

2 Sept 15

Course Proposals

Course Name: Foundations in Special Education: Law and Practice
Course Prefix: MED
Course Number: 6515
Submitted by: David Byrd, davidbyrd@weber.edu

Current Date: 2/19/2015 College: Education
Department: Teacher Education
From Term: Spring 2016

Substantive

new

Current Course Subject: N/A
Current Course Number:

New/Revised Course Information:

Subject: MED
Course Number: 6515

Check all that apply: *This is for courses already approved for gen ed. Use a different form for proposing a new gen ed designation.*

- DV
- CA
- HU
- LS
- PS
- SS
- EN
- AI
- QL
- TA
- TB
- TC
- TD

- TE

Course Title: Foundations in Special Education: Law and Practice
Abbreviated Course Title: Foundations SPED Law & Prac
Course Type: LEC
Credit Hours: 3
or if variable hours: to

Contact Hours:Lecture: 45
Lab:
Other:

Repeat Information:Limit: 0
Max Hrs: 0
Grading Mode: standard

This course is/will be:

- a required course in a major program
- a required course in a minor program
- a required course in a 1- or 2- year program
- elective

Prerequisites/Co-requisites: N/A

Course description (exactly as it will appear in the catalog, including prerequisites):

MED 6515 Foundations of Special Education: Law and Practice
Credits: (3)
Typically taught:
Spring [full semester]
Summer [2nd block]

This course will introduce students to the philosophical, historical, legal, and ethical foundations of special education. Students will examine in depth the laws and practices related to special education and how those laws are influencing children with special needs today. Students will also learn about individuals with special needs as they are identified and served in our school system.

Justification for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course.

This is particularly important for courses requesting upper-division status.)

MED 6515 Foundations in Special Education: Law and Practice meets the needs of special education licensure students in the teacher education graduate program. The current course in place, MED 6510 Advanced Foundations of Special Education Practice and Law was originally designed to meet the needs of both special education and non-special education graduate students. MED 6265 Foundations of Inclusive Teaching has been created for non-special education teacher candidates. With the implementation of MED 6265, a restructuring of MED 6510 was seen as necessary to meet the needs of the special education majors. MED 6515 will allow for more in-depth examinations of issues relating to special education teacher candidates and their future students' needs. The course meets the needs of the Utah State Office of Education's requirements for special education teacher candidates.

INFORMATION PAGE
for substantive proposals only

1. Did this course receive unanimous approval within the Department? true

If not, what are the major concerns raised by the opponents?

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department? No.

MED 6510 needed to be restructured with the creation of MED 6265 (see above).

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

There are no other courses on campus like this course.

4. Is this course required for certification/accreditation of a program? yes

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. For course proposals, e-mail a syllabus to [Faculty Senate](#) which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.).

Please mail a signed [approval page](#) to the Faculty Senate Office, MA 210J, MC 1033.

COURSE SYLLABUS MED 6515
Foundations in Special Education: Law and Practice
3 credits

Instructor:

Office:

Phone:

Office hours:

Course Dates/Times:

Course Location:

Course Description:

This course will introduce students to the philosophical, historical, legal, and ethical foundations of special education. Students will examine in depth the laws and practices related to special education and how those laws are influencing children with special needs today. Students will also learn about individuals with special needs as they are identified and served in our school system.

Course Outcomes:

This course addresses:

Utah Effective Teacher Standard (UETS) 10 Professional and Ethical Behavior: The teacher adheres to and upholds laws, rules, policies, and directives.

Council for Exceptional Children (CEC) Standard 1 Foundations: Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation.

CEC Initial Preparation Standard 6.1 Professional Learning and Ethical Practice: Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

Upon completion of this course, the student will meet the following objectives/outcomes:

| Course objectives | Standards | Assignments/Assessments |
|---|------------------|--|
| Describe laws, policies, historical points of view, theories, and philosophies that form the basis for special education practice. | CEC 1 UETS 10 | Quizzes, Memos, Posts, Exam, and Article Reviews |
| Discuss issues in identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds, and identify similarities and differences among individuals with exceptional learning needs. | CEC 1 UETS 10 | Heward Text Quizzes |
| Outline the laws and major court cases | CEC 1 | Quizzes, Memos, Posts, |

