

Murray State University
COURSE SYLLABUS

Fall 2018

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 603 CREDIT HOURS: 3

I. TITLE: Special Education Law and Procedures

II. COURSE DESCRIPTION AND PREREQUISITE(S):

Course is designed to familiarize graduate students with the laws and procedures that are required in the process of determining eligibility and delivery of special education services. Students will learn the roles of participants in “Admissions and Release Committee” (ARC), the procedural safeguards, and the order of events in the special education process as determined by federal and state law and procedures. Appropriate for all certified teachers, school psychologists, and administrators serving students with disabilities.

Prerequisites: none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Performance Standards and Certification (KTPS), the Council for Exceptional Children (CEC), and the Interstate Teacher Assessment Support Continuum (InTASC) standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. describe federal and state legal systems (KTPS/InTASC #4; CEC #2, 3, 4);
- B. describe the major provisions of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Family Education and Privacy Act, the No Child Left Behind Act of 2001, and other federal and state laws affecting the education of students with disabilities (KTPS/InTASC #4, 9; CEC #2, 3, 4);
- C. identify and explain the major principles of the IDEA (KTPS/InTASC # 2, CEC # 2, 3, 4);
- D. identify and explain the major litigation leading to the passage of the IDEA (KTPS/InTASC # 4, 5, 9; CEC 2, 3, 4);
- E. discuss and evaluate the major court rulings on the IDEA (KTPS/InTASC #4, 5; CEC 2, 3, 4),
- F. critically discuss and evaluate legal trends in special education (KTPS/InTASC #4, 5, 9; CEC #2, 3, 5);
- G. identify and explain the major principles of the NCLB (KTPS/InTASC #4, 5, 9; CEC # 2, 3, 5);
- H. develop legally sound policies and procedures with respect to special education in accordance with the legislation and litigation (KTPS/InTASC # 9; CEC #5);
- I. locate sources of information regarding legislation and litigation in special education (KTPS/InTASC #4, 9; CEC #4, 5);

- J. describe the components required in an Individualized Education Program (IEP) (KTPS/InTASC #4, 5; CEC # 2, 3, 4); and
- K. write professionally for the field of special education (KTPS/CEC #4).

The COE Theme of the Educator as a Reflective Decision-Maker is addressed in this course through class discussion of state and federal statutes, regulations and case law as well as personal reflection in various assignments.

The EPSB Themes of Diversity, Assessment, Literacy/Reading, and Closing the Achievement Gap are explored in the course through various chapters within the text, class discussion of IDEA (Individuals with Disabilities Education Act) 2004, and the development of an IEP (Individualized Education Program) based on state and federal regulations as well as evidence based best practices.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. An introduction to the American legal system
- B. Legal research
- C. The history of the law and children with disabilities
- D. The Individuals with Disabilities Education Act
- E. Major changes of IDEA 2004
- F. Section 504 of the Rehabilitation Act of 1973
- G. Americans with Disabilities Act
- H. No Child Left Behind Act
- I. Free Appropriate Public Education
- J. Identification, Assessment, and Evaluation
- K. The Individualized Education Program
- L. Least Restrictive Environment
- M. Procedural Safeguards
- N. Discipline of students with disabilities
- O. Other legal issues
- P. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

Students will actively participate in course activities through reading, reflection, and research. Course activities may include but not limited to the following: Discussion forums, virtual classroom (chat) sessions, quizzes, tests, special education case law reviews, e-journal articles and web blogs, research papers, reflective exercises, individual as well as group assignments and the development of a Kentucky Individualized Education Program (IEP).

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None

VII. TEXT(S) AND RESOURCES:

Yell, M. L. (2011). *The law and special education* (3rd ed.). New Jersey: Pearson, Merrill, Prentice-Hall.

The format of this course is 100% internet based, so regular access to the Internet/World Wide Web is required. We will use multiple Internet/web resources, for example:

- Murray State University's Canvas Course Management site, (accessible through the quick links at the top of MSU's home page, or through your myGate portal)
- The Murray State Library's web page (**be sure to log in to the library's web page by using your MSU username and password to be able to access all the library's electronic resources**)
- Various Kentucky and Federal Department of Education electronic resources
- Various web blogs, e-journals, and websites, etc.

Resources to be used in conjunction with this course include but not limited to the computer lab, productivity software, MSU Waterfield Library, Internet resources, Journals (hard copy and electronic), Canvas, and the required textbook.

VIII. EVALUATION AND GRADING PROCEDURES:

All assignments are expected to be submitted in proper APA format.

A. 4 Tests (50pts each)	200 pts.
B. Research Paper, legal emphasis in special education	100 pts
C. Case Study IEP w/Transition	100 pts
Total Points	<u>400 pts.</u>

The following grading scale will be used to compute the final grade.

A	93-100%
B	86-92%
C	79-85%
D	72-78%
E	Below 71%

IX. ATTENDANCE POLICY

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary

aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).