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| Course Name and Number: SPED2001 Overview and Special Education Law | |
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| Description: This course provides students a foundational understanding of the modern legal? practices within special education. Students gain understanding by studying how the field has evolved throughout time regarding special education and various policies and laws. Information presented in this course is contextualized through various means including: understanding of human need, law/policy, and current research. From this course, students gain an initial understanding of the legal and ethical roles and responsibilities of a professional within the field of special education. | |
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| Credit Hours: 3 semester hours  Required or elective: Required | |
| Faculty members who teach the course: Haydon, Kroeger, Mendez  Prerequisites: Admission to Pre-Cohort  Textbooks: Yell, Special Education and the Law, 2010  Other resource materials: What are the Readings | |
| Learning Outcome:  How is this outcome assessed? | |
| 1.  Identify the historical foundations of modern special education practice.  1.  Identify the historical foundations of modern special education practice. Students will take up to two exams on the contents presented in class and in the assigned readings. The final exam will be cumulative on aspects of disability and special education law (e.g., IDEA, 504, and ADA). *The purpose of this assignment is for you to demonstrate your general knowledge of policy as it relates to special education.* | |
| 2.  Provide complete, understandable and accurate information about current trends in the practice of special education (e.g., Response To Intervention, Universal Design for Learning, Evidence Based Practice)  Students will take up to two exams on the contents presented in class and in the assigned readings. The final exam will be cumulative on aspects of disability and special education law (e.g., IDEA, 504, and ADA). *The purpose of this assignment is for you to demonstrate your general knowledge of policy as it relates to special education.* | |
| 3.  Identify disability categories, current practices, and instructional environments within the field of special education.  Students will take up to two exams on the contents presented in class and in the assigned readings. The final exam will be cumulative on aspects of disability and special education law (e.g., IDEA, 504, and ADA). *The purpose of this assignment is for you to demonstrate your general knowledge of policy as it relates to special education.*  4.  Investigate and evaluate foundational federal and state legal systems related to special education.  Course Project  5.  Apply functional knowledge to critically assess 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 No Child Left Behind Act (NCLB), and other federal and state laws affecting the education of students with disabilities.  Write a case brief, chosen from several important cases involving special education and law. All rubrics and grading materials will be located on Blackboard. Unless otherwise noted, all rubrics and grading materials are to be submitted with completed project.  6. Use analyses to inform, and evaluate case law related to special education practice.  7. Locate and develop sources of information regarding modern practice, legislation, and litigation in special education.  **Course Project:** Students will develop a *micro-literature review, policy resource guide, or training resource* related to law and the practice of special education. NOTE: You will only develop one project. Each course project will require specific content and will be provided in the assignment document (see Blackboard). Referenced citations are required for each project. An APA formatted reference page either embedded within the final product to submitted separately unable to place it in final product (e.g., podcast) (teams are encouraged to embed the references). You are encouraged to explore new media formats, however the actual content will be of utmost importance. This project can be submitted as:Traditional academic paper (submitted in digital format), Video/Podcast, Resource website, Free standing and media rich presentation, Other appropriate medium (talk with instructor)  **Weekly Online Discussions:** Each student will participate in weekly online discussions around the scheduled subject matter.**Online Discussion**: The responses to the discussion boards are to provide a way to question and discuss the course topics. Moreover the discussion board responses should show a student’s thoroughness in understanding of a topic as well as provide intelligent but meaningful dialogue around the course topic. The intent is for these discussion boards to provide for ongoing dialogue among course participants. Students are required to participate at least three times a week in online discussions. Ideally, participation should be spread out over two days.*Students unable to participate in weekly discussion (e.g., are sick) during the appointed week must receive permission from the instructor to participate in that discussion on an alternative week.* You are encouraged to moderate and converse within the boards. Students will be rated on content, professionalism of dialogue, and meeting at least the minimum amount of participation. | |
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| **Alignment with Transformation Initiative:**  In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is ***to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction.*** Helping candidates come to terms with unintentional bias | |
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| **Alignment with Conceptual Framework:**  This course addresses these institutional standards: Preparing candidates   * with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context. * with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline. * who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity. * able to address issues of diversity with equity and posses skills unique to urban education including culturally responsive practice. | |