| | | |
|---|------------------------|---|
| that impact individuals with disabilities. | UETS 10 | and Case Briefing assignment |
| Identify rights and responsibilities of students, parents, teachers, and other professionals related to exceptional learning needs. | CEC 1& 6.1 UETS 10 | Quizzes, Memos, Posts and Case Briefing |
| Describe federal and state legal systems. | CEC 1 UETS 10 | Quizzes and Exam |
| Describe the major provisions of the <i>Individuals with Disabilities Education Act (IDEA)</i> , <i>Section 504 of the Rehabilitation Act</i> , and state laws affecting the education of students with disabilities. | CEC 1 UETS 10 | Quizzes, Memos, Posts, and Exam |
| Identify and explain the major principles of the IDEA. | CEC 1 & 6.1 UETS 10 | Quizzes, Memos, Posts and Exams |
| Identify and explain the major litigation leading to the passage of the IDEA. | CEC 1 & 6.1 UETS 10 | Quizzes, Memos, Exam, and Posts |
| Discuss and evaluate the major court rulings on the IDEA. | CEC 1 & 6.1 UETS 10 | Quizzes, Memos, and Exams |
| Analyze the results of litigation using the case briefing form. | CEC 1 & 6.1 UETS 10 | Case Briefing Assignment |

Weber State University Mission Statement

Weber State University offers associate, baccalaureate and master degree programs in a broad variety of liberal arts, sciences, technical and professional fields. The university provides excellent educational experiences for its students through extensive personal contact among faculty, staff and students in and out of the classroom. To accomplish its mission, the university, in partnership with the broader community, engages in research, artistic expression, public service, economic development, and community-based learning experiences in an environment that encourages freedom of expression while valuing diversity.

Weber State University Core Values

- Learning through personalized experiences and shared inquiry
- Engagement in community
- Access and opportunity for all
- Respect for people and ideas
- Nurturing the potential within every individual

Required Texts:

Huefner, D. & Herr, C. (2012) *Navigating Special Education Law and Policy*, Verona, WI: Attainment Company.

Heward, W. L., (2013). *Exceptional Children: An Introduction to Special Education* (10th ed.) Upper Saddle River, NJ: Prentice-Hall.

Utah State Office of Education Rules & Regs. Available at <http://www.schools.utah.gov/sars/Laws,-State-Rules-and-Policies.aspx>

Required Materials: (in addition to the texts)

Assignment guidelines, articles and miscellaneous information to be downloaded weekly from the class Canvas website.

Instructor Expectations:

Grading Scale:

| | |
|----|---------------|
| A | 95%-100% |
| A- | 90%-94% |
| B+ | 87%-89% |
| B | 84%-86% |
| B- | 80%-83% |
| C+ | 77%-79% |
| C | 74%-76% |
| C- | 70%-73% |
| D | 65%-69% |
| E | 64% and below |

Assignments:

Attendance and Participation: (10 pts each class session): Points will be earned daily attendance and participation. Come to class having read the required readings and ready to engage in case studies, group activities, and class discussions. Points will be lost for unexcused absences, lack of participation or preparation, coming late, or leaving early.

Internet Scavenger Hunt: (5 pts). The purpose of the Internet scavenger hunt is to locate useful legal information on the Internet that will help in completing some assignments. A handout with specific information to be found will be handed out and teacher candidates will bring them to class for review and discussion.

Text Quizzes (10 pts each). Online timed quizzes will cover topics from assigned chapters in the textbook. These quizzes should be taken after reading the text materials and reviewing the text presentations for each assigned chapter (1, 3-12, 14 & 15).

Content Quizzes: (15 pts each). Five quizzes will be administered throughout the semester. They will take place in the first 20 minutes of class and will cover content from the previous class session lectures and materials. The quizzes will also build upon knowledge from previous quizzes.

Make-up quizzes will not be allowed. If you are absent the day of the quiz, you will receive a 0 for that quiz.

Online Class Discussion (2 pts each): Teacher candidate will need to make an original post and respond to at least one other post for each discussion. These are due each week.

Requirement Memo (10 pts each): IDEA can be confusing to non-special educators. These assignments are to be written as brief, succinct memo to an intelligent general educator, explaining the essence of the topic in 3-5 minutes of reading time. Introduce the importance and scope of your topic in a couple of sentences and then get straight to the point. Each writing assignment must be **a minimum of one and a half pages and a maximum of two pages of text**. Writing assignments will be judged on: (1) the accuracy and completeness of your understanding of the relevant legal requirements, (2) the professionalism of your writing (in terms of

organization, syntax, correct word choice, clarity, attention to spelling and punctuation, proofreading, etc.), (3) compliance with the instructions, and (4) conformity to APA spacing standards.

Article Review (15 pts each): Read and respond to assigned readings related to special education law. Address the following in your review:

- a. Summary of the authors' position: What was the main point the authors were trying to make? What evidence was presented to support their position?
- b. Your reaction to the articles: Do you agree or disagree with the authors? Why? Don't just state your opinion; support your position using other references or research data (e.g., citations from the textbook or other sources).
- c. Implications for practice: Discuss how you could use this information in your own teaching practice

The article reviews are to be written in APA format for spacing and references. All students will complete the first review. The first review will cover these two articles:

Rose, T. E. & Huefner, D. S. (2005). High school athletic age-restriction rules continue to discriminate against students with disabilities. *Education Law Reporter*, 196 385-401.

