

SPD 678 Seminar in Special Education

Course Number is a required course for Masters in Special Education and Educational Diagnostician Certification.

College of Education

Department of Language Literacy and Special Populations

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Instructor: Cynthia Simpson, Ph.D. Summer Session I- 2008
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Text/Readings:

Required:

Yell, M. (1998). *The Law and Special Education*. Columbus, OH: Merrill Publishing

Recommended:

Boyle, Joseph R. & Weishaar, Mary. (2001). *Special education law with cases*. Boston, MA: Allyn and Bacon.

Fiedler, Craig R. (2000). *Making a difference: Advocacy competencies for special education professionals*. Boston, MIA: Allyn and Bacon.

Course Description: An examination of legal foundations, cases and current issues in Special Education with emphasis on current legal requirements, regulations and ethical considerations and the implications for school practice.

Standards Matrix:

Objectives/ Learning Outcomes	Activities (*Indicates field-based activity)	Performance Assessment	Standards <ul style="list-style-type: none"> • <u>State Standards</u> • <u>Specialty Organization Standards</u>
Knowledge of laws, ethical practices, and current issues relevant to the assessment and education of students with disabilities	Assigned readings Discussion and analysis of cases Presentations by guest speakers Group presentations	Observations of participation in group discussions Group presentations Research reports Final exam	<u>Ed. Diag. 1.1k, 1.2k, 1.4k, 4.1k, 4.3k</u> <u>Sped. Tchr. 1.96k, 4.1k</u> CEC Standards for Ed. Diags. #1k2

Knowledge of roles and responsibilities of educational diagnosticians in Texas in assuring educational excellence and equity for learners with special needs	Assigned readings Discussion and analysis of cases Presentations by guest speakers Group presentations	Observations of participation in group discussions Group Presentations Final Exam	<u>Ed. Diag. 2.2k, 2.4k, 2.2s</u> <u>8.1k, 8.2k, 8.3k</u> <u>Sped. Tchr. 6.4k, 6.6k,</u> <u>8.1k</u> <i>CEC Standards for Ed. Diags. #4 and #8k2</i>
Objectives/ Learning Outcomes	Activities (*Indicates field-based activity)	Performance Assessment	Standards <ul style="list-style-type: none"> • <u>State Standards</u> • <u>Specialty Organization Standards</u>
Knowledge of factors that influence the overrepresentation of culturally and linguistically diverse students in programs for individuals with disabilities	Assigned readings Discussion and analysis of cases Presentations by guest speakers	Observations of participation in group discussions Final exam	<u>Ed. Diag. 7.4k, 7.5k,</u> <u>Sped. Tchr. 5.2k</u> <i>CEC Standards for Ed. Diags. #2k2 and #2k3</i>
Knowledge of the importance and development of collaborative relationships with families, educators, and supportive agencies and personnel	Assigned readings Discussion and analysis of cases Presentations by guest speakers Group presentations	Observations of participation in group discussions Group presentations Final Exam	<u>Ed. Diag. 3.1k, 3.2k,</u> <u>3.4k</u> <u>Sped Tchr. 3.1k, 3.2k,</u> <u>3.3k, 3.6k, 3.2s</u> <i>CEC Standards for Ed. Diags. #7</i>

www.sbec.state.tx.us
www.cec.sped.org

Course Format: Assigned readings, lectures and discussions, group activities and special presentations by invited practitioners and parents.

Course Content: Participants will examine legal requirements and current issues in special education with particular focus on responsibilities of diagnosticians and the roles of advocates for children with disabilities.

Course Requirements:

1. Court Case Reviews: You will read 3 court cases and prepare a written summary of the key issues and their implications for practice. Your written summary should follow the rubric provided in class and be written in a formal style, 3-5 typed pages. Note that the model case brief has some guidelines for writing briefs at the end. It is the student's responsibility to search out these cases on your own.

Court case topics include: zero reject principle, least restrictive environment, appropriate education, related services, extended school year, discipline, methodology, assistive technology, access/eligibility, and placement in private schools. Sign up for topics will occur on the first day of class.

2. Case Presentations: On the day when your court case review is being discussed in class, you will give a 5-10 minute oral PowerPoint presentation of the facts of the case and its implications for practice. You will provide your classmates with a one-page summary of the case for their information. The oral presentations will occur on the same day that the Case Review is due or soon after that. See attached court case review guidelines.

3. Interview: Legal dilemma dealing with special education problems: Students are to interview a school superintendent, principal, or other school official in a position of administrative responsibility who has experienced a situation with actual or potential, but not trivial, legal consequences and produce a written report and analysis of that situation. This is a confidential activity, meaning that no personal identities are to be revealed, although fictitious names can be used. Guidelines for this activity are posted below. This assignment is due at the end of the semester.(See Interview Guidelines)

4. Quizzes: 10 quizzes will be administered through Blackboard. Each Quiz corresponds to the reading found in the Yell textbook. Quizzes measure content area acquisition of the legal system, interpretation, and related topics.

5. Resource Collection: Students will compile a list of ten (10) web sites with information related to special education law, precedent-setting cases, legal controversies in special education law. For each site, provide the site address and a paragraph describing what is available at that site. Then rate the value of the site for special educators (e.g., 1-5 low value to high value).

6. Mock ARD- Mock ARDS are conducted during class time. ARDS should include errors which directly impact the legality of placement and services for children with disabilities. Small groups will be formed. Scripts, legal analysis and handouts are due at the time of the presentation.

7. Discussion Litigation Sets/Case Studies : Legal dilemmas or situations will be posted to Blackboard. Students are to guide the discussion of each of the dilemmas and/or Case Studies presented. Each set is graded on a value of 3 points each. ALL discussions must be addressed or NO points will be awarded in this area.

8. Exam- Students will respond to objective test items covering information pertaining to legal definitions and requirements, principles of IDEA, practices that support FAPE and advocacy skills and competencies for special educators

Course Evaluation:

Court Case Briefs	30
Interview Assignments	100
Court Case Review Presentation	100
Litigation Sets	51
Resource Collection	50
Quizzes	100
Mock ARD	50
<u>Exam</u>	<u>100</u>
Total points	581

A= 535-581 (92%)

B = 494-534 (85%)

C= 436-493 (75%)

F= 435 and Lower

Expectations:

- Class participation and attendance are essential to the successful completion of the seminar and will be considered in course evaluations
- Students are expected to complete readings as assigned in the course schedule
- More than one absence will result in a grade reduction of one letter grade per excessive absence.

Disability Statement:

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

Court Case Review

- What are the controlling facts of the case?
- What are the allegations?
- What are the issues of law that the Court must resolve?
- What is the Court's holding (answer to the issues)?
- What is the Court's reasoning?
- What is the Court's order?
- What is the principle of the case?
- What are the implications of the case?
- What is the public policy involved in the case?
- Whose interests are at issue?
- What functions of government are at issue?