| **Alignment with Specialized Program Association:**  **CEC Standard 1: Foundations**  CC1K1 Models, theories, and philosophies that form the basis for special education practice.  CC1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation.  CC1K3 Relationship of special education to the organization and function of educational agencies.  CC1K4 Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.  CC1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.  CC1K6 Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services.  CC1K7 Family systems and the role of families in the educational process.  CC1K8 Historical points of view and contribution of culturally diverse groups.  CC1K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them.  GC1K1 Definitions and issues related to the identification of individuals with disabilities.  GC1K3 Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.  GC1K4 The legal, judicial, and educational systems to assist individuals with disabilities.  GC1K5 Continuum of placement and services available for individuals with disabilities.  GC1K6 Laws and policies related to provision of specialized health care in educational settings.  GC1K7 Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities.  GC1K8 Principles of normalization and concept of least restrictive environment.  **Standard #2: Development and Characteristics of Learners**  CC2K2 Educational implications of characteristics of various exceptionalities.  CC2K5 Similarities and differences of individuals with and without exceptional learning needs.  CC2K6 Similarities and differences among individuals with exceptional learning needs.  CC8K2 Legal provisions and ethical principles regarding assessment of individuals  CC8K3 Screening, prereferral, referral, and classification procedures.  **Standard #8: Assessment**  GC8K2 Laws and policies regarding referral and placement procedures for individuals with disabilities.  GC8K4 Procedures for early identification of young children who may be at risk for disabilities.  CC8S2 Administer nonbiased formal and informal assessments.  **Standard #9: Professional and Ethical Practice**  CC9K1 Personal cultural biases and differences that affect oneís teaching.  CC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs.  CC9K3 Continuum of lifelong professional development.  GC9K2 Organizations and publications relevant to individuals with disabilities.  CC9S1. Practice within the CEC Code of Ethics and other standards of the profession  CC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.  CC9S3 Act ethically in advocating for appropriate services.  CC9S4 Conduct professional activities in compliance with applicable laws and policies.  CC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.  **Standard #10: Collaboration**  CC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.    CC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.  GC10K3 Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities.  GC10S1 Maintain confidential communication about individuals with exceptional learning needs.  CC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs.  CC10S3 Foster respectful and beneficial relationships between families and professionals.  CC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.  IC10K3 Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities. | |
| **Alignment with Ohio Standards for the Teaching Profession:**  **Ohio Standard #2:** Teachers know and understand the content area for which they have instructional responsibility.  • Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.  • Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.  • Teachers understand school and district curriculum priorities and the Ohio academic content standards.  • Teachers understand the relationship of knowledge within the discipline to other content areas.  • Teachers connect content to relevant life experiences and career opportunities.  **Alignment with State Requirements:**  **N/A**  **Attendance Policies:** Students are expected to attend all required class sessions, to actively participate in class and in the Blackboard learning environment, and to complete all assignments in a timely manner. Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to obtain class notes, assignments, and/or handouts from Blackboard and/or from a classmate as well as to become aware of any announcements that were made in class. You do not need to report your absence to the instructor; it is your responsibility to determine what was addressed in the class. | |
| **Academic Integrity Policy** The University Rules, including the Student Code of Conduct, and other policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate).  **Policy on Academic Honesty**  The University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, deception of effort, or unauthorized assistance, will be dealt with on an individual basis according to the severity of the misconduct. To encourage original and authentic written work, any written assignment created in this course may be submitted for review in tool used to judge the originality of written work (i.e., Turnitin.com). Academic dishonesty in any form is a serious offense and will not be tolerated in an academic community. Dishonesty in any form may result in a failing grade in a course and/or suspension and possibility dismissal from a field of student and/or the university.  **Electronic Communication Policy;**  Digital communication tools (i.e., email, IM/Skype, etc.) are valued forms of communication. Students are encouraged to utilize these forms of communication when interacting with the instructor. **When using these forms of communication students are to be professional and remember the proper way to communicate with faculty**. Furthermore, students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired it may not always be possible (especially late at night and on weekends). **Students should allow a minimum of 24 hours (on weekdays; 48 hours weekends) for a response to take place. *Generally, students will not receive responses on weekends or holidays.*** The instructor will answer emails in the timeliest fashion possible.  Additional notices with regards to digital communication:  1.     University policy requires students to use their UC email account for course-based and university business.  2.     Prior to sending a message on Skype (http://www.skype.com), please email a message indicating your Skype name. Failure to do this could result in the instructor refusing to accept your Skype communication. | |