Sullivan, K. A., & Zirkel, P. A. (2000). Interscholastic athletic eligibility of students with disabilities. *Education Law Reporter*, 146, 587-598.

The second review is required of graduate students and will cover any of the other assigned articles in the required readings for each class.

Case Briefing (25 pts each): Brief a case dealing with special education. A form for briefing cases can be found on the course website. In order to fully answer the questions designated in the case briefing, this paper should be approximately 2-3 pages in length. The first case briefing will be done in class together and is required of undergraduate students. The second one will be on an assigned lower district case. Everyone will do the second briefing. Find the case, brief it, and then report to the class the background and findings of the case.

Final Exam: (70 points): The final exam will be an online exam. It will be a cumulative exam.

Presentations (40 pts): Students will be assigned a topic relating to Special Education Law in the state of Utah. The students will be expected to thoroughly research the topic assigned and present that to the class. Presentations will be approximately 20 minutes in length. Additional presentation expectations are posted to the class website.

Your oral presentation will allow you to probe an area of special education policy in practice in Utah or the nation. It will also give you an opportunity to practice your oral communication skills. Please include time for discussion and class member participation in your presentation. Evaluation will be based on (1) clarity and accuracy of material presented, (2) compliance with the instructions, (3) poise and professionalism, (4) class involvement, (5) effective use of time, and (6) handout for class members. Please note that you are not being asked to outline or summarize the readings for the class, instead you are being asked to explain the contribution to policy you researched and to engage the class in the information and ideas presented.

University Ethics Policy:

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings

being held, and /or sanctions being imposed. For further clarification of WSU's policy please review Section 6-22 of the Policies and Procedures Manual.

Plagiarism is complex because it comes in many shapes and forms, but in simple terms it means copying material from somewhere else and passing it off as your own work, either intentionally or unintentionally. For the sake of clarity, keep in mind the following: every word of your paper is expected to be your own work, written specifically for this class (no resubmitting work from previous classes). It is acceptable to use a few short quotations so long as the source is properly attributed and quotation marks are used, but papers copied in whole or in part are entirely unacceptable. Failure to use quotation marks, even if only by accident, is still plagiarism.

If you are caught submitting a copied paper, even if you didn't mean to, you are guilty of plagiarism and the range of penalties runs from failing the assignment (for the most minor infractions only), failing the class (the most common penalty) or expulsion from the university (for extreme repeat offenders). These penalties also apply to anyone caught cheating on exams.

ADA Statement:

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Students Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

Class Cancellation:

If class will be cancelled for any reason and I know in advance, I will arrange for alternate instruction that day and inform you via canvas. Should we have an unexpected cancellation such as a weather related issue we will make up the class content during the next meeting. In the highly unlikely event of a prolonged campus closure we will hold class at the usual time using Canvas.

Attention to Special Education Majors:

In order to enhance your teaching skills each semester will require your placement in a practicum setting. In order to do this, you need to have Fingerprinting and Background Check completed. Contact the advisement office regarding the details. You can find the information for fingerprinting at www.weber.edu/fingerprinting.

Counseling and Psychological Services:

Weber State University has counseling services free of charge to students. If you feel you may be in need of these services for any reason, please contact them at 801 626 6406. Or visit the office in suite 280 of the Student Service Center.

Topics and Presentation Dates: (subject to change)

| Session | Topic | Start with the required reading for the class. It is assumed you will locate additional resources to prepare and use in your presentation. You must see me before you present. | Person |
|---------|---------------------|--|--------|
| 4 | Dyslexia vs. SLD | http://www.updc.org/specific-learning-disabilities/ http://www.schools.utah.gov/sars/Disability-Information/Disability-Categories.aspx http://www.schools.utah.gov/sars/Assessment.aspx (see Estimator link at bottom) Kim Fratto as USOE | |
| 5 | Utah MTSS & RTI | http://www.updc.org/umtss/ http://www.updc.org/pbis_rti/ | |
| 6 | NIMAS Standards | Read the relevant provisions from USOE rules and regulations NIMAS http://www.schools.utah.gov/sars/NIMAS.aspx | |
| 7 | Funding for FAPE | Read the relevant provisions from USOE rules and regulations http://www.schools.utah.gov/sars/DOCS/finance/moe_finanbasics.aspx http://www.schools.utah.gov/sars/DOCS/finance/samedicaid.aspx http://www.schools.utah.gov/sars/Finance/Federal-Funding.aspx How are high cost students funded? | |
| 8 | Transition | http://www2.ed.gov/about/offices/list/ocr/transitionguide.html http://schools.utah.gov/sars/Transition.aspx http://updc.org/transition/ Read the relevant provisions from USOE rules and regulations | |
| 10 | Utah ESY Guidelines | http://schools.utah.gov/sars/default.aspx http://schools.utah.gov/sars/DOCS/resources/12esysvcs.aspx Read the relevant provisions from USOE rules and regulations | |
| 12 | High Stakes Testing | Yell et al.(2012) http://www.schools.utah.gov/sars/DOCS/assessment/1314utahaccommodations.aspx http://www.schools.utah.gov/sars/Assessment.aspx http://www.schools.utah.gov/sars/DOCS/assessment/sageswd.aspx http://www.schools.utah.gov/sars/DOCS/assessment/usoeelemmathcalculator.aspx http://www.schools.utah.gov/sars/DOCS/assessment/usoescribeglines.aspx | |
| 13 | Caseload | http://schools.utah.gov/sars/DOCS/resources/caseload.aspx | |

