Via email blackboardsupport@sulross.edu

Other Tech Support

Microsoft Tech Support Center

<https://support.microsoft.com/en-us/contactus/>

Specific Course Requirements

Lecture Activities

Synchronous Meetings: This course will be delivered at times in asynchronous format via Blackboard Learning Management System. This course site opens on the first day of classes. There are no mandatory synchronous meetings for this class. Meetings will be optional and announced in announcements. They will be recorded and available in announcement link the following day

Video Lectures: There will be recorded lectures in your modules. PowerPoint copies are available for recorded lectures.

Learning Activities

Assigned Reading from required textbooks and articles in Blackboard. Additional readings relevant to the course will be provided by the instructor. They are located in syllabus and under the overview page of each module

WebQuests A Web Quest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web. These can be created using various programs, including a simple word processing document that includes links to websites. You will go to a web quest link and answer the questions. You will have four regarding timelines, special education law, the ARD Process, Child Find and transition

Manifestation Determination Review Activity Manifestation Determination Review (MDR), is a process to review all relevant information and the relationship between the child's disability and the behavior. Consequences for problem behaviors should not discriminate against a child based on his disability. You will be reading through a case study and determining whether the child's behavior is a manifestation of the disability on discussion board.

Discussion Board: You will review the laws that have shaped special education practice and answer questions

Final Project

Grading

Graduate students must maintain a 3.0 GPA to remain in good standing. Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations

WebQuests @ 100 each x 4	400
Discussion Board @ 100 each x 4	400
Tests x 5	
Final Project	1000

A=100-91% B=90-81% C=80-71% D=70-61%



This Course was self-assessed using the Quality Matters Higher Education Rubric