

Course Syllabus

COURSE NUMBER: LEAD 6007.01 and

SPED 5330.01 COURSE TITLE Legal Issues in Special Education Administration (cross listed with) Legal Issues in Special Education

TERM

SU 05SITE:

Webster GrovesINSTRUCTOR CONTACT INFORMATION:

Dr Mary Bevel Office: 247 Webster Hall

T/R 1:30 – 4 pm Or by appointment

Phone: 314-961-2660 ext. 7504

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(Insert name and contact information here)CREDIT HOURS: 3

Course Description: (insert course description here) Students review the laws governing special education at federal and state levels and address these issues from an administrative perspective. The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion. Topics to be covered include: American Legal System, Federal Policy and Disability, Safe Schools Act, IDEA 1997 Reauthorization, Zero Reject, Testing, Classification, Placement, Appropriate Education, LRE, Due Process, Parent Participation and Shared Decision Making, Compliance through the Courts, and School Reform. Students review the laws governing special education at federal and state levels and address these issues from an administrative perspective. The class covers the interpretive framework encompassing recent judicial decisions that emphasize inclusion. Topics to be covered include: American Legal System, Federal Policy and Disability, Safe Schools Act, IDEA 1997 Reauthorization, Zero Reject, Testing, Classification, Placement, Appropriate Education, LRE, Due Process, Parent Participation and Shared Decision Making, Compliance through the Courts, and School Reform.

This course is offered in a seminar format in which students are expected to prepare to lead some aspect of the group discussion each week. There will be extensive reading and research required to successfully complete this course.

1. Learning Outcomes: (Insert course outcomes and their links to program outcomes, relevant goals, dispositions, and MoSTEP/Professional Organization standards).

Learner Outcomes for this course

(objectives that address one or more CEC indicators which should coded in the far right column)Special Education Program Outcomes

(select one or more Special Education Program Outcome based on the CEC standards)SOE Goals, SOE Dispositions, MO-STEP and Professional Standards AddressedS1. Students will increase their knowledge and understanding of the political dynamics of Constitutional Law, the foundations of special education law, and the process of federal, state, and local education agencies

SOE GOALS:

SOE DISPOSITIONS:

CEC STANDARDS: CC1k1/ CC1k3/ CC1k4/CC1K10GC1K8/Demonstrate the ability to effectively utilize a variety of problem solving, conflict resolution and decision making processesSOE:

SOE:
CECAnalyze and synthesize the integral elements of effective policy in special education, including the role of economics, families, professional organizations, and legislative action

SOE:

SOE:

CECSynthesize research and literature sources for a better understanding of contemporary issues in special education.

SOE:

SOE:

CEC STANDARDS: CC1k1/ CC1k3/ CC1k4/CC1K10GC1K8/Demonstrate skills in determining community and multicultural factors which affect the delivery of special education programs.

SOE:

SOE:

CECIdentify organizational alternatives in special education service delivery including services inn public, private and parochial schools and agenciesSOE:

SOE:

CEC The student is guided by the profession's ethical and professional practice standards. Students will be reflective practitioners, knowledgeable about professional resources and adhere to the ethical standards of the profession SOE 3.1

SOE Dispositions 1.4, 2.3, 3.1, 3.2, 3.5

MO-STEP 9.3

CC9K4, CC9S1, CC9S2, CC9S3, CC9S4, CC9S7, CC9S11

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams. (Insert Schedule; please feel free to consider identify specific course outcomes addressed in individual class sessions)

Week One: Tuesday, June 7, 2005 Room 326

Introduction / conceptual framework and overview of the course

KWL

Defining priority areas for the course

Library

Historical and philosophic foundations of special education

Role of the Special Education Administrator

Legal Foundations for special education

Assignments –

1. Prepare assigned case
2. Written reflections regarding the rights of students and parents to a free appropriate special education program. Please e-mail to bevelma@webster.edu no later than 10 pm Saturday.
3. Read: Turnbull: Chapter 5: *Appropriate Education*
Chapter 6: *Least Restrictive Appropriate Educational Placement*

Week 2 Tuesday, June 14, 2005 Room 326

Historical and philosophic foundations of special education

Role of the Special Education Administrator

Legal Foundations for special education

Federal Policy and the notion of disability, principles of Zero Reject, Social Role Normalization, Video Road to Brown (VT 760), Discussion of cases and readings in small groups

The Law and special needs students

- Legislation including IDEA, FERPA, Rehabilitation Act, Section 504, ADA - - General overview
- State Guidelines / Monitoring
- Litigation – state and federal case law
Introduction to IDEA and NCLB

Assignment:

Read: Turnbull: Chapter 3: *Zero Reject* and Chapter 4: *Testing, Classification, and Placement*.

Find additional information about one case to be assigned each week.