6515 TENTATIVE COURSE CALENDAR SUBJECT TO CHANGE

| Session | Topics | Readings* | Assignments Due |
|----------|---|---|--|
| One | Introduction and course overview American Legal System Key Legal Concepts: | Ch 1 Chs 8 & 20 Rock & Bateman(2001) de Bettencourt (2001) | Requirement Memo #1 |
| Two | Overview of Three Key Federal Acts Purpose and Promise of Special Ed | Chs 2, 3, & 4 Heward (2003) Heward (2013) Chs 1 & 3 | Text Quiz 1 & 3 |
| Three | Eligibility Presentation: Dyslexia vs. SLD Eligibility CD | Chs 5 and 17 Heward (2013) Chs 5 & 8 | Content Quiz 1 Text Quiz 5 & 8 |
| Four | Eligibility ID and Low Incidence Disabilities | Heward (2013) Chs 4 & 12 | Text Quiz 4 & 12 |
| Five | Eligibility Autism and EBD | Heward (2013) Chs 6 & 7 | Text Quiz 6 & 7 |
| Six | Assessment and Evaluation Presentation: MTSS and RTI | Chs 6 & 16 Katsiyannis (1992) | Content Quiz 2 |
| Seven | IEP Presentation: NIMAS / AIM Eligibility Sensory Impairments and Physical Disabilities | Ch 7 Gartin & Murdick (2005) Heward (2013) Chs 9, 10, & 11 | Case Briefing 1 Text Quiz 9, 10, & 11 |
| Eight | FAPE Presentation: Funding | Chs 10 & 18 Huefner (2008) | Content Quiz 3 |
| Nine | Related Services Presentation: Transition and Early Childhood | Ch 11 Heward (2013) Chs 14 & 15 | Requirement Memo #2 Content Text Quiz 14 & 15 |
| Ten | Legal Research Library session with Dr. Shaun Jackson – meet in room 138 of the library | | Internet Scavenger Hunt (in class) Article Review 1 |
| Eleven | Due Process Conflict Resolution | Chs 15 & 20 Yell et al., (2009) http://schools.utah.gov/sars/D_OCS/law/dresolutionmanual.aspx | Case Briefing 2 |
| Twelve | LRE and Placement Presentation: ESY | Chs 12, 13, & 19 | Content Quiz 4 |
| Thirteen | Discipline Presentation: High Stakes Testing | Chs 14 & 19 Yell et al.(2012) | Article Review 2 |
| Fourteen | Privacy and FERPA | Chs 9 & 17 | Requirement Memo #3 |

APPROVAL PAGE

for: MED 6515 Foundations in Special Education: Law and Practice Date submitted online February 19, 2015

For new course proposals, excluding Experimental and Variable Title courses, the following must be completed by the Library bibliographer:

The WSU Library has adequate information resources to support this proposal.

____ Currently, the WSU Library does not have adequate information resources to support this course. However, if this proposal is approved, a Library bibliographer will work closely with departmental faculty to acquire the information resources needed. Funding for the new resources will come from the library's budget.

Joan Hubbard WSU Librarian/Date 2/19/15

Approval Sequence:

KL Hadley 2/19/15
Department Chair/Date (or BIS Director)

Monlin 3.5.15
College Curriculum Committee/Date (Signature not needed on Experimental or Variable Title courses.)

____ Career and Technical Education Director. (Needed on new or deleted courses required in a 2-year program.)

Chloe D Merrill 3-6-15
Dean of College/Date

Courses required in programs leading to secondary undergraduate teacher certification must be approved by the University Council on Teacher Education before being submitted to the Curriculum Committee.

University Council on Teacher Education/Date

Graduate course proposals must be reviewed by the University Graduate Council before being submitted to the Curriculum Committee.

I have read the proposal and discussed it with the program director.

Maia A. Stevens 3/27/15
University Graduate Council Representative/Date

____ Effective
Semester _____
University Curriculum Committee/Date

Passed by Faculty Senate _____ Date