| **Grading:** | |
| Grading Scale - Undergraduate Students  95-97 A 4.00 Excellent  92-94 A- 3.67  90-92 B+ 3.33  87-90 B 3.00 Good  84-86 B- 2.67  80-83 C+ 2.33  70-79 C 2.00 Satisfactory  67-69 D+ 1.33  64-67 D 1.00 Poor  61-63 D- 0.67  < 61% F 0.00  Grading Scale - Graduate Students  95-97 A 4.00 Excellent  92-94 A- 3.67  90-92 B+ 3.33  87-90 B 3.00 Good  84-86 B- 2.67  80-83 C+ 2.33  70-79 C 2.00 Satisfactory  < 69% F 0.00  **Incomplete Course (receiving an “I”):** All course assignment must be completed to receive a passing grade.An “I” grade (incomplete) is an option only in the case that the individual has a signed or verified agreement in writing with the course instructor prior to the second to the last class of the quarter. Such an agreement will clearly designate a completion timeline of all incomplete course requirements; it is the individual’s responsibility to develop this agreement and not that of the instructor. Failure to reach such an agreement, prior to the conclusion of a course, and missing outstanding assignments will result in an “F” for the course. As per university policy, after one year an "I" grade turns into an "F" grade; upon changing an “I” to an “F” there is no opportunity to change the grade. Furthermore, as per program policy, until converted into a satisfactory letter grade, students with an “F” in any course will be unable to participate in a program sponsored internship experience.  **Technology Use:**  This is an online course, students are assumed proficient in most online education technology. Other technology is integrated throughout many of the course assignments. Students are encouraged to seek outside assistance if they have difficulties in completing these integrated projects and assignments.  **Special Needs Policy**  If you have documented special needs related to your participation in this course you should meet with the instructor to arrange reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. Note: Accommodations require prior approval and paperwork completed by Disability Services Office (DSO).  **APA and Person-First Language:**  All professional writing is this course is to be in accordance with the APA Manual 5 th Ed. Students are to consult the APA Manual as a reference for writing throughout the course. The APA Manual (5 th edition) is available in the library, online, and in various bookstores.  In accordance with the APA Manual, students and professionals in the field are to use ìperson-first" verbal and written language. Within this style of language the person precedes the disability, both figuratively and literally. This standard will result in terms such as "people with disabilities" rather than "the disabled people". **Point deductions will be given for written student assignments that neglect to use person-first language.**  **Instructional Policies**  Readings. Readings from the course text and other readings are assigned for each lecture/course meeting. It is essential that you keep up with the assigned readings as a percentage of the exam questions come directly from your readings.  Lectures/Course Meetings. Lectures and assigned readings will be related but not repetitious of assigned readings. Knowledge and understanding of information presented during class meetings will be assessed on exams. If you are confused, please ask questions.  Attendance: Students are expected to attend all class sessions, actively participate in class discussions, and complete all assignments in a timely manner. Inconsistent attendance, participation, and work completion will negatively influence your grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to inform the instructor by email, obtain class notes, assignments, and/or handouts from a classmate as well as to become aware of any announcements in class.  **Late Assignment Policy**  All assignments are due at the beginning of the class period on the designated date. Assignments submitted online are required to be submitted as instructed (i.e., email, Blackboard, etc.) by the assigned time (i.e., 11:59 PM). Late class assignments will be assessed the following penalties:  1. 10% reduction of points for each day the assignment is late (including weekends).  2. Extensions may be given on a limited basis and are at the discretion of the instructor. To request an extension, communicate your request to the instructor prior to the assignment due date.  3. All assignments must be completed prior to finals week. Failure to complete an assignment will result in a lower course grade.  **Participation points**  Throughout the course various in-class and online activities will be conducted. Points may be assigned to individual activities. If an activity is missed due to an unexcused absence, these points cannot be made up. NOTE: These are part of your final grade not bonus or extra-credit points!  **Withdrawal:**Students are able to withdraw based on university policy. Before withdrawing please consider if withdrawal could affect your academic progress toward the completion of a degree. See your academic advisor for assistance. Withdrawal may also negatively impact your eligibility to receive federal financial aid in future terms. | |
| **Course Schedule:** | |
| ***Week*** | ***Topic*** |
| 1 | Course introduction and History |
| 2 | IDEA Introduction and Section 504, FBAs |
| 3 | Americans with Disabilities Act |
| 4 | ESEA |
| 5 | Least Restrictive Environment |
| 6 | Free & Appropriate Public Education, |
| 7 | Identification, Assessment, Response to Intervention, Evidence Based Practices |
| 8 | Diversity Repertoire: Racial Identity |
| 9 | Student discipline |
| 10 | Individual Education Program |
| 11 | Procedural Safeguards |
| 12 | FERPA and other issues |
| 13 | Civil Rights Legislation& New Era forms of bias |
| 14 | Diversity Project – Gallery Walk |
| Exam Week | Final |