Week 3 Tuesday, June 21, 2005 Room 326

☐ IDEA 97, IDEA 04 and beyond

Review of the provisions of the law that pertain to access to general education, participation of students with disabilities in statewide and district assessments, discipline of students with disabilities, parent involvement. Appropriate Education, LRE, FAPE, Confidentiality, Testing, Classification & Placement

☐ Issues in the Reauthorization of IDEA

- Funding of Special Education
- Minority Representation in Special Education
- Discipline for Students with Disabilities
- Paperwork
- School Reform

- Advocacy and Parent Involvement

Assignment:

Read: Turnbull: Chapter 7: *Procedural Due Process*

Find additional information about one case to be assigned each week.

Week 4 Tuesday, June 28, 2005 Room 326

- Service delivery models and concepts

Class members will present the organization of services in their schools and share the rationale for the model.

Discussion regarding inclusionary placement practices from selected readings.

Due Process

Assignments: Written reflections - - what would you change regarding the service delivery system in place in your district? How would those changes impact on the learning of the students?

Review of selected readings provided by the instructor

Read: Turnbull: Chapter 8: *Parent Participation and Shared Decision Making*

Find additional information about one case to be assigned each week.

Week 5 Tuesday, July 5, 2005 ..Room 326

- Inclusion for Students with Disabilities – What Is It

- A philosophy or a placement
- What are the benefits
- What are the obstacles

- What does it look like for the students, staff and parents
- What are the administrative and leadership requirements

* Transition Requirements for IDEA

- Regulatory Requirements
- Local School Responsibilities
- Outside Agency Responsibilities

Assignments: Personal reflection regarding inclusion. Discuss how this concept might be applied in your school and what issues you would face in leading a staff to adopt a more inclusion model of services.

Read: Turnbull: Chapter 9: *Compliance through the Courts*

Find additional information about one case to be assigned each week.

Week 6 ---July 12, 2005 No Class Meeting

Week 7-- Tuesday, July19, 2005 ..Room 326

- Funding of Special Education services

- State and federal funding sources
- State requirements
- A place at the table, discipline and individuals with disabilities

Read:

Turnbull: Chapter 10: *Enforcement of the Six Principles*

Find additional information about one case to be assigned each week.

Week 8--- Tuesday, July26, 2005 ..Room 326

Special Education Services for Children Under the Age of Five

- Part C Services for Infants and Toddlers
 - Service delivery systems
 - Funding
 - Personnel Development
- Services for Children 3 – Years of Age
 - Service delivery systems
 - Funding
 - Personnel Development

2. RESOURCES:

Required Text(s):

Free Appropriate Education: The Law and Children with Disabilities

By H. Rutherford Turnbull and Ann P. Turnbull

7th Edition

Love Publishing Company 2004

Additional readings will be assigned

Final Regulations for the Individuals with Disabilities Education Act, E.S. Department of Education (available at www.dese.state.mo.us - Special Education/Resources/Laws and Legislation)

State Plan for IDEA, Missouri Department of Elementary and Secondary Education (available at www.dese.state.mo.us - Special Education/Resource/Laws and Legislation)

United States Congress, House of Representatives. House Bill 1350, Improving the Individuals with Disabilities Act, 2003.

EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the 12. 3 percentage of the grade assigned to each item below)

(Insert Assessment Criteria) (Please attach to the syllabi directions/descriptions for individual projects listed below along with respective scoring guides)

AssessmentsLinks to Course OutcomesPercentage of GradeClass Participation: Students must attend class and participate in all activities in class, including *weekly case research and discussion*.

Students will increase their knowledge and understanding of the political dynamics of Constitutional Law, the foundations of special education law, and the process of federal, state, and local education agencies.

42%

60 points each week

420 points**Final project/ paper** Students will choose a topic related to and aspect of special education and legal issues and write a **term paper** at least ten pages long using APA style. The paper must be typed. Students must provide an electronic copy as well as a paper copy.

Synthesize research and literature sources for a better understanding of contemporary issues in special education.

Analyze and synthesize the integral elements of effective policy in special education, including the role of economics, families, professional organizations, and legislative action

30%

300 points**Class Presentation:** Students will present information gathered in their research for the term paper in the form of a power point presentation. Each presentation will be at least ten minutes in length.

Synthesize research and literature sources for a better understanding of contemporary issues in special education.

10%

100 points**KWL**Analyze and synthesize the integral elements of effective policy in special education, including the role of economics, families, professional organizations, and legislative action

3%

30 points**One Thing Project**Demonstrate the ability to effectively utilize a variety of problem solving, conflict resolution and decision making processes

100 points**SOE Dispositions Project:**

1. Understands and Respects Self

SOE 1.4 Engages in reflection

2.5%

25 points**SOE Dispositions Project:**

3. Understands and Respects Professional Communities

SOE 1.3 Commits to professional behavior in university and school cultures

SOE 1.4 Accepts academic rigor (willingness to work/ high expectations)

2.5%

25 points**Seminar Discussions**Demonstrate skills in determining community and multicultural factors which affect the delivery of special education programs.

