

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: James Campbell, Ed.D. Summer Session II- 2008
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Text/Readings:

Required:

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

Weinfeld, Rich & Davis, Michelle (2008). *Special Needs Advocacy Resource Book*. Waco, TX: Prufrock Press Inc.

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 • <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. One court case you must review is Daniel R.R. v. State Board of Education. The other 2 court cases are you choice. Your written summary should follow the rubric provided in class and be written in a formal style, 3-5 typed pages. It is the student’s responsibility to search out these cases on your own.

2. Advocacy Assignment: Students are required to contact 2 local agencies that provide advocates for parents. You will collect contact information for this local agencies that includes the following:

Name and address of the agency

Contact person's name, phone number and e-mail (if they have one)

The limitations, if any, of the agency – such as but not limited to times and days that they will attend ARD and any limitations as to districts for which they will advocate for parents.

This information will be submitted by the end of the second week of class.

3. Quizzes: Quizzes will be administered through Blackboard. Quizzes will cover information from both textbooks.

4. Mock ARD- Mock ARDS are conducted during class to illustrate point from point text books as the arise. Students are expected to identify and discuss the points that were stressed in class.

5. 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	50
Advocacy Assignment	30
Quizzes	100
Mock ARD	20
Exam	100
Total points	300

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?
- Whose interests are at issue?