**Case Briefs**: Each student will submit up to two case briefs related to the contents of the course. The purpose of the assignment is to encourage the use of professional databases and to provide generalized and practical understanding of policy in practice. All students will submit one brief. Students who receive less than 22/26 pts on the first case brief will submit a second brief.

Case Briefs: Should describe pertinent court cases. Briefs should be type written in 12-point font; double-spaced and must include the following headings:

* Case Title and Citation -The title lists all the litigants with the plaintiff(s) named first. It also includes the court and year in which the case was decided.
* Court Type and Level -The level and type of court in which the decision was made should be listed.
* Facts -The facts provide the reader with a description of the actual circumstances and events that are involved in the case.
* Issues -An issue is a disputed point or question of law upon which a legal action is based. Usually relates to what statute the case is based on or what legal right has been violated. Issues may also arise concerning the process of enforcing the rights that citizens are guaranteed. In other words, what steps in the process have been violated?
* Court’s Holding -The decision made by the court in a dispute is known as a holding(s). This decision includes the specific decision(s), the reasons for the decision(s), the legal precedent for the argument, and applicable statutes.
* Rationale This is a very important part of the case brief. You must explain the gist of the court ruling (i.e., why the court arrived at its holding).
* Significance of the Decision -The reviewer should consider the significance this case may have for the field of special education and/or education in general. This is the reviewerís personal opinion.
* Unresolved issues and further questions: Identify and discuss issues and questions regarding this case.
* Other cases cited -List the other cases cited by the court (e.g., Brown vs. Board of Education). Provide a maximum of 5 other cases cited.

Briefs should be no more than 5-6 pages in length. Students are responsible for conducting legal research to find appropriate cases.

**Special Needs Policy** – ―If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability, etc.) which may influence your performance in this course, you must meet with the Disability Services Office (DSO) to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact DSO at 513-556-6823, Campus Location: 210 University Pavilion. You will be provided an Accommodation Form indicating your accommodation needs for the quarter. Please present this form to me AS SOON AS POSSIBLE to ensure your accommodation needs are discussed, agreed upon, and provided.‖ (see http://www.uc.edu/aess/programs\_services/disability.html).

**Religious Observance and Class Attendance** – ―Any UC student who is unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief should be given the opportunity either to make up the work that was missed or to do alternative work that is intrinsically no more difficult than the original exam or assignment — provided that the makeup work does not create an unreasonable burden upon University of Cincinnati and its faculty. Upon request and timely notice, students should be provided reasonable accommodation.‖ (see http://www.uc.edu/registrar/policies\_and\_procedures/religious\_observances\_statement.html).

**"I" (Incomplete)** – No grades of ―Incomplete‖ will be assigned unless there are extreme circumstances AND a contract to complete the work is developed and signed by the student and the instructor prior to the last week of class. It is the student’s responsibility to approach the instructor with the request for an incomplete. Please note that a grade of ―I‖ will automatically be converted to an ―F‖ grade one calendar year after the initial grade was assigned. (see http://www.uc.edu/registrar/faculty\_resources/grading\_scales.html).

**Copyright** – ―Copyright infringement is a violation of the Student Code of Conduct - Misuse of Information Technology. Students who are found to be illegally sharing files will be subject to a procedural review to determine responsibility under the Code. If responsible, this offense will become part of each student's permanent judicial file with the University.‖ (see http://www.uc.edu/conduct/Copyright\_Infringement.html).

**“AESS (Academic Excellence & Support Services)** provides comprehensive, student-centered and university-wide programs, resources and services designed to promote transformative academic excellence through individual and group support. AESS comprises Disability Services and the Learning Assistance Center. We encourage any student with a disability who needs academic assistance to contact Disability Services. Learning Assistance is here to help **all students** who need help with tutoring, study skills, or other services. Additionally, our services are designed to help all UC students become successful independent learners, as well as assist in the retention and graduation of all students. Disability services, tutoring, and other learning resources are **free** to students!‖ (see http://www.uc.edu/aess.html).