**Identify organizational alternatives in special education service delivery including services in public, private and parochial schools and agencies

**Imbedded in the class participation grade / score

Total number of points possible= 1000 points

6. GRADING SCALE : (Insert Grading Scale here)

1000-900 = A (993-900 = A-)

899-800 = B (899 – 896 = B+) (895-893= B) (892-800=B-)

799- 700= C (799-796 = C+) (795 –793 =C) (792- 700 = C-) [2 course grades of C

Any score below 700 points is not appropriate for graduate work = NC

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>). Course papers and projects must be submitted as a hard copy and as an electronic copy. Please use the course title when submitting an electronic copy. All course papers and projects may be submitted to turnitin.com to determine originality. Students who plagiarize will earn "no credit" for the assignment. Students may receive a grade reduction, no credit for the course, or dismissal according to university policy.

All academic and professional behavior of students in this course is subject to review for the purposes of student evaluation. These assessments are under the SOE Dispositions as noted in the chart delineating evaluation process.

8. ACCESSIBILITY/ACCOMMODATIONS POLICY

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

9. OTHER

Class participation and attendance is mandatory. In the event of an emergency, should a student miss a 3 or 4 hour class session, the final course grade will be reduce by one-half letter grade reduction (e.g., A to A-). **Students who miss two or more classes of an 8-week class are advised to withdraw; a NC may be issued for the course. Students who miss the equivalent of three or more weeks of a 16-week class are advised to withdraw; a NC may be issued for the course. (Insert additional policies regarding late assignments, revisions of assignments, and aspects of professional behavior here.)**

All cell phones will be turned off during class

Incompletes are not awarded except in very rare emergencies, as defined by the instructor. An Incomplete may only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or one calendar year from the end of the course, whichever comes first.

This syllabus is subject to change at the discretion of the instructor.

WEBSTER UNIVERSITY

SCHOOL OF EDUCATION

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.

The mandala is a universal design that represents meaning. It appears in children’s early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the “world of learners” in cultural settings. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
The knowledgeable learner:
 - 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
The informed instructor:
 - 2.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
The reflective collaborator:
 - 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.
The responsive educator:
 - 4.1 understands and responds appropriately to issues of diversity
 - 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
 - 4.3 adapts instruction to the learner’s knowledge, ability, and background experience; and
 - 4.4 identifies resources for specialized services when needed.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards Performance Indicators
The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

1.2 presents the subject matter in multiple ways

1.3 uses students' prior knowledge

1.4 engages students in the methods of inquiry used in the discipline

1.5 creates interdisciplinary learning
Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

2.1 knows and identifies child/adolescent development

2.2 strengthens prior knowledge with new ideas

2.3 encourages student responsibility

2.4 knows theories of learning
Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

3.1 identifies prior experience, learning styles, strengths, and needs

3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs

3.3 knows when and how to access specialized services to meet students' needs

3.4 connects instruction to students' prior experiences and family, culture, and community
Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired)

4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance.

4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning
Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs

5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities
Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6.1 knows motivation theories and behavior management strategies and techniques

6.2 manages time, space, transitions, and activities effectively

6.3 engages students in decision making
Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7.1 models effective verbal/ non-verbal communication skills

7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences

7.3 supports and expands learner expression in speaking, writing, listening, and other media

7.4 uses a variety of media communication
Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

8.1 employs a variety of formal and informal assessment techniques (e.g. observations,

portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his

knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies

8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become

aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning

8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting

information through observation of classroom instructions, questioning, and analysis of student work

8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based

on appropriate indicators, to student, parents, and other colleagues
Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

9.1 applies a variety of self-assessment and

problem-solving strategies reflecting on practice,

their influences on students' growth and learning,

and the complex interactions between them

9.2 uses resources available for professional development

9.3 practices professional ethical standards
Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.
10.1 participates in collegial activities designed to make the entire school a productive learning environment

10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems

10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being

10.4 identifies and uses the appropriate school personnel and community resources to

help students reach their full potential
Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.

11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.

11.2 applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.

11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.

11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).

11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.

11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.

CEC Code of Ethics for Educators of Persons with Exceptionalities

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.

2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.

3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.

4. Special education professionals exercise objective professional judgment in the practice of their profession.

5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.

6. Special education professionals work within the standards and policies of their profession.

7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.

8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2 (p. 4). Reston, VA: Author.

(Insert Professional Standards/Subject specific competencies as desired).

(Insert course project and paper directions/descriptions with their respective scoring guides.)

